

MARKETING AND SALES MANAGEMENT LEVEL – III



TVET CURRICULUM

Based on December, 2021 (V- I) Occupational
standard (OS)

MARCH, 2022
Addis Abeba, ETHIOPIA

Preface

The reformed TVET-System is an outcome-based system. It utilizes the needs of the labor market and occupational requirements from the world of work as the benchmark and standard for TVET delivery. The requirements from the world of work are analyzed and documented – taking into account international benchmarking – as occupational standards (OS).

In the reformed TVET-System, curricula and curriculum development play an important role with regard to quality driven comparable TVET-Delivery. The Curricula help to facilitate the training process in a way, that trainees acquire the set of occupational competences (skills, knowledge and attitude) required at the working place and defined in the occupational standards (OS).

This curriculum has been developed by a group of professional experts from different Regional TVET Bureaus, colleges, Industries, Institutes and universities based on the occupational standard for marketing and sales management Level III.

The curriculum development process has been actively facilitated by **Ministry of Labor and Skills**.

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TVET-Program Design

1.1. TVET-Program Title: Marketing and sales management Level III

1.2. TVET-Program Description

The Program is designed to develop the necessary knowledge, skills and attitude of the trainees to the standard required by the occupation. The contents of this program are in line with the occupational standard. The Trainees who successfully completed the Program will be qualified to work as a market officer with competencies elaborated in the respective OS. Graduates of the program will have the required qualification to work in the labor and social affairs sector in the field of Marketing and sales management. The prime objective of this training program is to equip the Trainees with the identified competences specified in the OS. Graduates are therefore expected to Deliver and Monitor Customers Service ,Plan and Implement Sales, Coordinate Sales Performance ,Handle mail and Use Business Technologies ,Apply Point of Sales Procedures ,Maintain Business Relationship ,Produce Market and Sales Documents, Profile Market, Analyze and Achieve Sales ,Conduct Pre-Campaign Testing,, Prevent and Eliminate MUDA using problem Solving Tools in accordance with the performance criteria and evidence guide described in the OS.

1.3. TVET-Program Training Outcomes

The expected outputs of this program are the acquisition and implementation of the following units of competences:

LSA MSM3 01 1221 Deliver and Monitor Customers Service

LSA MSM3 02 1221 Plan and Implement Sales

LSA MSM3 03 1221 Coordinate Sales Performance

LSA MSM3 04 1221 Handle mail and Use Business Technologies

LSA MSM3 05 1221 Apply Point of Sales Procedures

LSA MSM3 06 1221 Maintain Business Relationship

LSA MSM3 07 1221 Produce Market and Sales Documents

LSA MSM3 08 1221 Profile Market

LSA MSM3 09 1221 Analyze and Achieve Sales Targets

LSA MSM3 10 1221 Conduct Pre-Campaign Testing

LSA MSM3 11 1221 Optimize Customer and Territory Coverage

LSA MSM3 12 1221 Prevent and Eliminate MUDA using problem Solving Tools

1.4. Duration of the TVET-Program

The Program will have duration of **703 hours** including the on school/ Institution training and on-the-job practice or cooperative training time. Such cooperative training based on realities of the industry, nature of the occupation, location of the TVET institution, and other factors will be considered in the training delivery to ensure that trainees acquire practical and workplace experience.

No	Unit competency	TVET Institution training		Cooperative training	Total hours	Remarks
		Theory	Practical			
1	LSA MSM3 01 1221 Deliver and Monitor Customers Service	23	16	36	75	
2	LSA MSM3 02 1221 Plan and Implement Sales	20	15	37	73	
3	LSA MSM3 03 1221 Coordinate Sales Performance	20	8	32	60	
4	LSA MSM3 04 1221 Handle mail and Use Business Technologies	20	8	22	50	
5	LSA MSM3 05 1221 Apply Point of Sales Procedures	14	12	20	46	
6	LSA MSM3 06 1221 Maintain Business Relationship	16	8	30	54	
7	LSA MSM3 07 1221 Produce Market and Sales Documents	21	16	35	70	
8	LSA MSM3 08 1221 Profile Market	15	10	20	45	
9	LSA MSM3 09 1221 Analyze and Achieve Sales Targets	15	10	20	45	
10	LSA MSM3 10 1221 Conduct Pre-Campaign Testing	17	8	30	55	
11	LSA MSM3 11 1221 Optimize Customer and Territory Coverage	27	18	41	90	
12	LSA MSM3 12 1221 Prevent and Eliminate MUDA using problem Solving Tools	12	8	20	40	
	Total	230	140	333	703	

1.5. Qualification Level and Certification

Based on the descriptors elaborated on the Ethiopian National TVET Qualification Framework (NTQF) the qualification of this specific TVET Program is Level III.

The trainee can exit after successfully completing the modules in one level and will be awarded the equivalent institutional certificate on the level completed. However, only institutional certificate of training accomplishment will be awarded.

1.6. Target Groups

Any citizen with or without disability who meets the entry requirements under items and capable of participating in the training activities is entitled to take part in the Program.

1.7 Entry Requirements

The prospective participants of this program are required to possess the requirements or directive of the Ministry of Labor and Skills.

1.8 Mode of Delivery

This TVET-Program is characterized as a formal Program on middle level technical skills. The mode of delivery is co-operative training. The time spent by the trainees in the real work place/ industry will give them enough exposure to the actual world of work and enable them to get hands-on experience.

The co-operative approach will be supported with school-based lecture-discussion, simulation and actual practice. These modalities will be utilized before the trainees are exposed to the industry environment.

Hence based on the nature of the occupation, location of the TVET institutions, and interest of the industry alternative mode of cooperative training such as apprenticeships, internship and traineeship will be employed. In addition, in the areas where industry is not sufficiently available the established production and service centers/learning factories in TVET institutions will be used as cooperative training places. The Training-Institution and identified companies have forged an agreement to co-operate with regard to the implementation of this program.

1.9. TVET-Program Structure

Unit of Competence		Module Code & Title		Training Outcomes	Duration (In Hours)
LSA MSM3 M01 1221	Deliver and Monitor Customers Service	LSA MSM3M 01 0322	Delivering and Monitoring Customers Service	<ul style="list-style-type: none"> Identify customer needs Deliver a service to customers Monitor and report on service delivery 	75
LSA MSM3 M02 1221	Plan and Implement Sales	LSA MSM3 M02 0322	Planning and Implement Sales	<ul style="list-style-type: none"> Plan sales activities. Develop and apply product knowledge. Approach customer. Gather and respond to information Sell benefits. Overcome objections. Close sale. Maximize sales opportunities 	73
LSA MSM3 M03 1221	Coordinate Sales Performance	LSA MSM3 M03 03 22	Coordinating Sales Performance	<ul style="list-style-type: none"> Implement sales policies and procedures. Provide feedback and coaching to improve implementation of sales policies and procedures. Monitor achievement of sales targets. 	60
LSA MSM3 M04 1221	Handle mail and Use Business Technologies	LSA MSM3 M04 0322	Handling mail and Use Business Technologies	<ul style="list-style-type: none"> Clarify procedures for customer contact using technologies. Operate technologies Receive and distribute incoming 	50

				<ul style="list-style-type: none"> mail • Collect and dispatch outgoing mail • Organize urgent and same day deliveries 	
LSA MSM3 M05 1221	Apply Point of Sales Procedures	LSA MSM3 M05 03 22	Applying Point of Sales Procedures	<ul style="list-style-type: none"> • Operate point-of-sale equipment. • Ensure accuracy of transactions • Perform point-of-sale transactions. • Complete sales. • Wrap and pack goods 	46
LSA MSM3 M06 1221	Maintain Business Relationship	LSA MSM3 M06 03 22	Maintaining Business Relationship	<ul style="list-style-type: none"> • Maintain close contact with business customers. • Identify business customer needs. • Improve business customer outcomes and business relationships 	54
LSA MSM3 M07 1221	Produce Market and Sales Documents	LSA MSM3 M07 03 22	Producing Market and Sales Documents	<ul style="list-style-type: none"> • Select and prepare documents • Design document • Produce document • Finalize document 	70
LSA MSM3 M08 1221	Profile Market	LSA MSM3 M08 03 22	Profiling Market	<ul style="list-style-type: none"> • Segment the market • Identify the target market • Profile the target audience • Develop a positioning strategy 	45
LSA MSM3 M09 1221	Analyze and Achieve Sales Targets	LSA MSM3 M09 03 22	Analyzing and Achieve Sales Targets	<ul style="list-style-type: none"> • Analyze sales targets. • Determine factors affecting attainment of sales targets. • Attain sales targets 	45

LSA MSM3 M10 1221	Conduct Pre-Campaign Testing	LSA MSM3 M10 03 22	Conducting Pre- Campaign Testing	<ul style="list-style-type: none"> • Plan for pre campaign testing • Pilot the advertisement • Utilize pre campaign test results 	55
LSA MSM3 M11 1221	Optimize Customer and Territory Coverage	LSA MSM3 M11 03 22	Optimizing Customer and Territory Coverage	<ul style="list-style-type: none"> • Establish coverage plan for a territory • Report on business visits. • Improve customer or territory coverage. 	90
LSA MSM3 12 1221	Prevent and Eliminate MUDA using problem Solving Tools	LSA MSM3 M12 03 22	Preventing and Eliminating MUDA using problem Solving Tools	<ul style="list-style-type: none"> • Prepare for work. • Identify MUDA. /Identify and select problem • Analyze causes of a problem. • Eliminate MUDA and Assess effectiveness of the solution • Prevent occurrence of wastes/MUDA. • Standardize and sustain operation. 	40

*The time duration (Hours) indicated for the module should include all activities in and out of the TVET institution.

1.10 Institutional Assessment

Two types of evaluation will be used in determining the extent to which training outcomes are achieved. The specific training outcomes are stated in the modules. In assessing them, verifiable and observable indicators and standards shall be used.

The *formative assessment* is incorporated in the training modules and form part of the training process. Formative evaluation provides the trainee with feedback regarding success or failure in attaining training outcomes. It identifies the specific training errors that need to be corrected, and provides reinforcement for successful performance as well. For the teacher, formative evaluation provides information for making instruction and remedial work more effective.

Summative Evaluation the other form of evaluation is given when all the modules in the program have been accomplished. It determines the extent to which competence have been achieved. And, the result of this assessment decision shall be expressed in the term of institutional Assessment implementation guidelines..

Techniques or tools for obtaining information about trainees' achievement include oral or written test, demonstration and on-site observation.

1.11 TVET Teachers Profile

The teachers conducting this particular TVET Program are A Level and above who have satisfactory practical experiences or equivalent qualifications.

LEARNING MODULE 1

Occupational Standard: Marketing and Sales Management Level III

MODULE TITLE: Delivering and Monitoring Customers Service

MODULE CODE: LSA MSM3 M01 0322

NOMINAL DURATION: 70 Hrs.

MODULE DESCRIPTION:

This module deals the performance outcomes, skills and knowledge required to identify customer needs and monitor service provided to customers according to the company procedure trade policy.

LEARNING OUTCOMES:

At the end of the module the trainee should be able to:

LO1. Identify customer needs

LO2. Deliver a service to customers

LO3. Monitor and report on service delivery

MODULE CONTENTS:

LO 1. Identifying customer needs

1.1 Identifying customer needs and expectations.

1.2 determining Customer needs

1.3 Assisting effective communication customers needs

1.4 Addressing customers needs

1.4.1 Assessing limitation individuals customer needs

LO 2. Delivering a service to customers

2.1 providing customer service

2.2 Establishing rapport customer quality service

2.3 Handling customer compliant

2.4 Providing to respond specific needs.

2.5 Using to promote services and Products

LO 3. Monitoring and report on service delivery

- 3.1 Verifying Customer satisfaction
- 3.2 Enhance quality services and products.
- 3.3 Monitoring service delivery .
- 3.4 Improving Customer feedback
- 3.5 Ensuring customer satisfaction decision.
- 3.6 Recommending and Reporting critical aspects

LEARNING METHODS:				
For None Impaired Trainees	Reasonable Adjustment for Trainees with Disability (TWD)			
	Low Vision and Blind	Deaf	Hard of hearing	Physical impairment
Lecture-discussion	<ul style="list-style-type: none"> ❖ Provide large print text ❖ Prepare the lecture in Audio/video & in Brail format ❖ Organize the class room seating arrangement to be accessible to trainees ❖ Write short notes on the black/white board using large text ❖ Make sure the luminosity of the light of class room is kept ❖ Use normal tone of voice ❖ Encourage trainees to record the lecture in audio format ❖ Provide Orientation on the physical feature of the work shop ❖ Summarize main points 	<ul style="list-style-type: none"> ❖ Assign sign language interpreter ❖ Arrange the class room seating to be conducive for eye to eye contact ❖ Make sure the luminosity of the light of class room is kept ❖ Introduce new and relevant vocabularies ❖ Use short and clear sentences ❖ Give emphasis on visual lecture and ensure the attention of the trainees ❖ Avoid movement during lecture time ❖ Present the lecture in video format ❖ Summarize main points ❖ 	<ul style="list-style-type: none"> ❖ Organize the class room seating arrangement to be accessible to trainees ❖ Speak loudly ❖ Ensure the attention of the trainees ❖ Present the lecture in video format ❖ Ensure the attention of the trainees 	<ul style="list-style-type: none"> ❖ Organize the class room seating arrangement to be accessible for wheelchairs users. ❖ Facilitate and support the trainees who have severe impairments on their upper limbs to take note ❖ Provide Orientation on the physical feature of the work shop
Demonstration	<ul style="list-style-type: none"> ❖ Conduct close follow up ❖ Use verbal description ❖ Provide special attention in the process of guidance ❖ facilitate the support of peer trainees ❖ Prepare & use simulation ❖ 	<ul style="list-style-type: none"> ❖ use Sign language interpreter ❖ Use video recorded material ❖ Ensure attention of the trainees ❖ Provide structured training ❖ Show clear and short method ❖ Use gesture ❖ provide tutorial support 	<ul style="list-style-type: none"> ❖ Illustrate in clear & short method ❖ Use Video recorded material ❖ Ensure the attention of the trainees ❖ provide tutorial support (if necessary) 	<ul style="list-style-type: none"> ❖ Facilitate and support the trainees having severe upper limbs impairment to operate equipment's/ machines ❖ Assign peer trainees to assist ❖ Conduct close follow up

				❖ provide tutorial support(if necessary)
❖ ASSESSMENT METHODS:				
Interview		<ul style="list-style-type: none"> ❖ Use sign language interpreter ❖ Ensure or conform whether the proper communication was conducted with the trainee through the service of the sign language interpreter ❖ Use short and clear questioning ❖ Time extension 	<ul style="list-style-type: none"> ❖ Speak loudly ❖ Using sign language interpreter if necessary 	<ul style="list-style-type: none"> ❖ Use written response as an option for the trainees having speech challenges ❖
Written test	<ul style="list-style-type: none"> ❖ Prepare the exam in large texts/Brail ❖ Use interview as an option if necessary ❖ Prepare the exam in audio format ❖ Assign human reader (if necessary) ❖ Time extension 	<ul style="list-style-type: none"> ❖ Prepare the exam using short sentences, multiple choices, True or False, matching and short answers ❖ Avoid essay writing ❖ Time extension 	<ul style="list-style-type: none"> ❖ Prepare the exam using short sentences, multiple choices, True or False, matching and short answers if necessary. 	<ul style="list-style-type: none"> ❖ Use oral response as an option to give answer for trainees having severe upper limb impairment ❖ Time extension for trainees having severe upper limb impairment
Demonstration/ Observation	<ul style="list-style-type: none"> ❖ Brief the instruction or provide them in large text/Brail ❖ Time extension 	<ul style="list-style-type: none"> ❖ Use sign language interpreter ❖ Brief on the instruction of the exam ❖ Provide activity-based/ practical assessment method ❖ Time extension 	<ul style="list-style-type: none"> ❖ Provide activity based assessment ❖ Brief on the instruction of the exam ❖ Use loud voice ❖ Time extension 	<ul style="list-style-type: none"> ❖ Provide activity based assessment ❖ Conduct close follow up ❖ Time extension ❖

ASSESSMENT CRITERIA:

LO 1 Identify customer needs

- Appropriate interpersonal skills are used to accurately identified and clarified customer needs and expectations.
- Customer needs are assessed for urgency to determine priorities for service delivery in accordance with organizational requirements.
- Effective communication is used to inform customers about available choices for meeting their needs and selection of preferred options are assisted.
- Limitations are identified in addressing customers' needs and appropriate assistance from designated individuals is sought

LO 2 Deliver a service to customers

- Prompt service is provided to customers to meet identified needs in accordance with organizational requirements.
- Appropriate rapport is established and maintained with customers to ensure completion of quality service delivery.
- Customer complaints are sensitively and courteously handled in accordance with organizational requirements.
- Assistance or respond are provided to customers with specific needs in accordance with organizational requirements.
- Available opportunities are identified and used to promote and services and products are enhanced to customers

LO 3 Monitor and report on service delivery

- Customer satisfaction with service delivery is regularly reviewed using verifiable evidence in accordance with organizational requirements.
- Opportunities are identified to enhance the quality of services and products, and pursued

within organizational requirements.

- Procedural aspects of service delivery are monitored for effectiveness and suitability to customer requirements.
- Customer feedback is regularly sought and used to improve the provision of products and services.
- Evidence of customer satisfaction in decisions is incorporated to modified products or services, ensuring they are within organizational requirements.
- Ensure reports are cleared, detailed and contained recommendations focused on critical aspects of service delivery

Annex: Resource Requirements

Item No.	Category/Item	Description/ Specifications	Quantity	Recommended Ratio (Item: Trainee)
A.	<i>Learning Materials</i>			
1	TTLM	Containing: LAP TEST, Information Sheet, Operation sheet	5	1:5
2	Text Books	If Available		
3	OHS materials and tools	If Available	1	1:25
	References			
1	Marketing in practice	Gill Kelley and Mike Hyde 2000	5	1:5
2	Marketing: The one-semester Introduction	Geoff Lancaster and Paul Reynolds 2000	5	1:5
3	Principles of Marketing	Philip Kotler 14 th edition	5	1:5
B.	<i>Learning Facilities & Infrastructure</i>			
1.	Class Room	7m*8m	1	1:25
2	Library	12m*15m	1	1:25
3	Black and/or White Board	1.10m*1.90m	1	1:25
C.	<i>Consumable Materials</i>			
1.	White Board Marker	Packed	1	1:25
2.	Chalk	25 pieces	25	25:25
3.	Flip chart	Standard	1	1:25
4.	Stationary			
D.	<i>Tools and Equipment</i>			
1	Multimedia projector	- LCD	1	1:25
2	Office equipment and resources	Computer	1	1:25

LEARNING MODULE 02

Occupational Standard: Marketing and Sales Management Level III

MODULE TITLE: Planning and Implement sales

MODULE CODE: LSA MSM3M 03 0322

NOMINAL DURATION: 73 Hrs.

MODULE DESCRIPTION:

This module deals describes the performance outcomes, skills and knowledge required to sell products and services in a marketing environment. It involves the use of sales techniques and encompasses key selling skills, basic level of product knowledge and the recognition and demonstration of verbal and non-verbal communication skills to determine customer requirements, sell the benefits of products and services, overcome objections and close sales.

LEARNING OUTCOMES:

At the end of the module the trainee should be able to:

LO1 Plan sales activities

LO2 Develop and apply product knowledge

LO3 Approach customer.

LO4 Gather and respond to information

LO5 Sell benefits.

LO6 Overcome objections.

LO7 Close sale

LO8 Maximize sales opportunities

MODULE CONTENTS:

LO1 Planning sales activities

1.1 Planning and scheduling marketing plan

1.2 Analysing marketing information.

1.3 Creating profiles of prospects

1.4 Estimating potential revenue

1.5 Maximizing opportunities sales targets.

1.6 Establishing practical sales

LO2 Developing and applying product knowledge

2.1 Developing Product knowledge

2.2 Applying legislative e requirement .

2.3 Identifying Gaps of product knowledge.

LO3 Approaching customer.

3.1 Identifying Customers.

3.2 Developing customer buying behavior

3.3 Determining customer approach

3.4 Initiating Customer contact

3.5 Encouraging customer interest.

L04 Gathering and responding to information

4.1 Applying Questioning and listening techniques

4.2 Clarifying nonverbal communication.

4.3 Directing customer

Lo5 Selling benefits.

5.1 Matching Customer needs

5.2 Communicating product features and benefits

5.3 Describing Product use and safety

5.4 Referring product specialists

5.5 Answering Routine customer questions

Lo6 Overcoming objections.

6.1 Identifying customer objection.

6.2 Offering customer objections.

6.3 Applying Problem solving techniques

Lo7 Closing sale

7.1 Identifying Customer buying signals

7.2 Encouraging customer purchase decisions.

7.3 Selecting close sale methods

Lo8 Maximizing sales opportunities

8.1 Applying sales opportunities

8.2 Advising complementary products and services

8.3 Reviewing personal sales outcomes

LEARNING METHODS:				
For None Impaired Trainees	Reasonable Adjustment for Trainees with Disability (TWD)			
	Low Vision and Blind	Deaf	Hard of hearing	Physical impairment
Lecture-discussion	<ul style="list-style-type: none"> ❖ Provide large print text ❖ Prepare the lecture in Audio/video & in Brail format ❖ Organize the class room seating arrangement to be accessible to trainees ❖ Write short notes on the black/white board using large text ❖ Make sure the luminosity of the light of class room is kept ❖ Use normal tone of voice ❖ Encourage trainees to record the lecture in audio format ❖ Provide Orientation on the physical feature of the work shop ❖ Summarize main points 	<ul style="list-style-type: none"> ❖ Assign sign language interpreter ❖ Arrange the class room seating to be conducive for eye to eye contact ❖ Make sure the luminosity of the light of class room is kept ❖ Introduce new and relevant vocabularies ❖ Use short and clear sentences ❖ Give emphasis on visual lecture and ensure the attention of the trainees ❖ Avoid movement during lecture time ❖ Present the lecture in video format ❖ Summarize main points ❖ 	<ul style="list-style-type: none"> ❖ Organize the class room seating arrangement to be accessible to trainees ❖ Speak loudly ❖ Ensure the attention of the trainees ❖ Present the lecture in video format ❖ Ensure the attention of the trainees 	<ul style="list-style-type: none"> ❖ Organize the class room seating arrangement to be accessible for wheelchairs users. ❖ Facilitate and support the trainees who have severe impairments on their upper limbs to take note ❖ Provide Orientation on the physical feature of the work shop
Demonstration	<ul style="list-style-type: none"> ❖ Conduct close follow up ❖ Use verbal description ❖ Provide special attention in the process of guidance ❖ facilitate the support of peer trainees ❖ Prepare & use simulation ❖ 	<ul style="list-style-type: none"> ❖ use Sign language interpreter ❖ Use video recorded material ❖ Ensure attention of the trainees ❖ Provide structured training ❖ Show clear and short method ❖ Use gesture ❖ provide tutorial support 	<ul style="list-style-type: none"> ❖ Illustrate in clear & short method ❖ Use Video recorded material ❖ Ensure the attention of the trainees ❖ provide tutorial support (if necessary) 	<ul style="list-style-type: none"> ❖ Facilitate and support the trainees having severe upper limbs impairment to operate equipment's/ machines ❖ Assign peer trainees to assist ❖ Conduct close follow up

				❖ provide tutorial support(if necessary)
ASSESSMENT METHODS:				
Interview	❖	<ul style="list-style-type: none"> ❖ Use sign language interpreter ❖ Ensure or confirm whether the proper communication was conducted with the trainee through the service of the sign language interpreter ❖ Use short and clear questioning ❖ Time extension 	<ul style="list-style-type: none"> ❖ Speak loudly ❖ Using sign language interpreter if necessary 	<ul style="list-style-type: none"> ❖ Use written response as an option for the trainees having speech challenges ❖ ❖
Written test	<ul style="list-style-type: none"> ❖ Prepare the exam in large texts/Brail ❖ Use interview as an option if necessary ❖ Prepare the exam in audio format ❖ Assign human reader (if necessary) ❖ Time extension 	<ul style="list-style-type: none"> ❖ Prepare the exam using short sentences, multiple choices, True or False, matching and short answers ❖ Avoid essay writing ❖ Time extension 	<ul style="list-style-type: none"> ❖ Prepare the exam using short sentences, multiple choices, True or False, matching and short answers if necessary. 	<ul style="list-style-type: none"> ❖ Use oral response as an option to give answer for trainees having severe upper limb impairment ❖ Time extension for trainees having severe upper limb impairment
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ASSESSMENT CRITERIA:

LO1 Plan sales activities.

- Plan and schedule sales activities for existing and potential customers according to marketing plan or other organisation systems.
- Identify, analyse and incorporate appropriate organisation, customer and market information into the sales planning process. Proactively source prospects and create profiles accordingly.
- Estimate potential revenue, based on sound analysis of information and in consultation with appropriate colleagues. Plan activities to maximise opportunities to meet individual and team targets.
- Establish practical sales call patterns based on analysis of all relevant customer and market information

LO2 Develop and apply product knowledge

- Product knowledge is developed by accessing relevant sources of information and confirmed with relevant staff.
- Knowledge of the use and application of relevant products and services is applied in interactions with customers according to store policy and legislative requirements.
- Gaps are identified in product knowledge and resolved by accessing relevant sources of information..

LO3 Approach customer

- *Customers* are identified by name where possible.
- Knowledge of customer buying behavior is developed by accessing relevant sources of information.
- Appropriate timing of customer approach is determined and applied according to store policy and customer behavior.
- Customer contact is initiated according to store policy.

- A positive impression is conveyed to encourage customer interest according to store policy.

LO4 Gather and respond to information

- Questioning techniques and listening skills are applied to determine customer buying motives and requirements.
- Nonverbal communication cues are interpreted and clarified.
- Customer is directed to specific merchandise according to customer requirements and store policy.
- Take Follow up action to monitor the effectiveness of solutions in the workplace.

LO 5 Sell benefits

- Customer needs are matched to appropriate products and services.
- Knowledge of product features and benefits is communicated clearly to customers.
- Product use and safety requirements are described to customers.
- Customers are referred to appropriate product specialist as required.
- *Routine customer questions* are answered about merchandise accurately and honestly or refer to senior sales staff

LO6 Overcome objections

- Customer objections are identified and acknowledged according to store policy and categorized into price, time and merchandise characteristics and consider solutions.
- Solutions are offered to customer objections according to store policy.
- *Problem solving* is applied within personal scope of responsibilities to overcome customer objections or refer to senior staff.

LO7 Close sale

- Customer buying signals are monitored, identified and responded appropriately.
- Customer is encouraged to make purchase decisions.
- Appropriate method of closing sale is selected and applied

LO8 Maximize sales opportunities.

- Opportunities are recognized and applied for making additional *sales* according to store policy.
- Customer is advised of complementary products or services according to customers identified need.
- Personal sales outcomes are reviewed and strategies are considered to maximize future sales in consultation with relevant staff.

Annex: Resource Requirements

Item No.	Category/Item	Description/ Specifications	Quantity	Recommended Ratio (Item: Trainee)
A.	<i>Learning Materials</i>			
1.	TTLM	Containing: LAP TEST, Information Sheet, Operation sheet	5	1:5
2	Text Books	If Available		
3	OHS Policies and Procedures		1	1:25
B.	<i>Learning Facilities & Infrastructure</i>			
1.	Class Room	7m*8m	1	1:25
2	Library	12m*15m	1	1:25
3	Black and/or White Board	1.10*1.90m	1	1:25
C.	<i>Consumable Materials</i>			
1.	White Board Marker	Packed	3	3:25
2.	Chalk	25	25	25:25
3.	Flip chart	Standard	1	1:25
4.	Stationary			
D.	<i>Tools and Equipment</i>			
1	Multimedia projector	- LCD	1	1:25
2	Office equipment and resources	Computer	5	1:5

LEARNING MODULE 3

Occupational Standard: Marketing and Sales Management Level III

MODULE TITLE: Coordinating Sales Performance

MODULE CODE: LSA MSM3 M03 03 22

NOMINAL DURATION: 60 Hrs.

MODULE DESCRIPTION:

This module deals the performance outcomes, skills and knowledge required to implement and monitor adherence to sales policies and procedures, and monitor the achievement of sales targets and performance.

LEARNING OUTCOMES:

At the end of the module the trainee should be able to:

LO1. Implement sales policies and procedures

LO2. Provide feedback and coaching to improve implementation of sales policies and procedures

LO3. Monitor achievement of sales targets

MODULE CONTENTS:

LO 1. Implementing sales policies and procedures

- 1.1 Adhering and monitoring store policy
- 1.2 Implementing sales transaction
- 1.3 Entering team point-of-sale information
- 1.4 Ensuring safe handling of goods
- 1.5 Matching customer needs

LO 2 providing feedback and coaching to improve implementation of sales policies and procedures

- 2.1 Coaching Individual and team selling
- 2.2 Implementing coach sales team
- 2.3 Supporting team to promote sales

LO 3. Monitoring achievement of sales targets

- 3.1 Recording selling target
- 3.2 Monitoring sales result
- 3.3 providing Feedback

LEARNING METHODS:

For None Impaired Trainees	Reasonable Adjustment for Trainees with Disability (TWD)			
	Low Vision and Blind	Deaf	Hard of hearing	Physical impairment
Lecture-discussion	<ul style="list-style-type: none"> ❖ Provide large print text ❖ Prepare the lecture in Audio/video & in Brail format ❖ Organize the class room seating arrangement to be accessible to trainees ❖ Write short notes on the black/white board using large text ❖ Make sure the luminosity of the light of class room is kept ❖ Use normal tone of voice ❖ Encourage trainees to record the lecture in audio format ❖ Provide Orientation on the physical feature of the work shop ❖ Summarize main points 	<ul style="list-style-type: none"> ❖ Assign sign language interpreter ❖ Arrange the class room seating to be conducive for eye to eye contact ❖ Make sure the luminosity of the light of class room is kept ❖ Introduce new and relevant vocabularies ❖ Use short and clear sentences ❖ Give emphasis on visual lecture and ensure the attention of the trainees ❖ Avoid movement during lecture time ❖ Present the lecture in video format ❖ Summarize main points ❖ 	<ul style="list-style-type: none"> ❖ Organize the class room seating arrangement to be accessible to trainees ❖ Speak loudly ❖ Ensure the attention of the trainees ❖ Present the lecture in video format ❖ Ensure the attention of the trainees 	<ul style="list-style-type: none"> ❖ Organize the class room seating arrangement to be accessible for wheelchairs users. ❖ Facilitate and support the trainees who have severe impairments on their upper limbs to take note ❖ Provide Orientation on the physical feature of the work shop
Demonstration	<ul style="list-style-type: none"> ❖ Conduct close follow up ❖ Use verbal description ❖ Provide special attention in the process of guidance ❖ facilitate the support of peer trainees ❖ Prepare & use simulation ❖ 	<ul style="list-style-type: none"> ❖ use Sign language interpreter ❖ Use video recorded material ❖ Ensure attention of the trainees ❖ Provide structured training ❖ Show clear and short method ❖ Use gesture ❖ provide tutorial support ❖ <p style="text-align: center;">(if necessary)</p>	<ul style="list-style-type: none"> ❖ Illustrate in clear & short method ❖ Use Video recorded material ❖ Ensure the attention of the trainees ❖ provide tutorial support (if necessary) 	<ul style="list-style-type: none"> ❖ Facilitate and support the trainees having severe upper limbs impairment to operate equipment's/ machines ❖ Assign peer trainees to assist ❖ Conduct close follow up

				❖ provide tutorial support(if necessary)
ASSESSMENT METHODS:				
Interview	❖	<ul style="list-style-type: none"> ❖ Use sign language interpreter ❖ Ensure or conform whether the proper communication was conducted with the trainee through the service of the sign language interpreter ❖ Use short and clear questioning ❖ Time extension 	<ul style="list-style-type: none"> ❖ Speak loudly ❖ Using sign language interpreter if necessary 	<ul style="list-style-type: none"> ❖ Use written response as an option for the trainees having speech challenges
Written test	<ul style="list-style-type: none"> ❖ Prepare the exam in large texts/Brail ❖ Use interview as an option if necessary ❖ Prepare the exam in audio format ❖ Assign human reader (if necessary) ❖ Time extension 	<ul style="list-style-type: none"> ❖ Prepare the exam using short sentences, multiple choices, True or False, matching and short answers ❖ Avoid essay writing ❖ Time extension 	<ul style="list-style-type: none"> ❖ Prepare the exam using short sentences, multiple choices, True or False, matching and short answers if necessary. 	<ul style="list-style-type: none"> ❖ Use oral response as an option to give answer for trainees having severe upper limb impairment ❖ Time extension for trainees having severe upper limb impairment
Demonstration/ Observation	<ul style="list-style-type: none"> ❖ Brief the instruction or provide them in large text/Brail ❖ Time extension 	<ul style="list-style-type: none"> ❖ Use sign language interpreter ❖ Brief on the instruction of the exam ❖ Provide activity-based/ practical assessment method ❖ Time extension 	<ul style="list-style-type: none"> ❖ Provide activity based assessment ❖ Brief on the instruction of the exam ❖ Use loud voice ❖ Time extension 	<ul style="list-style-type: none"> ❖ Provide activity based assessment ❖ Conduct close follow up ❖ Time extension ❖

ASSESSMENT CRITERIA:

LO 1. Implement sales policies and procedures

- Adherence is implemented and monitored to store policy and procedures and relevant legislation in regard to selling.
- Store policy and procedures are implemented and monitored in regard to sales transactions.
- Team is monitored to ensure information is entered into point-of-sale equipment accurately.
- Team is monitored to ensure the efficient and safe handling of goods through point-of-sale areas.
- Team is monitored to ensure that products and services are matched to customer needs

LO 2. Provide feedback and coaching to improve implementation of sales policies and procedures.

- Individual information and coach sales team members are provided in store policy and procedures and relevant legislation in regard to selling.
- Individual information and coach sales team members are provided on the implementation of store policy and procedures in regard to sales transactions.
- Support is provided to team members to promote sales and service techniques

LO 3. Monitor achievement of sales targets

- Individual and department sales targets are monitored and recorded according to store policy.
- Store sales results are monitored and recorded in line with sales targets and according to store policy.
- Feedback is provided to management and staff on sales performance in relation to sales targets and planning.

Annex: Resource Requirements

Item No.	Category/Item	Description/ Specifications	Quantity	Recommended Ratio (Item: Trainee)
A.	<i>Learning Materials</i>			
1.	TTLM	Containing: LAP TEST, Information Sheet, Operation sheet	5	1:5
2	Text Books	If Available		
3	OHS Policies and Procedures		1	1:25
B.	<i>Learning Facilities & Infrastructure</i>			
1.	Class Room	7m*8m	1	1:25
2	Library	12m*15m	1	1:25
3	Black and/or White Board	1.10m*1.90m	1	1:25
C.	<i>Consumable Materials</i>			
1.	White Board Marker	Packed	3	3:25
2.	Chalk	Pieces	25	25:25
3.	Flip chart	Standard	1	1:25
4.	Stationary			
D.	<i>Tools and Equipment</i>			
1	Multimedia projector	- LCD	1	1:25
2	Office equipment and resources	Computer	5	1:5

LEARNING MODULE 04

TVET-PROGRAMME TITLE: Marketing and Sales Management Level III

MODULE TITLE: Handling Mail and Using Business Technologies

MODULE CODE: LSA MSM3 MO4 0322

NOMINAL DURATION:50 Hours

MODULE DESCRIPTION: This module describes the performance outcomes, skills and knowledge required to receive and distribute incoming mail, to collect, dispatch outgoing mail, organize and apply workplace information in the context of an organization's work processes and knowledge management systems through using business technologies.

LEARNING OUTCOMES

At the end of the module the trainee will be able to:

LO1: Clarify procedures for customer contact using technologies.

LO2: Operate technologies.

LO3: Receive and distribute incoming mail

LO4: Collect and dispatch outgoing mail

LO5: Organise urgent and same day deliveries

MODULE CONTENTS:

LO1: Clarifying procedures for customer contact using technologies

1.1 Identifying technologies

1.2 Identifying personal responsibility and limitations

1.3 facilitating protocols for customer data and frequency

LO2: Operating technologies

2.1 Identifying technology application

2.2 Testing applications

2.3 Obtaining and applying feedback

LO3: Receiving and distributing incoming mail

3.1 checking and registering incoming mail

3.2 Identifying titles and locations

3.3 distributing urgent and confidential mail

3.4 Sorting and despatching mail

3.5 Recording and reporting damaged mail

LO4: Collecting and dispatching outgoing mail

4.1 Collecting outgoing mail

4.2 Recording and processing outgoing mail

4.3 Despatching mail

LO5: Organising urgent and same day deliveries

5.1 Evaluating and selecting best delivery options

5.2 Preparing items for urgent delivery

5.3 Pick up emergency lodgement delivery

Learning Methods:				
For none impaired trainees	Reasonable Adjustment for Trainees with Disability (TWD)			
	Low Vision	Deaf	Hard of hearing	Physical impairment
Lecture-discussion	<ul style="list-style-type: none"> ❖ Provide large print text ❖ Prepare the lecture in Audio/video ❖ Organize the class room seating arrangement to be accessible to trainees ❖ Write short notes on the black/white board using large text ❖ Make sure the luminosity of the light of class room is kept ❖ Use normal tone of voice ❖ Encourage trainees to record the lecture in audio format ❖ Provide Orientation on the physical feature of the work shop ❖ Summarize main points 	<ul style="list-style-type: none"> ❖ Assign sign language interpreter ❖ Arrange the class room seating to be conducive for eye to eye contact ❖ Make sure the luminosity of the light of class room is kept ❖ Introduce new and relevant vocabularies ❖ Use short and clear sentences ❖ Give emphasis on visual lecture and ensure the attention of the trainees ❖ Avoid movement during lecture time ❖ Present the lecture in video format ❖ Summarize main points 	<ul style="list-style-type: none"> ❖ Organize the class room seating arrangement to be accessible to trainees ❖ Speak loudly ❖ Ensure the attention of the trainees ❖ Present the lecture in video format ❖ Ensure the attention of the trainees 	<ul style="list-style-type: none"> ❖ Organize the class room seating arrangement to be accessible for wheelchairs users. ❖ Facilitate and support the trainees who have severe impairments on their upper limbs to take note ❖ Provide Orientation on the physical feature of the work shop
Demonstration	<ul style="list-style-type: none"> ❖ Conduct close follow up ❖ Use verbal description ❖ Provide special attention in the process of guidance ❖ facilitate the support of peer trainees ❖ Prepare & use simulation 	<ul style="list-style-type: none"> ❖ use Sign language interpreter ❖ Use video recorded material ❖ Ensure attention of the trainees ❖ Provide structured training ❖ Show clear and short method ❖ Use gesture ❖ Provide tutorial support (if necessary) 	<ul style="list-style-type: none"> ❖ Illustrate in clear & short method ❖ Use Video recorded material ❖ Ensure the attention of the trainees ❖ Provide tutorial support (if necessary) 	<ul style="list-style-type: none"> ❖ Facilitate and support the trainees having severe upper limbs impairment to operate equipments/ machines ❖ Assign peer trainees to assist ❖ Conduct close follow up ❖ Provide tutorial support (if necessary)

<p>Group discussion</p>	<ul style="list-style-type: none"> ❖ Facilitate the integration of trainees with group members ❖ Conduct close follow up ❖ Introduce the trainees with other group member ❖ Brief the thematic issues of the work 	<ul style="list-style-type: none"> ❖ Use sign language interpreters ❖ Facilitate the integration of trainees with group members ❖ Conduct close follow up ❖ Introduce the trainees with other group member 	<ul style="list-style-type: none"> ❖ Facilitate the integration of trainees with group members ❖ Conduct close follow up ❖ Introduce the trainees with other group member ❖ Inform the group members to speak loudly 	<ul style="list-style-type: none"> ❖ Introduce the trainees with their peers
<p>Exercise</p>	<ul style="list-style-type: none"> ❖ Conduct close follow up and guidance ❖ Provide tutorial support if necessary ❖ provide special attention in the process 	<ul style="list-style-type: none"> ❖ Conduct close follow up and guidance ❖ Provide tutorial support if necessary ❖ provide special attention in the process/practical training ❖ Introduce new and relevant vocabularies 	<ul style="list-style-type: none"> ❖ Conduct close follow up and guidance ❖ Provide tutorial support if necessary ❖ provide special attention in the process/ practical training 	<ul style="list-style-type: none"> ❖ Assign peer trainees ❖ Use additional nominal hours if necessary
<p>Individual assignment</p>	<ul style="list-style-type: none"> ❖ prepare the assignment questions in large text ❖ Encourage the trainees to prepare and submit the assignment in large texts ❖ Make available recorded assignment questions ❖ Facilitate the trainees to prepare and submit the assignment in soft or hard copy 	<ul style="list-style-type: none"> ❖ Use sign language interpreter ❖ Provide briefing /orientation on the assignment ❖ Provide visual recorded material 	<ul style="list-style-type: none"> ❖ Provide briefing /orientation on the assignment ❖ Provide visual recorded material 	

ASSESSMENT METHODS:				
Interview		<ul style="list-style-type: none"> ❖ Use sign language interpreter ❖ Ensure or conform whether the proper communication was conducted with the trainee through the service of the sign language interpreter ❖ Use short and clear questioning ❖ Time extension 	<ul style="list-style-type: none"> ❖ Speak loudly ❖ Using sign language interpreter if necessary 	<ul style="list-style-type: none"> ❖ Use written response as an option for the trainees having speech challenges
Written test	<ul style="list-style-type: none"> ❖ Prepare the exam in large texts ❖ Use interview as an option if necessary ❖ Prepare the exam in audio format ❖ Assign human reader (if necessary) ❖ Time extension 	<ul style="list-style-type: none"> ❖ Prepare the exam using short sentences, multiple choices, True or False, matching and short answers ❖ Avoid essay writing ❖ Time extension 	<ul style="list-style-type: none"> ❖ Prepare the exam using short sentences, multiple choices, true or false, matching and short answers if necessary. 	<ul style="list-style-type: none"> ❖ Use oral response as an option to give answer for trainees having severe upper limb impairment ❖ Time extension for trainees having severe upper limb impairment
Demonstration/ Observation	<ul style="list-style-type: none"> ❖ Brief the instruction or provide them in large text ❖ Time extension 	<ul style="list-style-type: none"> ❖ Use sign language interpreter ❖ Brief on the instruction of the exam ❖ Provide activity-based/ practical assessment method ❖ Time extension 	<ul style="list-style-type: none"> ❖ Provide activity based assessment ❖ Brief on the instruction of the exam ❖ Use loud voice ❖ Time extension 	<ul style="list-style-type: none"> ❖ Provide activity based assessment ❖ Conduct close follow up ❖ Time extension

ASSESSMENT CRITERIA:

LO1: Clarify procedures for customer contact using technologies

- Organizational information relating to the use of technologies is identified and reviewed for communicating with customers.
- Personal responsibility and limitations are identified in relation to communication with customers using technologies.
- Protocols are identified for collecting customer data to communication is facilitated using technologies.
- Protocols are identified for nature and frequency of customer contact using different types of technologies.

LO2: Operate technologies

- Procedures are identified for operation of technologies and associated applications.
- Operation of technologies and associated applications is tested and protocols are applied in line with nature of customer contact.
- Feedback is obtained and applied from relevant staff on operation of technologies.

LO3: Receive and distribute incoming mail

- Ensure that incoming mail is checked and registered in accordance with organisational policies and procedures
- Titles and locations of company personnel and departments are identified
- Urgent and confidential mail is identified and distributed in accordance with organisational requirements
- Mail is sorted and despatched to nominated person/location in accordance with organisational requirements
- Damaged, suspicious or missing items are recorded and/or reported and appropriate action is taken in accordance with organisational policies and procedures

LO4: Collect and dispatch outgoing mail

- Outgoing mail is collected, checked and sorted to ensure all items are correctly prepared for despatch in accordance with organisational policies and procedures
- Outgoing mail for despatch is recorded and processed in accordance with organisational requirements
- Mail is despatched to meet designated time lines

LO5: Organise urgent and same day deliveries

- Delivery options are evaluated and best option is selected
- Items are prepared for urgent delivery in accordance with organisational requirements and carrier specifications
- Lodgement or pick up of emergency deliveries and follow-up are organised if necessary

Annex: Resource Requirements

Module code and title Handling Mail and Using Business Technologies III LSA MSM2 03 M04 <u>0222</u>				
Item No.	Category/Item	Description/ Specifications	Quantity	Recommended Ratio (Item: Trainee)
A. Learning Materials				
1.	TTLM	prepared by the trainer	25	1:1
2.	Reference Books	If available		
4.	Journals/Publication/Magazines			
B. Learning Facilities & Infrastructure				
1.	Classroom	7m*8m	1	1:25
3.	Library	12m*15m	1	1:25
4	Whiteboard and blackboard	1.10m*1.90m	1	1:25
C. Consumable Materials				
1	Paper	A-4 size	25	1:1
		A-3 size	5	1:5
2	Pen	Blue and Red	2	1:10
3	Chalk	Packet	1	1:25
4	White board Marker	Packet	4	1:7
5	Flip chart	Piece	1	1:25
6	Duster	Piece	1	1:25
D. Tools and Equipments				
1.	Desk top computer	Piece	1	1:25
2	Projector	Piece	1	1:25
3	Printer /photocopier	Piece	1	
4	Computer	Desk top	25	1:1

LEARNING MODULE 05	
TVET-PROGRAMME TITLE: Marketing and Sales Management Level -III	
MODULE TITLE:- Applying Point of Sales Procedures	
MODULE CODE: LSA MSM3 M05 0322	
NOMINAL DURATION: 46 Hours	
MODULE DESCRIPTION: This module describes the performance outcomes, skills and knowledge required to operate point-of-sale equipment, apply store policy and procedures to a range of transactions, interact with customers and package or wrap an item for transportation.	
LEARNING OUTCOMES	
At the end of the module the trainee will be able to:	
LO1. Operate point-of-sale equipment	
LO2. Ensure accuracy of transactions	
LO3. Perform point-of-sale transactions	
LO4. Complete sales	
LO5. Wrap and pack goods	
MODULE CONTENTS:	
LO1. Operating point-of-sale equipment	
1.1 Opening and closing point-of-sale.	
1.2 Clearing Point-of-sale terminal.	
1.3 Handling cash.	
1.4 Maintaining supply of change in point-of-sale	
1.5 Attending active point-of-sale	
1.6 Completing records transaction error.	
1.7 Maintaining adequate dockets and vouchers.	
1.8 informing customer point-of-sales	
LO2. Ensuring accuracy of transactions	
2.1 Identifying Numerical calculations	
2.2 Collecting and calculating numerical information	

LO3. Performing point-of-sale transactions

- 3.1 Completing point-of-sale transactions.
- 3.2 Identifying cash and non cash transaction
- 3.3 Applying exchanges and returns.
- 3.4 Moving goods efficiently
- 3.5 Entering Information is into point-of-sale equipment.
- 3.6 Receiving and stating price verbally to customer.
- 3.7 Tendering correct change.

LO4. Completing sales

- 4.1 Completing and processing customer order.
- 4.2 Processing customer delivery requirements.
- 4.3 Directing g sales transactions.
- 4.4 Acknowledging and thanking customer.

LO5. Wrapping and packing goods

- 5.1 Maintaining and requesting adequate supplies.
- 5.2 Selecting wrapping and packaging material.
- 5.3 Wrapping and requiring merchandise
- 5.4 Packing items safely.
- 5.5 Arranging and transfer delivery merchandise.

Learning Methods				
For none impaired trainees	Reasonable Adjustment for Trainees with Disability (TWD)			
	Low Vision	Deaf	Hard of hearing	Physical impairment
Lecture-discussion	<ul style="list-style-type: none"> ❖ Provide large print text ❖ Prepare the lecture in Audio/video ❖ Organize the class room seating arrangement to be accessible to trainees ❖ Write short notes on the black/white board using large text ❖ Make sure the luminosity of the light of class room is kept ❖ Use normal tone of voice ❖ Encourage trainees to record the lecture in audio format ❖ Provide Orientation on the physical feature of the work shop ❖ Summarize main points 	<ul style="list-style-type: none"> ❖ Assign sign language interpreter ❖ Arrange the class room seating to be conducive for eye to eye contact ❖ Make sure the luminosity of the light of class room is kept ❖ Introduce new and relevant vocabularies ❖ Use short and clear sentences ❖ Give emphasis on visual lecture and ensure the attention of the trainees ❖ Avoid movement during lecture time ❖ Present the lecture in video format ❖ Summarize main points 	<ul style="list-style-type: none"> ❖ Organize the class room seating arrangement to be accessible to trainees ❖ Speak loudly ❖ Ensure the attention of the trainees ❖ Present the lecture in video format ❖ Ensure the attention of the trainees 	<ul style="list-style-type: none"> ❖ Organize the class room seating arrangement to be accessible for wheelchairs users. ❖ Facilitate and support the trainees who have severe impairments on their upper limbs to take note ❖ Provide Orientation on the physical feature of the work shop
Demonstration	<ul style="list-style-type: none"> ❖ Conduct close follow up ❖ Use verbal description ❖ Provide special attention in the process of guidance ❖ facilitate the support of peer trainees ❖ Prepare & use simulation 	<ul style="list-style-type: none"> ❖ use Sign language interpreter ❖ Use video recorded material ❖ Ensure attention of the trainees ❖ Provide structured training ❖ Show clear and short method ❖ Use gesture ❖ Provide tutorial support (if necessary) 	<ul style="list-style-type: none"> ❖ Illustrate in clear & short method ❖ Use Video recorded material ❖ Ensure the attention of the trainees ❖ Provide tutorial support (if necessary) 	<ul style="list-style-type: none"> ❖ Facilitate and support the trainees having severe upper limbs impairment to operate equipments/ machines ❖ Assign peer trainees to assist ❖ Conduct close follow up ❖ Provide tutorial support (if necessary)

<p>Group discussion</p>	<ul style="list-style-type: none"> ❖ Facilitate the integration of trainees with group members ❖ Conduct close follow up ❖ Introduce the trainees with other group member ❖ Brief the thematic issues of the work 	<ul style="list-style-type: none"> ❖ Use sign language interpreters ❖ Facilitate the integration of trainees with group members ❖ Conduct close follow up ❖ Introduce the trainees with other group member 	<ul style="list-style-type: none"> ❖ Facilitate the integration of trainees with group members ❖ Conduct close follow up ❖ Introduce the trainees with other group member ❖ Inform the group members to speak loudly 	<ul style="list-style-type: none"> ❖ Introduce the trainees with their peers
<p>Exercise</p>	<ul style="list-style-type: none"> ❖ Conduct close follow up and guidance ❖ Provide tutorial support if necessary ❖ provide special attention in the process 	<ul style="list-style-type: none"> ❖ Conduct close follow up and guidance ❖ Provide tutorial support if necessary ❖ provide special attention in the process/practical training ❖ Introduce new and relevant vocabularies 	<ul style="list-style-type: none"> ❖ Conduct close follow up and guidance ❖ Provide tutorial support if necessary ❖ provide special attention in the process/ practical training 	<ul style="list-style-type: none"> ❖ Assign peer trainees ❖ Use additional nominal hours if necessary
<p>Individual assignment</p>	<ul style="list-style-type: none"> ❖ prepare the assignment questions in large text ❖ Encourage the trainees to prepare and submit the assignment in large texts ❖ Make available recorded assignment questions ❖ Facilitate the trainees to prepare and submit the assignment in soft or hard copy 	<ul style="list-style-type: none"> ❖ Use sign language interpreter ❖ Provide briefing /orientation on the assignment ❖ Provide visual recorded material 	<ul style="list-style-type: none"> ❖ Provide briefing /orientation on the assignment ❖ Provide visual recorded material 	

ASSESSMENT METHODS:				
Interview		<ul style="list-style-type: none"> ❖ Use sign language interpreter ❖ Ensure or conform whether the proper communication was conducted with the trainee through the service of the sign language interpreter ❖ Use short and clear questioning ❖ Time extension 	<ul style="list-style-type: none"> ❖ Speak loudly ❖ Using sign language interpreter if necessary 	<ul style="list-style-type: none"> ❖ Use written response as an option for the trainees having speech challenges
Written test	<ul style="list-style-type: none"> ❖ Prepare the exam in large texts ❖ Use interview as an option if necessary ❖ Prepare the exam in audio format ❖ Assign human reader (if necessary) ❖ Time extension 	<ul style="list-style-type: none"> ❖ Prepare the exam using short sentences, multiple choices, True or False, matching and short answers ❖ Avoid essay writing ❖ Time extension 	<ul style="list-style-type: none"> ❖ Prepare the exam using short sentences, multiple choices, true or false, matching and short answers if necessary. 	<ul style="list-style-type: none"> ❖ Use oral response as an option to give answer for trainees having severe upper limb impairment ❖ Time extension for trainees having severe upper limb impairment
Demonstration/ Observation	<ul style="list-style-type: none"> ❖ Brief the instruction or provide them in large text ❖ Time extension 	<ul style="list-style-type: none"> ❖ Use sign language interpreter ❖ Brief on the instruction of the exam ❖ Provide activity-based/ practical assessment method ❖ Time extension 	<ul style="list-style-type: none"> ❖ Provide activity based assessment ❖ Brief on the instruction of the exam ❖ Use loud voice ❖ Time extension 	<ul style="list-style-type: none"> ❖ Provide activity based assessment ❖ Conduct close follow up ❖ Time extension

ASSESSMENT CRITERIA:

LO. Operate point-of-sale equipment.

- Point-of-sale terminal is opened and closed according to store policy and procedures.
- Point-of-sale terminal and transfer tender are cleared according to store procedure.
- Cash is handled according to store security procedures.
- Supplies of change are maintained in point-of-sale terminal according to store policy.
- Active point-of-sale terminals are attended according to store policy.
- Records are completed for transaction errors according to store policy.
- Adequate supplies of dockets, vouchers and point-of-sale documents are maintained.
- Customers are informed of delays in the point-of-sale operation where required.

LO2. Ensure accuracy of transactions.

- Numerical calculations are identified and performed to ensure accurate pricing and collection of money.
- Numerical information is collected from various sources and calculated accurately with or without the use of a calculator.

LO3. Perform point-of-sale transactions

- Point-of-sale transactions are completed according to store policy.
- Store procedures are identified and applied in respect of cash and non-cash transactions.
- Store procedures are identified and applied in regard to exchanges and returns.
- Goods are moved through point-of-sale area efficiently and with attention to fragility and packaging.
- Information is entered into point-of-sale equipment.
- Price or total and amount of cash received are stated verbally to customer.
- Correct change is tendered.

LO4. Complete sales.

- Customer order forms, invoices and receipts are completed and any loyalty card transactions processed.
- Customer delivery requirements are identified and processed according to set timeframes.
- Sales transactions or direct customers are processed to point-of-sale terminals according to store policy without undue delay.

- Customer is acknowledged and thanked in line with store policy and procedures.

LO5. Wrap and pack goods.

- Adequate supplies of wrapping and packaging materials are maintained and requested.
- Appropriate wrapping or packaging material is selected.
- Merchandise is wrapped neatly and effectively where required.
- Items are packed safely to avoid damage in transit, and attach labels where required.
- Transfer of merchandise is arranged for parcel pick up or other delivery methods if required.

Annex: Resource Requirements

Module code and title Applying Point of Sales Procedures III LSA MSM3 M05 0322				
Item No.	Category/Item	Description/ Specifications	Quantity	Recommended Ratio (Item: Trainee)
A. Learning Materials				
1.	TTLM	prepared by the trainer	25	1:1
2	Journals/Publication/Magazines	If available		
B. Learning Facilities & Infrastructure				
1.	Classroom	7m*8m	1	1:25
3.	Library	12m*15m	1	1:25
4	Whiteboard and blackboard	1.10m*1.90m	1	1:25
C. Consumable Materials				
1	Paper	A-4 size	25	1:1
		A-3 size	5	1:5
2	Pen	Blue and Red	2	1:10
3	Chalk	Packet	1	1:25
4	White board Marker	Packet	4	1:7
5	Flip chart	Piece	1	1:25
6	Duster	Piece	1	1:25
D. Tools and Equipments				
1.	Desk top computer	Piece	5	1: 5
2	Projector	Piece	1	1:25
3	Printer /photocopier	Canon	1	1:25

LEARNING MODULE 06	
TVET-PROGRAMME TITLE: Marketing and Sales Management Level -III	
MODULE TITLE:- Maintaining Business Relationship	
MODULE CODE: LSA MSM3 M06 0322	
NOMINAL DURATION: 54 Hours	
MODULE DESCRIPTION: This module describes the knowledge, skills and attitudes required to create business relationship with all business stakeholders in creating strong and smooth relationship in future business dealings and use reports and queries, for the storage and retrieval of business information	
<p>LEARNING OUTCOMES</p> <p>At the end of the module the trainee will be able to:</p> <p>LO1. Maintain close contact with business customers</p> <p>LO2. Identify business customer needs</p> <p>LO3. Improve business customer outcomes and business relationships.</p>	
<p>MODULE CONTENTS:</p> <p>LO1. Maintaining close contact with business customers</p> <p>1.1 Confirming relevant personnel.</p> <p>1.2 Contributing team efforts.</p> <p>1.3 Building and improving supply chain efficiency</p> <p>1.4 Maintaining business customer contact.</p> <p>LO2. Identifying business customer needs</p> <p>2.1 Confirming business customer needs.</p> <p>2.2 Consulting customer contacts review.</p> <p>2.3 Analyzing promotional activities.</p> <p>2.4 Outlining trading terms.</p> <p>2.5 Confirming pricing policy and procedures.</p> <p>2.6 Processing business reviews.</p> <p>LO3. Improve business customer outcomes and business relationships.</p> <p>3.1 . Reporting and promoting customer needs.</p> <p>3.2 . Establishing quality assurance</p> <p>3.3 . using Judgment standards</p> <p>3.4 . Anticipating business customer needs.</p> <p>3.5 . Targeting and providing customer feedbacks.</p>	

Learning Methods				
For none impaired trainees	Reasonable Adjustment for Trainees with Disability (TWD)			
	Low Vision	Deaf	Hard of hearing	Physical impairment
Lecture-discussion	<ul style="list-style-type: none"> ❖ Provide large print text ❖ Prepare the lecture in Audio/video ❖ Organize the class room seating arrangement to be accessible to trainees ❖ Write short notes on the black/white board using large text ❖ Make sure the luminosity of the light of class room is kept ❖ Use normal tone of voice ❖ Encourage trainees to record the lecture in audio format ❖ Provide Orientation on the physical feature of the work shop ❖ Summarize main points 	<ul style="list-style-type: none"> ❖ Assign sign language interpreter ❖ Arrange the class room seating to be conducive for eye to eye contact ❖ Make sure the luminosity of the light of class room is kept ❖ Introduce new and relevant vocabularies ❖ Use short and clear sentences ❖ Give emphasis on visual lecture and ensure the attention of the trainees ❖ Avoid movement during lecture time ❖ Present the lecture in video format ❖ Summarize main points 	<ul style="list-style-type: none"> ❖ Organize the class room seating arrangement to be accessible to trainees ❖ Speak loudly ❖ Ensure the attention of the trainees ❖ Present the lecture in video format ❖ Ensure the attention of the trainees 	<ul style="list-style-type: none"> ❖ Organize the class room seating arrangement to be accessible for wheelchairs users. ❖ Facilitate and support the trainees who have severe impairments on their upper limbs to take note ❖ Provide Orientation on the physical feature of the work shop
Demonstration	<ul style="list-style-type: none"> ❖ Conduct close follow up ❖ Use verbal description ❖ Provide special attention in the process of guidance ❖ facilitate the support of peer trainees ❖ Prepare & use simulation 	<ul style="list-style-type: none"> ❖ use Sign language interpreter ❖ Use video recorded material ❖ Ensure attention of the trainees ❖ Provide structured training ❖ Show clear and short method ❖ Use gesture ❖ Provide tutorial support (if necessary) 	<ul style="list-style-type: none"> ❖ Illustrate in clear & short method ❖ Use Video recorded material ❖ Ensure the attention of the trainees ❖ Provide tutorial support (if necessary) 	<ul style="list-style-type: none"> ❖ Facilitate and support the trainees having severe upper limbs impairment to operate equipments/ machines ❖ Assign peer trainees to assist ❖ Conduct close follow up ❖ Provide tutorial support (if necessary)

<p>Group discussion</p>	<ul style="list-style-type: none"> ❖ Facilitate the integration of trainees with group members ❖ Conduct close follow up ❖ Introduce the trainees with other group member ❖ Brief the thematic issues of the work 	<ul style="list-style-type: none"> ❖ Use sign language interpreters ❖ Facilitate the integration of trainees with group members ❖ Conduct close follow up ❖ Introduce the trainees with other group member 	<ul style="list-style-type: none"> ❖ Facilitate the integration of trainees with group members ❖ Conduct close follow up ❖ Introduce the trainees with other group member ❖ Inform the group members to speak loudly 	<ul style="list-style-type: none"> ❖ Introduce the trainees with their peers
<p>Exercise</p>	<ul style="list-style-type: none"> ❖ Conduct close follow up and guidance ❖ Provide tutorial support if necessary ❖ provide special attention in the process 	<ul style="list-style-type: none"> ❖ Conduct close follow up and guidance ❖ Provide tutorial support if necessary ❖ provide special attention in the process/practical training ❖ Introduce new and relevant vocabularies 	<ul style="list-style-type: none"> ❖ Conduct close follow up and guidance ❖ Provide tutorial support if necessary ❖ provide special attention in the process/ practical training 	<ul style="list-style-type: none"> ❖ Assign peer trainees ❖ Use additional nominal hours if necessary
<p>Individual assignment</p>	<ul style="list-style-type: none"> ❖ prepare the assignment questions in large text ❖ Encourage the trainees to prepare and submit the assignment in large texts ❖ Make available recorded assignment questions ❖ Facilitate the trainees to prepare and submit the assignment in soft or hard copy 	<ul style="list-style-type: none"> ❖ Use sign language interpreter ❖ Provide briefing /orientation on the assignment ❖ Provide visual recorded material 	<ul style="list-style-type: none"> ❖ Provide briefing /orientation on the assignment ❖ Provide visual recorded material 	

ASSESSMENT METHODS:				
Interview		<ul style="list-style-type: none"> ❖ Use sign language interpreter ❖ Ensure or conform whether the proper communication was conducted with the trainee through the service of the sign language interpreter ❖ Use short and clear questioning ❖ Time extension 	<ul style="list-style-type: none"> ❖ Speak loudly ❖ Using sign language interpreter if necessary 	<ul style="list-style-type: none"> ❖ Use written response as an option for the trainees having speech challenges
Written test	<ul style="list-style-type: none"> ❖ Prepare the exam in large texts ❖ Use interview as an option if necessary ❖ Prepare the exam in audio format ❖ Assign human reader (if necessary) ❖ Time extension 	<ul style="list-style-type: none"> ❖ Prepare the exam using short sentences, multiple choices, True or False, matching and short answers ❖ Avoid essay writing ❖ Time extension 	<ul style="list-style-type: none"> ❖ Prepare the exam using short sentences, multiple choices, true or false, matching and short answers if necessary. 	<ul style="list-style-type: none"> ❖ Use oral response as an option to give answer for trainees having severe upper limb impairment ❖ Time extension for trainees having severe upper limb impairment
Demonstration/ Observation	<ul style="list-style-type: none"> ❖ Brief the instruction or provide them in large text ❖ Time extension 	<ul style="list-style-type: none"> ❖ Use sign language interpreter ❖ Brief on the instruction of the exam ❖ Provide activity-based/ practical assessment method ❖ Time extension 	<ul style="list-style-type: none"> ❖ Provide activity based assessment ❖ Brief on the instruction of the exam ❖ Use loud voice ❖ Time extension 	<ul style="list-style-type: none"> ❖ Provide activity based assessment ❖ Conduct close follow up ❖ Time extension

ASSESSMENT CRITERIA:

LO. Maintain close contact with business customers

- Relevant contact personnel are confirmed for each business or account customer.
- Team efforts are participated and contributed to service business customers.
- External relationships are built to improve supply chain efficiency.
- Business customer contact is maintained consistent with business policy and procedures.

LO2. Identify business customer needs

- Means are confirmed to identify business customer needs.
- Relevant customer contacts are consulted to review business needs.
- Current business and promotional activities are analyzed and future directions are determined.
- Trading terms are outlined and confirmed for specific customers.
- Pricing policy and procedures are confirmed.
- Business reviews are processed using latest forecasts of current and future trends.

LO3. Improve business customer outcomes and business relationships.

- The needs of business customers and end consumers are reported, promoted and advocated within the organization.
- Quality assurance and compliance procedures are established and used to qualify and quantify business customer needs.
- Judgment is used to guide the standards of quality required to meet business customer service needs and expectations.
- Future business customer needs and factor are anticipated into management activities.
- Regular, effective and targeted feedback are provided to business customers regarding the services and the value that is provided.

Annex: Resource Requirements

Module code and title Maintain Business Relationship III LSA MSM3 M06 0322				
Item No.	Category/Item	Description/ Specifications	Quantity	Recommended Ratio (Item: Trainee)
A.	Learning Materials			
1.	TTLM	prepared by the trainer	25	1:1
4.	Journals/Publication/Magazines	If available		
B.	Learning Facilities & Infrastructure			
1.	Classroom	7m*8m	1	1:25
2	Library	12m*15m	1	1:25
3	Whiteboard and blackboard	1.10m*1.90m	1	1:25
C.	Consumable Materials			
1	Paper	A-4 size	25	1:1
		A-3 size	5	1:5
2	Pen	Blue and Red	2	1:10
3	Chalk	Packet	1	1:25
4	White board Marker	Packet	4	1:7
5	Flip chart	Piece	1	1:25
6	Duster	Piece	1	1:25
D.	Tools and Equipments			
1.	Desk top computer	Piece	1	1:25
2	Projector	Piece	1	1:25
4	Computer	Desk top	5	1:5

LEARNING MODULE 7

TVET-PROGRAMME TITLE: Marketing and Sales Management Level III

MODULE TITLE: Producing Market and Sales Documents

MODULE CODE: LSA MSM 3 M07 0322

NOMINAL DURATION: 70

MODULE DESCRIPTION: This module describes the performance outcomes, skills and knowledge required to design and produce various business documents and publications. It includes selecting and using a range of functions on a variety of computer applications to produce market and sales achievements.

LEARNING OUTCOMES

At the end of the module the trainee will be able to:

LO1. Select and prepare documents

LO2. Design document

LO3. Produce document

LO4. Finalize document

MODUCONTENTS:

LO1. Selecting and preparing documents

- 1.1 Using technology and software
- 1.2 Selecting layout and style of publication
- 1.3 Ensuring document design
- 1.4 clarifying format and style

LO2. Designing document

- 2.1 Identifying, files and records
- 2.2 Designing documents
- 2.3 Using a range of functions
- 2.4 Operating input devices

LO3. Producing document

- 3.1 Completing document production
- 3.2 Checking produced documents
- 3.3 Storing and saving documents

3.4 Using manuals ,training booklet

LO4. Finalizing document

4.1 Proofreading document

4.2 Making modification

4.3 Naming and storing documents

4.4 Printing and presenting document

Learning Methods:				
For none impaired trainees	Reasonable Adjustment for Trainees with Disability (TWD)			
	Low Vision	Deaf	Hard of hearing	Physical impairment
Lecture-discussion	<ul style="list-style-type: none"> ❖ Provide large print text ❖ Prepare the lecture in Audio/video ❖ Organize the class room seating arrangement to be accessible to trainees ❖ Write short notes on the black/white board using large text ❖ Make sure the luminosity of the light of class room is kept ❖ Use normal tone of voice ❖ Encourage trainees to record the lecture in audio format ❖ Provide Orientation on the physical feature of the work shop ❖ Summarize main points 	<ul style="list-style-type: none"> ❖ Assign sign language interpreter ❖ Arrange the class room seating to be conducive for eye to eye contact ❖ Make sure the luminosity of the light of class room is kept ❖ Introduce new and relevant vocabularies ❖ Use short and clear sentences ❖ Give emphasis on visual lecture and ensure the attention of the trainees ❖ Avoid movement during lecture time ❖ Present the lecture in video format ❖ Summarize main points 	<ul style="list-style-type: none"> ❖ Organize the class room seating arrangement to be accessible to trainees ❖ Speak loudly ❖ Ensure the attention of the trainees ❖ Present the lecture in video format ❖ Ensure the attention of the trainees 	<ul style="list-style-type: none"> ❖ Organize the class room seating arrangement to be accessible for wheelchairs users. ❖ Facilitate and support the trainees who have severe impairments on their upper limbs to take note ❖ Provide Orientation on the physical feature of the work shop
Demonstration	<ul style="list-style-type: none"> ❖ Conduct close follow up ❖ Use verbal description ❖ Provide special attention in the process of guidance ❖ facilitate the support of peer trainees ❖ Prepare & use simulation 	<ul style="list-style-type: none"> ❖ use Sign language interpreter ❖ Use video recorded material ❖ Ensure attention of the trainees ❖ Provide structured training ❖ Show clear and short method ❖ Use gesture ❖ Provide tutorial support (if necessary) 	<ul style="list-style-type: none"> ❖ Illustrate in clear & short method ❖ Use Video recorded material ❖ Ensure the attention of the trainees ❖ Provide tutorial support (if necessary) 	<ul style="list-style-type: none"> ❖ Facilitate and support the trainees having severe upper limbs impairment to operate equipments/ machines ❖ Assign peer trainees to assist ❖ Conduct close follow up ❖ Provide tutorial support (if necessary)

<p>Group discussion</p>	<ul style="list-style-type: none"> ❖ Facilitate the integration of trainees with group members ❖ Conduct close follow up ❖ Introduce the trainees with other group member ❖ Brief the thematic issues of the work 	<ul style="list-style-type: none"> ❖ Use sign language interpreters ❖ Facilitate the integration of trainees with group members ❖ Conduct close follow up ❖ Introduce the trainees with other group member 	<ul style="list-style-type: none"> ❖ Facilitate the integration of trainees with group members ❖ Conduct close follow up ❖ Introduce the trainees with other group member ❖ Inform the group members to speak loudly 	<ul style="list-style-type: none"> ❖ Introduce the trainees with their peers
<p>Exercise</p>	<ul style="list-style-type: none"> ❖ Conduct close follow up and guidance ❖ Provide tutorial support if necessary ❖ provide special attention in the process 	<ul style="list-style-type: none"> ❖ Conduct close follow up and guidance ❖ Provide tutorial support if necessary ❖ provide special attention in the process/practical training ❖ Introduce new and relevant vocabularies 	<ul style="list-style-type: none"> ❖ Conduct close follow up and guidance ❖ Provide tutorial support if necessary ❖ provide special attention in the process/ practical training 	<ul style="list-style-type: none"> ❖ Assign peer trainees ❖ Use additional nominal hours if necessary
<p>Individual assignment</p>	<ul style="list-style-type: none"> ❖ prepare the assignment questions in large text ❖ Encourage the trainees to prepare and submit the assignment in large texts ❖ Make available recorded assignment questions ❖ Facilitate the trainees to prepare and submit the assignment in soft or hard copy 	<ul style="list-style-type: none"> ❖ Use sign language interpreter ❖ Provide briefing /orientation on the assignment ❖ Provide visual recorded material 	<ul style="list-style-type: none"> ❖ Provide briefing /orientation on the assignment ❖ Provide visual recorded material 	

ASSESSMENT METHODS:				
Interview		<ul style="list-style-type: none"> ❖ Use sign language interpreter ❖ Ensure or conform whether the proper communication was conducted with the trainee through the service of the sign language interpreter ❖ Use short and clear questioning ❖ Time extension 	<ul style="list-style-type: none"> ❖ Speak loudly ❖ Using sign language interpreter if necessary 	<ul style="list-style-type: none"> ❖ Use written response as an option for the trainees having speech challenges
Written test	<ul style="list-style-type: none"> ❖ Prepare the exam in large texts ❖ Use interview as an option if necessary ❖ Prepare the exam in audio format ❖ Assign human reader (if necessary) ❖ Time extension 	<ul style="list-style-type: none"> ❖ Prepare the exam using short sentences, multiple choices, True or False, matching and short answers ❖ Avoid essay writing ❖ Time extension 	<ul style="list-style-type: none"> ❖ Prepare the exam using short sentences, multiple choices, true or false, matching and short answers if necessary. 	<ul style="list-style-type: none"> ❖ Use oral response as an option to give answer for trainees having severe upper limb impairment ❖ Time extension for trainees having severe upper limb impairment
Demonstration/ Observation	<ul style="list-style-type: none"> ❖ Brief the instruction or provide them in large text ❖ Time extension 	<ul style="list-style-type: none"> ❖ Use sign language interpreter ❖ Brief on the instruction of the exam ❖ Provide activity-based/ practical assessment method ❖ Time extension 	<ul style="list-style-type: none"> ❖ Provide activity based assessment ❖ Brief on the instruction of the exam ❖ Use loud voice ❖ Time extension 	<ul style="list-style-type: none"> ❖ Provide activity based assessment ❖ Conduct close follow up ❖ Time extension

ASSESSMENT CRITERIA

LO.1 Select and prepare documents

- Appropriate technology and software applications are selected and used to produce required business documents.
- Layout and style of publication are selected according to information and organizational requirements.
- Document design is ensured to be consistent with company and/or client requirements using basic design principles.
- Format and style are discussed and clarified with person requesting document/publication

LO2. Design document

- Files and records are identified, opened and clarified according to task and organizational requirements.
- Document is designed to ensure efficient entry of information and maximize the presentation and appearance of information.
- A range of functions are used to ensure consistency of design and layout.
- Input devices are operated within designated requirements.

LO.3 Producing document

- Document production is completed within designated time lines according to organizational requirements.
- Document produced is checked to meet task requirements for style and layout.
- Document is stored appropriately and document saved to avoid loss of data.
- Manuals, training booklets and/or help-desks are used to overcome basic difficulties with document design and production.

LO4. Finalizing document

- Document is proofread for readability, accuracy and consistency in language, style and layout prior to final output.
- Any modifications are made to meet requirements.
- Document is named and stored in accordance with organizational requirements and the application exited without data/loss damage.
- Document is printed and presented according to requirements.

Annex: Resource Requirements

Item No.	Category/Item	Description/ Specifications	Quantity	Recommended Ratio (Item: Trainee)
A.	Learning Materials			
1.	TTLM	Containing: LAP TEST, Information Sheet, Operation sheet	5	1:5
2	Text Books	If Available		
3	OHS Policies and Procedures		1	1:25
B.	Learning Facilities & Infrastructure			
1.	Class Room	7m*8m	1	1:25
2	Library	12m*15m	1	1:25
3	Black and/or White Board	1.10m*1.90m	1	1:25
C.	Consumable Materials			
1.	White Board Marker	Packed	3	3:25
2.	Chalk	Packed	25	25:25
3.	Flip chart	Standard		
4.	Stationary			
D.	Tools and Equipment			
1	Multimedia projector	- LCD	1	1:25
2	Office equipment and resources	Desk top computer	25	1:1
3	Printer	Canon	1	1:25

LEARNING MODULE 08	
TVET-PROGRAMME TITLE: Marketing and Sales Management Level -III	
MODULE TITLE:- Profiling Market	
MODULE CODE: LSA MSM3 M08 0322	
NOMINAL DURATION: 45 Hours	
MODULE DESCRIPTION: This module describes the performance outcomes, skills and knowledge required to profile a target market or market segments in accordance with a marketing plan and to develop market positioning strategies to better meet customer requirements.	
<p>LEARNING OUTCOMES</p> <p>At the end of the module the trainee will be able to:</p> <p>LO1. Segment the market</p> <p>LO2. Identify the target market</p> <p>LO3. Profile the target audience</p> <p>LO4. Develop a positioning strategy</p>	
<p>MODULE CONTENTS:</p> <p>LO1. Segmenting the market</p> <p>1.1 Identifying segment criteria</p> <p>1.2 Accessing information</p> <p>1.3 Segmenting and identifying the market.</p> <p>1.4 Reviewing market segments</p> <p>1.5 Selecting and choosing market segments.</p> <p>1.6 Applying new segmentation.</p> <p>LO2. Identifying the target market</p> <p>2.1 . Evaluating approaches for total market</p> <p>2.2 Selecting the target market.</p> <p>2.3 Using segment descriptors</p> <p>2.4 Identifying target market strategies.</p> <p>LO3. Profiling the target audience</p> <p>3.1 describing market segments</p> <p>3.2 Using consumer standard</p>	

3.3 Using demographic and psychographic descriptions market plan

3.4 Describing consumer attitudes

3.5 Ensuring Profile organizational requirement

LO4. Developing a positioning strategy

4.1 Identifying and choosing positioning strategies

4.2 Planning and Implementing positioning plan

4.3 Permitting plan to supervisor

LEARNING METHODS:				
For None Impaired Trainees	Reasonable Adjustment for Trainees with Disability (TWD)			
	Low Vision and Blind	Deaf	Hard of hearing	Physical impairment
Lecture-discussion	<ul style="list-style-type: none"> ❖ Provide large print text ❖ Prepare the lecture in Audio/video & in Brail format ❖ Organize the class room seating arrangement to be accessible to trainees ❖ Write short notes on the black/white board using large text ❖ Make sure the luminosity of the light of class room is kept ❖ Use normal tone of voice ❖ Encourage trainees to record the lecture in audio format ❖ Provide Orientation on the physical feature of the work shop ❖ Summarize main points 	<ul style="list-style-type: none"> ❖ Assign sign language interpreter ❖ Arrange the class room seating to be conducive for eye to eye contact ❖ Make sure the luminosity of the light of class room is kept ❖ Introduce new and relevant vocabularies ❖ Use short and clear sentences ❖ Give emphasis on visual lecture and ensure the attention of the trainees ❖ Avoid movement during lecture time ❖ Present the lecture in video format ❖ Summarize main points ❖ 	<ul style="list-style-type: none"> ❖ Organize the class room seating arrangement to be accessible to trainees ❖ Speak loudly ❖ Ensure the attention of the trainees ❖ Present the lecture in video format ❖ Ensure the attention of the trainees 	<ul style="list-style-type: none"> ❖ Organize the class room seating arrangement to be accessible for wheelchairs users. ❖ Facilitate and support the trainees who have severe impairments on their upper limbs to take note ❖ Provide Orientation on the physical feature of the work shop
Demonstration	<ul style="list-style-type: none"> ❖ Conduct close follow up ❖ Use verbal description ❖ Provide special attention in the process of guidance ❖ facilitate the support of peer trainees ❖ Prepare & use simulation ❖ 	<ul style="list-style-type: none"> ❖ use Sign language interpreter ❖ Use video recorded material ❖ Ensure attention of the trainees ❖ Provide structured training ❖ Show clear and short method ❖ Use gesture ❖ provide tutorial support 	<ul style="list-style-type: none"> ❖ Illustrate in clear & short method ❖ Use Video recorded material ❖ Ensure the attention of the trainees ❖ provide tutorial support (if necessary) 	<ul style="list-style-type: none"> ❖ Facilitate and support the trainees having severe upper limbs impairment to operate equipment's/ machines ❖ Assign peer trainees to assist ❖ Conduct close follow up

				❖ provide tutorial support(if necessary)
Individual assignment	<ul style="list-style-type: none"> ❖ prepare the assignment questions in large text/Brail ❖ Encourage the trainees to prepare and submit the assignment in large texts/Brail ❖ Make available recorded assignment questions ❖ Facilitate the trainees to prepare and submit the assignment in soft or hard copy 	<ul style="list-style-type: none"> ❖ Use sign language interpreter ❖ Provide briefing /orientation on the assignment ❖ Provide visual recorded material ❖ ❖ 	<ul style="list-style-type: none"> ❖ Provide briefing /orientation on the assignment ❖ Provide visual recorded material ❖ 	❖
ASSESSMENT METHODS:				
<ul style="list-style-type: none"> ❖ Interview ❖ 	❖	<ul style="list-style-type: none"> ❖ Use sign language interpreter ❖ Ensure or conform whether the proper communication was conducted with the 	<ul style="list-style-type: none"> ❖ Speak loudly ❖ Using sign language interpreter if necessary 	<ul style="list-style-type: none"> ❖ Use written response as an option for the
<ul style="list-style-type: none"> ❖ Written test ❖ 	<ul style="list-style-type: none"> ❖ Prepare the exam in large texts/Brail ❖ Use interview as an option if necessary ❖ Prepare the exam in audio format ❖ Assign human reader (if necessary) ❖ Time extension 	<ul style="list-style-type: none"> ❖ Prepare the exam using short sentences, multiple choices, True or False, matching and short answers ❖ Avoid essay writing ❖ Time extension 	<ul style="list-style-type: none"> ❖ Prepare the exam using short sentences, multiple choices, True or False, matching and short answers if necessary. 	<ul style="list-style-type: none"> ❖ Use oral response as an option to give answer for trainees having severe upper limb impairment ❖ Time extension for trainees having severe upper limb impairment
<ul style="list-style-type: none"> ❖ Demonstration/Observation 	<ul style="list-style-type: none"> ❖ Brief the instruction or provide them in large text/Brail ❖ Time extension 	<ul style="list-style-type: none"> ❖ Use sign language interpreter ❖ Brief on the instruction of the exam ❖ Provide activity-based/ practical assessment method 	<ul style="list-style-type: none"> ❖ Provide activity based assessment ❖ Brief on the instruction of the exam 	<ul style="list-style-type: none"> ❖ Provide activity based assessment ❖ Conduct close follow up

ASSESSMENT CRITERIA:

LO 1 Segment the market

- Team sales targets are confirmed according to business policy and procedures.
- Personal sales targets are analysed against agreed parameters.
- Progress is regularly monitored towards sales targets.
- Performance of different customers and areas is analysed to determine common factors supporting or deterring sales.

LO 2 identify the target market

- Approaches are evaluated to determining and describing the total market for a product or service
- The target market is defined in terms of the consumers to be included as prospective users of a product or service, and the selected market segments
- Segment descriptors are used to describe the target market
- Available strategic marketing options are identified and targeting strategies that best meet the requirements of the marketing plan are selected

LO 3 Profile the target audience.

- The total market and selected market segments are described in the form of a consumer profile
- Consumer characteristics in standard statistical terms and/or the descriptive terms used in media selection are identified in the consumer profile
- Demographic and/or psychographic descriptions are used in the consumer profile in accordance with the requirements of the marketing plan
- Consumer attitudes are described to products or services being offered
- Profile is ensured to meet organizational requirements.

LO 4 Develop a positioning strategy

- Available positioning strategies are identified and a strategy is chosen to meet marketing requirements and consumer profile
- A positioning implementation plan containing several options written, in accordance with organizational requirements
- Plan is permitted to supervisor within specified time lines and make appropriate adjustments based on feedback

Annex: Resource Requirements

Item No.	Category/Item	Description/ Specifications	Quantity	Recommended Ratio (Item: Trainee)
A.	Learning Materials			
1.	TTLM	Containing: LAP TEST, Information Sheet, Operation sheet	5	1:5
2	Text Books	If Available		
3	OHS Policies and Procedures		1	1:25
B.	Learning Facilities & Infrastructure			
1.	Class Room	7m*8m	1	1:25
2	Library	12m*15m	1	1:25
3	Black and/or White Board	1.10m*1.90m	1	1:25
C.	Consumable Materials			
1.	White Board Marker	Packed	3	3:25
2.	Chalk	Packed	25	25:25
3.	Flip chart	Standard		
4.	Stationary			
D.	Tools and Equipment			
1	Multimedia projector	- LCD	1	1:25
2	Office equipment and resources	Desk top computer	5	1:5

LEARNING MODULE 9

Occupational Standard: Marketing and Sales Management Level III

MODULE TITLE: Analyzing and Achieving Sales Targets

MODULE CODE: LSA MSM 3 M09 0322

NOMINAL DURATION: 55 Hrs.

MODULE DESCRIPTION: This module deals the performance outcomes, skills and knowledge required to set, analyse and achieve companies' sales targets to guide performance and monitor the progress of sales against business standards and objectives.

LEARNING OUTCOMES:

At the end of the module the trainee should be able to:

LO 1 Analyse sales targets

LO 2 Determine factors affecting attainment of sales targets.

LO 3 Attain sales targets.

MODULE CONTENTS:

LO 1 Analysing sales targets

- 1.1 Conforming Team sales target.
- 1.2 Analysing Personal sales targets parameter
- 1.3 Monitoring Progress of sales target
- 1.4 Analysing and determining of customer Performance

LO 2 Determining factors affecting attainment of sales targets.

- 2.1 Evaluating Factors affecting sales performance and sales targets.
- 2.2 Addressing and anticipating attainment of sales targets
- 2.3 Amending and approving sales targets.

LO 3 Attaining sales targets.

- 3.1 reporting actions to address customer underperformance sales
- 3.2 Initiating customer's sales performance.
- 3.3 Identifying changing business environment
- 3.4 Reporting Sales progress standard.

LEARNING METHODS:				
For None Impaired Trainees	Reasonable Adjustment for Trainees with Disability (TWD)			
	Low Vision and Blind	Deaf	Hard of hearing	Physical impairment
Lecture-discussion	<ul style="list-style-type: none"> ❖ Provide large print text ❖ Prepare the lecture in Audio/video & in Brail format ❖ Organize the class room seating arrangement to be accessible to trainees ❖ Write short notes on the black/white board using large text ❖ Make sure the luminosity of the light of class room is kept ❖ Use normal tone of voice ❖ Encourage trainees to record the lecture in audio format ❖ Provide Orientation on the physical feature of the work shop ❖ Summarize main points 	<ul style="list-style-type: none"> ❖ Assign sign language interpreter ❖ Arrange the class room seating to be conducive for eye to eye contact ❖ Make sure the luminosity of the light of class room is kept ❖ Introduce new and relevant vocabularies ❖ Use short and clear sentences ❖ Give emphasis on visual lecture and ensure the attention of the trainees ❖ Avoid movement during lecture time ❖ Present the lecture in video format ❖ Summarize main points ❖ 	<ul style="list-style-type: none"> ❖ Organize the class room seating arrangement to be accessible to trainees ❖ Speak loudly ❖ Ensure the attention of the trainees ❖ Present the lecture in video format ❖ Ensure the attention of the trainees 	<ul style="list-style-type: none"> ❖ Organize the class room seating arrangement to be accessible for wheelchairs users. ❖ Facilitate and support the trainees who have severe impairments on their upper limbs to take note ❖ Provide Orientation on the physical feature of the work shop
Demonstration	<ul style="list-style-type: none"> ❖ Conduct close follow up ❖ Use verbal description ❖ Provide special attention in the process of guidance ❖ facilitate the support of peer trainees ❖ Prepare & use simulation ❖ 	<ul style="list-style-type: none"> ❖ use Sign language interpreter ❖ Use video recorded material ❖ Ensure attention of the trainees ❖ Provide structured training ❖ Show clear and short method ❖ Use gesture ❖ provide tutorial support ❖ <p style="text-align: center;">(if necessary)</p>	<ul style="list-style-type: none"> ❖ Illustrate in clear & short method ❖ Use Video recorded material ❖ Ensure the attention of the trainees ❖ provide tutorial support (if necessary) 	<ul style="list-style-type: none"> ❖ Facilitate and support the trainees having severe upper limbs impairment to operate equipment's/ machines ❖ Assign peer trainees to assist ❖ Conduct close follow up

				❖ provide tutorial support(if necessary)
ASSESSMENT METHODS:				
Interview		<ul style="list-style-type: none"> ❖ Use sign language interpreter ❖ Ensure or conform whether the proper 	<ul style="list-style-type: none"> ❖ Speak loudly ❖ Using sign language 	<ul style="list-style-type: none"> ❖ Use written response as an option for the
Written test	<ul style="list-style-type: none"> ❖ Prepare the exam in large texts/Brail ❖ Use interview as an option if necessary ❖ Prepare the exam in audio format ❖ Assign human reader (if necessary) ❖ Time extension 	<ul style="list-style-type: none"> ❖ Prepare the exam using short sentences, multiple choices, True or False, matching and short answers ❖ Avoid essay writing ❖ Time extension 	<ul style="list-style-type: none"> ❖ Prepare the exam using short sentences, multiple choices, True or False, matching and short answers if necessary. 	<ul style="list-style-type: none"> ❖ Use oral response as an option to give answer for trainees having severe upper limb impairment ❖ Time extension for trainees having severe upper limb impairment
Demonstration/ Observation	<ul style="list-style-type: none"> ❖ Brief the instruction or provide them in large text/Brail ❖ Time extension 	<ul style="list-style-type: none"> ❖ Use sign language interpreter ❖ Brief on the instruction of the exam ❖ Provide activity-based/ practical assessment method ❖ Time extension 	<ul style="list-style-type: none"> ❖ Provide activity based assessment ❖ Brief on the instruction of the exam ❖ Use loud voice ❖ Time extension 	<ul style="list-style-type: none"> ❖ Provide activity based assessment ❖ Conduct close follow up ❖ Time extension

ASSESSMENT CRITERIA:

LO 1 Analyse sales targets

- Team sales targets are confirmed according to business policy and procedures.
- Personal sales targets are analysed against agreed parameters.
- Progress is regularly monitored towards sales targets.
- Performance of different customers and areas is analysed to determine common factors supporting or deterring sales.

LO 2 Determine factors affecting attainment of sales targets.

- Factors affecting sales performance are evaluated against the agreed sales targets.
- Factors are anticipated and addressed likely to impinge upon attainment of sales targets.
- Amended or new sales targets are approved according to business policy and procedures

LO 3 Attain sales targets.

- Actions are initiated to address customers with under-performing sales, and report progress to senior management in line with standard organisational policies and procedures.
- Customers are identified with strong sales performance and actions are initiated to extend sales opportunities and sustain customer loyalty.
- Changing business circumstances that may influence capacity are identified to meet or exceed sales targets and determine a course of action to address the challenge.
- Sales progress is reported to senior management using standard organisational policies and procedures.

Annex: Resource Requirements

Item No.	Category/Item	Description/ Specifications	Quantity	Recommended Ratio (Item: Trainee)
A.	Learning Materials			
1.	TTLM	Containing: LAP TEST, Information Sheet, Operation sheet	5	1:5
2	Text Books	If Available		
3	OHS Policies and Procedures		1	1:25
B.	Learning Facilities & Infrastructure			
1.	Class Room	7m*8m	1	1:25
2	Library	12m*15m	1	1:25
3	Black and/or White Board	1.10m*1.90m	1	1:25
C.	Consumable Materials			
1.	White Board Marker	Packed	3	3:25
2.	Chalk	Packed	25	25:25
3.	Flip chart	Standard		
4.	Stationary			
D.	Tools and Equipment			
1	Multimedia projector	- LCD	1	1:25
2	Office equipment and resources	Desk top computer	5	1:5

LEARNING MODULE 10	
TVET-PROGRAMME TITLE: Marketing and Sales Management Level III	
MODULE TITLE: Conducting Pre-Campaign Testing	
MODULE CODE: LSA MSM 3 M10 0322	
NOMINAL DURATION: 45	
MODULE DESCRIPTION: This module covers the competence required to pilot an advertising campaign and to make adjustments that will maximise the effectiveness of sales and advertisement campaign.	
<p>LEARNING OUTCOMES</p> <p>At the end of the module the trainee will be able to:</p> <p>LO1. Plan for pre campaign testing</p> <p>LO2. Pilot the advertisement</p> <p>LO3. Utilize pre campaign test results</p>	
<p>MODULE CONTENTS:</p> <p>LO1.Planning for pre campaign testing</p> <p style="padding-left: 40px;">1.1 Testing valid and reliable advertisement</p> <p style="padding-left: 40px;">1.2 Documenting outcomes and targets</p> <p style="padding-left: 40px;">1.3 Selecting t the pilot advertisement</p> <p style="padding-left: 40px;">1.4 Negotiating media placement</p> <p>LO2. Piloting the advertisement</p> <p style="padding-left: 40px;">2.5 Testing the advertisement</p> <p style="padding-left: 40px;">2.6 Conducting data collection</p> <p>LO3. Utilizing pre campaign test results</p> <p style="padding-left: 40px;">3.1 Analyzing test results</p> <p style="padding-left: 40px;">3.2 Making changes to the advertisement schedule</p> <p style="padding-left: 40px;">3.3 Providing options for changes to advertising</p> <p style="padding-left: 40px;">3.4 Amending advertisements</p>	

Learning Methods:				
For none impaired trainees	Reasonable Adjustment for Trainees with Disability (TWD)			
	Low Vision	Deaf	Hard of hearing	Physical impairment
Lecture-discussion	<ul style="list-style-type: none"> ❖ Provide large print text ❖ Prepare the lecture in Audio/video ❖ Organize the class room seating arrangement to be accessible to trainees ❖ Write short notes on the black/white board using large text ❖ Make sure the luminosity of the light of class room is kept ❖ Use normal tone of voice ❖ Encourage trainees to record the lecture in audio format ❖ Provide Orientation on the physical feature of the work shop ❖ Summarize main points 	<ul style="list-style-type: none"> ❖ Assign sign language interpreter ❖ Arrange the class room seating to be conducive for eye to eye contact ❖ Make sure the luminosity of the light of class room is kept ❖ Introduce new and relevant vocabularies ❖ Use short and clear sentences ❖ Give emphasis on visual lecture and ensure the attention of the trainees ❖ Avoid movement during lecture time ❖ Present the lecture in video format ❖ Summarize main points 	<ul style="list-style-type: none"> ❖ Organize the class room seating arrangement to be accessible to trainees ❖ Speak loudly ❖ Ensure the attention of the trainees ❖ Present the lecture in video format ❖ Ensure the attention of the trainees 	<ul style="list-style-type: none"> ❖ Organize the class room seating arrangement to be accessible for wheelchairs users. ❖ Facilitate and support the trainees who have severe impairments on their upper limbs to take note ❖ Provide Orientation on the physical feature of the work shop
Demonstration	<ul style="list-style-type: none"> ❖ Conduct close follow up ❖ Use verbal description ❖ Provide special attention in the process of guidance ❖ facilitate the support of peer trainees ❖ Prepare & use simulation 	<ul style="list-style-type: none"> ❖ use Sign language interpreter ❖ Use video recorded material ❖ Ensure attention of the trainees ❖ Provide structured training ❖ Show clear and short method ❖ Use gesture ❖ Provide tutorial support (if necessary) 	<ul style="list-style-type: none"> ❖ Illustrate in clear & short method ❖ Use Video recorded material ❖ Ensure the attention of the trainees ❖ Provide tutorial support (if necessary) 	<ul style="list-style-type: none"> ❖ Facilitate and support the trainees having severe upper limbs impairment to operate equipments/ machines ❖ Assign peer trainees to assist ❖ Conduct close follow up ❖ Provide tutorial support (if necessary)

<p>Group discussion</p>	<ul style="list-style-type: none"> ❖ Facilitate the integration of trainees with group members ❖ Conduct close follow up ❖ Introduce the trainees with other group member ❖ Brief the thematic issues of the work 	<ul style="list-style-type: none"> ❖ Use sign language interpreters ❖ Facilitate the integration of trainees with group members ❖ Conduct close follow up ❖ Introduce the trainees with other group member 	<ul style="list-style-type: none"> ❖ Facilitate the integration of trainees with group members ❖ Conduct close follow up ❖ Introduce the trainees with other group member ❖ Inform the group members to speak loudly 	<ul style="list-style-type: none"> ❖ Introduce the trainees with their peers
<p>Exercise</p>	<ul style="list-style-type: none"> ❖ Conduct close follow up and guidance ❖ Provide tutorial support if necessary ❖ provide special attention in the process 	<ul style="list-style-type: none"> ❖ Conduct close follow up and guidance ❖ Provide tutorial support if necessary ❖ provide special attention in the process/practical training ❖ Introduce new and relevant vocabularies 	<ul style="list-style-type: none"> ❖ Conduct close follow up and guidance ❖ Provide tutorial support if necessary ❖ provide special attention in the process/ practical training 	<ul style="list-style-type: none"> ❖ Assign peer trainees ❖ Use additional nominal hours if necessary
<p>Individual assignment</p>	<ul style="list-style-type: none"> ❖ prepare the assignment questions in large text ❖ Encourage the trainees to prepare and submit the assignment in large texts ❖ Make available recorded assignment questions ❖ Facilitate the trainees to prepare and submit the assignment in soft or hard copy 	<ul style="list-style-type: none"> ❖ Use sign language interpreter ❖ Provide briefing /orientation on the assignment ❖ Provide visual recorded material 	<ul style="list-style-type: none"> ❖ Provide briefing /orientation on the assignment ❖ Provide visual recorded material 	

ASSESSMENT METHODS:				
Interview		<ul style="list-style-type: none"> ❖ Use sign language interpreter ❖ Ensure or conform whether the proper communication was conducted with the trainee through the service of the sign language interpreter ❖ Use short and clear questioning ❖ Time extension 	<ul style="list-style-type: none"> ❖ Speak loudly ❖ Using sign language interpreter if necessary 	<ul style="list-style-type: none"> ❖ Use written response as an option for the trainees having speech challenges
Written test	<ul style="list-style-type: none"> ❖ Prepare the exam in large texts ❖ Use interview as an option if necessary ❖ Prepare the exam in audio format ❖ Assign human reader (if necessary) ❖ Time extension 	<ul style="list-style-type: none"> ❖ Prepare the exam using short sentences, multiple choices, True or False, matching and short answers ❖ Avoid essay writing ❖ Time extension 	<ul style="list-style-type: none"> ❖ Prepare the exam using short sentences, multiple choices, true or false, matching and short answers if necessary. 	<ul style="list-style-type: none"> ❖ Use oral response as an option to give answer for trainees having severe upper limb impairment ❖ Time extension for trainees having severe upper limb impairment
Demonstration/ Observation	<ul style="list-style-type: none"> ❖ Brief the instruction or provide them in large text ❖ Time extension 	<ul style="list-style-type: none"> ❖ Use sign language interpreter ❖ Brief on the instruction of the exam ❖ Provide activity-based/ practical assessment method ❖ Time extension 	<ul style="list-style-type: none"> ❖ Provide activity based assessment ❖ Brief on the instruction of the exam ❖ Use loud voice ❖ Time extension 	<ul style="list-style-type: none"> ❖ Provide activity based assessment ❖ Conduct close follow up ❖ Time extension

ASSESSMENT CRITERIA:

LO.1 Plan for pre campaign testing

- Valid and reliable measurement tools are applied for testing aspects of the advertisement
- Expected outcomes and targets are documented
- The test group and timing of the pilot advertisement are selected in accordance with the advertising brief
- Media placement is negotiated in accordance with budgetary and scheduling requirements

LO2. Pilot the advertisement

- The advertisement is tested in accordance with the time and financial requirements of the advertising brief and budgetary requirements
- Data collection is conducted in accordance with the requirements of the evaluation tool/s and the advertising brief.

LO.3 Utilize pre campaign test results

- Test results are analyzed for their impact on the advertising campaign
- Changes are made to the advertisement or media schedule in response to pre-test information, which meet the requirements of the advertiser
- Options are provided for changes to advertisements and presented to the advertiser if required
- Advertisements are amended, where necessary, so that they meet legal and ethical requirements

Annex: Resource Requirements

LSA MSM 3 M10 0322 Conducting Pre-Campaign Testing				
Item No.	Category/Item	Description/ Specifications	Quantity	Recommended Ratio (Item: Trainee)
A. Learning Materials				
1.	TTLM	prepared by the trainer	25	1:1
2.	Reference Books			
3.	Journals/Publication/Magazines	----	-----	---
B. Learning Facilities & Infrastructure				
1.	Class room	7m*8m	1	1:25
2.	White board and Black board	1.10m*1.90m	1	1:25
3	Library	12m*15m	1	1:25
C. Consumable Materials				
1.	Marker	Packed	4	1:25
2.	Paper	A3	5	1:5
3.	Paper	A4	25	1:1
3.	Duster	pieces	1	1:25
4.	Flip chart	standard		
D. Tools and Equipments				
1.	Computer	disk top	25	1:1
2.	Projector	LCD	1	1:25

LEARNING MODULE11	
TVET-PROGRAMME TITLE: Marketing & Sales Management Level – III	
MODULE TITLE : Optimizing Customer and Territory Coverage	
MODULE CODE : LSA MSM 3 M11 0322	
NOMINAL DURATION : .90 Hrs	
MODULE DESCRIPTION : This module covers the performance outcomes, skills and knowledge required to efficiently plan and service business customers within a defined territory and seeks opportunities to improve territory coverage to maximize sales opportunities.	
LEARNING OUTCOMES	
At the end of the module the trainee will be able to:	
LO1.Establish coverage plan for a territory.	
LO2.Report on business visits.	
LO3. Improve customer or territory coverage.	
MODULE CONTENTS:	
LO1. Establishing coverage plan for a territory	
1.1 Ensuring coverage objectives	
1.2 Setting customer territory coverage plans.	
LO2. Reporting on business visits	
2.1 Completing territory plan.	
2.2 Establishing feedback	
2.3 Analyzing and acting feedback	
2.4 Preparing documentation.	
2.5 keeping documentation in a secure location	
2.6 submitting documentation	
LO3. Improving customer or territory coverage.	
3.1 Determining customer needs and expectations.	
3.2 Determining Current satisfaction.	
3.3 Improving customer satisfaction.	
3.4 Optimizing coverage of territory and customer	
3.5 Confirming and reporting for merchandizing improvement.	

Learning Methods:				
For none impaired trainees	Reasonable Adjustment for Trainees with Disability (TWD)			
	Low Vision	Deaf	Hard of hearing	Physical impairment
Lecture-discussion	<ul style="list-style-type: none"> ❖ Provide large print text ❖ Prepare the lecture in Audio/video ❖ Organize the class room seating arrangement to be accessible to trainees ❖ Write short notes on the black/white board using large text ❖ Make sure the luminosity of the light of class room is kept ❖ Use normal tone of voice ❖ Encourage trainees to record the lecture in audio format ❖ Provide Orientation on the physical feature of the work shop ❖ Summarize main points 	<ul style="list-style-type: none"> ❖ Assign sign language interpreter ❖ Arrange the class room seating to be conducive for eye to eye contact ❖ Make sure the luminosity of the light of class room is kept ❖ Introduce new and relevant vocabularies ❖ Use short and clear sentences ❖ Give emphasis on visual lecture and ensure the attention of the trainees ❖ Avoid movement during lecture time ❖ Present the lecture in video format ❖ Summarize main points 	<ul style="list-style-type: none"> ❖ Organize the class room seating arrangement to be accessible to trainees ❖ Speak loudly ❖ Ensure the attention of the trainees ❖ Present the lecture in video format ❖ Ensure the attention of the trainees 	<ul style="list-style-type: none"> ❖ Organize the class room seating arrangement to be accessible for wheelchairs users. ❖ Facilitate and support the trainees who have severe impairments on their upper limbs to take note ❖ Provide Orientation on the physical feature of the work shop
Demonstration	<ul style="list-style-type: none"> ❖ Conduct close follow up ❖ Use verbal description ❖ Provide special attention in the process of guidance ❖ facilitate the support of peer trainees ❖ Prepare & use simulation 	<ul style="list-style-type: none"> ❖ use Sign language interpreter ❖ Use video recorded material ❖ Ensure attention of the trainees ❖ Provide structured training ❖ Show clear and short method ❖ Use gesture ❖ Provide tutorial support (if necessary) 	<ul style="list-style-type: none"> ❖ Illustrate in clear short method ❖ Use Video recorded material ❖ Ensure the attention of the trainees ❖ Provide tutorial support (if necessary) 	<ul style="list-style-type: none"> ❖ Facilitate and support the trainees having severe upper limbs impairment to operate equipment's/ machines ❖ Assign peer trainees to assist ❖ Conduct close follow up ❖ Provide tutorial support (if necessary)

Group discussion	<ul style="list-style-type: none"> ❖ Facilitate the integration of trainees with group members ❖ Conduct close follow up ❖ Introduce the trainees with other group member ❖ Brief the thematic issues of the work 	<ul style="list-style-type: none"> ❖ Use sign language interpreters ❖ Facilitate the integration of trainees with group members ❖ Conduct close follow up ❖ Introduce the trainees with other group member 	<ul style="list-style-type: none"> ❖ Facilitate the integration of trainees with group members ❖ Conduct close follow up ❖ Introduce the trainees with other group member ❖ Inform the group members to speak loudly 	<ul style="list-style-type: none"> ❖ Introduce the trainees with their peers
Exercise	<ul style="list-style-type: none"> ❖ Conduct close follow up and guidance ❖ Provide tutorial support if necessary ❖ provide special attention in the process 	<ul style="list-style-type: none"> ❖ Conduct close follow up and guidance ❖ Provide tutorial support if necessary ❖ provide special attention in the process/practical training ❖ Introduce new and relevant vocabularies 	<ul style="list-style-type: none"> ❖ Conduct close follow up and guidance ❖ Provide tutorial support if necessary ❖ provide special attention in the process/ practical training 	<ul style="list-style-type: none"> ❖ Assign peer trainees ❖ Use additional nominal hours if necessary
Individual assignment	<ul style="list-style-type: none"> ❖ prepare the assignment questions in large text ❖ Encourage the trainees to prepare and submit the assignment in large texts ❖ Make available recorded assignment questions ❖ Facilitate the trainees to prepare and submit the assignment in soft or hard copy 	<ul style="list-style-type: none"> ❖ Use sign language interpreter ❖ Provide briefing /orientation on the assignment ❖ Provide visual recorded material 	<ul style="list-style-type: none"> ❖ Provide briefing /orientation on the assignment ❖ Provide visual recorded material 	

ASSESSMENT METHODS:				
Interview		<ul style="list-style-type: none"> ❖ Use sign language interpreter ❖ Ensure or conform whether the proper communication was conducted with the trainee through the service of the sign language interpreter ❖ Use short and clear questioning ❖ Time extension 	<ul style="list-style-type: none"> ❖ Speak loudly ❖ Using sign language interpreter if necessary 	<ul style="list-style-type: none"> ❖ Use written response as an option for the trainees having speech challenges
Written test	<ul style="list-style-type: none"> ❖ Prepare the exam in large texts ❖ Use interview as an option if necessary ❖ Prepare the exam in audio format ❖ Assign human reader (if necessary) ❖ Time extension 	<ul style="list-style-type: none"> ❖ Prepare the exam using short sentences, multiple choices, True or False, matching and short answers ❖ Avoid essay writing ❖ Time extension 	<ul style="list-style-type: none"> ❖ Prepare the exam using short sentences, multiple choices, true or false, matching and short answers if necessary. 	<ul style="list-style-type: none"> ❖ Use oral response as an option to give answer for trainees having severe upper limb impairment ❖ Time extension for trainees having severe upper limb impairment
Demonstration/ Observation	<ul style="list-style-type: none"> ❖ Brief the instruction or provide them in large text ❖ Time extension 	<ul style="list-style-type: none"> ❖ Use sign language interpreter ❖ Brief on the instruction of the exam ❖ Provide activity-based/ practical assessment method ❖ Time extension 	<ul style="list-style-type: none"> ❖ Provide activity based assessment ❖ Brief on the instruction of the exam ❖ Use loud voice ❖ Time extension 	<ul style="list-style-type: none"> ❖ Provide activity based assessment ❖ Conduct close follow up ❖ Time extension

ASSESSMENT CRITERIA :

LO1. Establish coverage plan for a territory

- Valid and reliable measurement tools are applied for testing aspects of the advertisement
- Expected outcomes and targets are documented
- The test group and timing of the pilot advertisement are selected in accordance with the advertising brief
- Media placement is negotiated in accordance with budgetary and scheduling requirements

LO2. Report on business visits

- The advertisement is tested in accordance with the time and financial requirements of the advertising brief and budgetary requirements
- Data collection is conducted in accordance with the requirements of the evaluation tool/s and the advertising brief

LO3. Improve customer or territory coverage.

- Test results are analyzed for their impact on the advertising campaign
- Changes are made to the advertisement or media schedule in response to pre-test information, which meet the requirements of the advertiser
- Options are provided for changes to advertisements and presented to the advertiser if required
- Advertisements are amended, where necessary, so that they meet legal and ethical requirements

Annex: Resource Requirements

Item No.	Category/Item	Description/ Specifications	Quantity	Recommended Ratio (Item: Trainee)
A. Learning Materials				
1.	TTLM	prepared by the trainer	25	1:1
2.	Reference Books			
3	Principles of Marketing	Philip Kotler14 edition	25	1:1
4.	Journals/Publication/Magazines	----	----	----
B. Learning Facilities & Infrastructure				
1.	Lecture room	7m*8m	1	1:25
2.	White board	1.10m*1.90	1	1:25
3	Library	12m*15m	1	1:25
C. Consumable Materials				
1.	Chalk	Packed	1	1:25
2	Paper A4	Packed	25	1:25
5	Flip chart	Standard	1	1:25
6	Duster	Pieces	1	1:25
8	Marker	Packed	4	4:25
D. Tools and Equipments				
1.	Computer	Disk top computer	5	1:5
2	Projector	LCD	1	1:25

LEARNING MODULE 12

TVET-PROGRAMME TITLE:

MODULE TITLE : Preventing and Eliminating MUDA

MODULE CODE : LSA MSM 3 M12 0322

NOMINAL DURATION : 40 Hours

MODULE DESCRIPTION : This module covers the knowledge, skills and attitude required by a worker to prevent and eliminate MUDA/wastes in his/her workplace by applying scientific problem-solving techniques and tools to enhance quality, productivity and other kaizen elements on continual basis It covers responsibility for the day-to-day operation of the work and ensures Kaizen Elements are continuously improved and institutionalized.

LEARNING OUTCOMES

At the end of the module the learner will be able to:

- LO1.** Prepare for work
- LO2.** Identify MUDA and problem
- LO3.** Analyze causes of a problem
- LO4.** Eliminate MUDA and Assess effectiveness of the solution.
- LO5.** Prevent occurrence of wastes and sustain operation

MODULE CONTENTS:

LO1. Prepare for work

- 1.1. Using work instructions
- 1.2. Reading and interpreting job specifications
- 1.3. Observing OHS requirements,
- 1.4. Selecting appropriate material
- 1.5. Identifying and checking safety equipment and tools.

LO2. Identify MUDA and problem

- 2.1 Preparing and implementing plan of MUDA
- 2.2 Discussing causes and effects of MUDA
- 2.3 Identifying and Listing possible problems
- 2.4 Using tools and techniques
- 2.5 Identifying and measuring wastes/MUDA
- 2.6 Reporting wastes

LO3. Analyze causes of a problem

- 3.1 Listing all possible causes of a problem
- 3.2 Analyzing cause relationships using 4m1e.
- 3.3 Identifying causes of the problems
- 3.4 Selecting the root cause
- 3.5 Listing all possible ways using creative idea generation
- 3.6 Testing and evaluating the suggested solutions
- 3.7 Preparing detailed summaries of the action plan

LO4. Eliminate MUDA and Assess effectiveness of the solution.

- 4.1. Preparing and implementing Plan of MUDA elimination.
- 4.2. Implementing action plan by medium Kept members
- 4.3. Adopting necessary attitude and ten basic principles
- 4.4. Using tools and techniques to eliminate wastes/MUDA
- 4.5. Reducing and eliminating Wastes/MUDA
- 4.6. Identifying tangible and intangible results
- 4.7. Comparing tangible results using various types of diagrams.
- 4.8. Reporting improvements

LO5. Prevent occurrence of wastes and sustain operation.

- 5.1. Preparing and implementing Plan of MUDA prevention.
- 5.2. Discussing and Preparing Standards
- 5.3. Preventing occurrences of wastes/MUDA
- 5.4. Creating waste-free workplace using 5W and 1Hsheet.
- 5.5. Requiring and doing the completion of operation
- 5.6. Facilitating the updating of standard procedures and practices
- 5.7. Ensuing and Training capability of the work team

LEARNING METHODS:			
For None Impaired Trainees	Reasonable Adjustment for Trainees with Disability (TWD)		
	Deaf	Hard of hearing	Physical impairment
Lecture-discussion	<ul style="list-style-type: none"> ❖ Assign sign language interpreter ❖ Arrange the class room seating to be conducive for eye to eye contact ❖ Make sure the luminosity of the light of class room is kept ❖ Introduce new and relevant vocabularies ❖ Use short and clear sentences ❖ Give emphasis on visual lecture and ensure the attention of the trainees ❖ Avoid movement during lecture time ❖ Present the lecture in video format ❖ Summarize main points 	<ul style="list-style-type: none"> ❖ Organize the class room seating arrangement to be accessible to trainees ❖ Speak loudly ❖ Ensure the attention of the trainees ❖ Present the lecture in video format ❖ Ensure the attention of the trainees 	<ul style="list-style-type: none"> ❖ Organize the class room seating arrangement to be accessible for wheelchairs users. ❖ Facilitate and support the trainees who have severe impairments on their upper limbs to take note ❖ Provide Orientation on the physical feature of the work shop
Demonstration	<ul style="list-style-type: none"> ❖ use Sign language interpreter ❖ Use video recorded material ❖ Ensure attention of the trainees ❖ Provide structured training ❖ Show clear and short method ❖ Use gesture ❖ Provide tutorial support (if necessary) 	<ul style="list-style-type: none"> ❖ Illustrate in clear & short method ❖ Use Video recorded material ❖ Ensure the attention of the trainees ❖ Provide tutorial support (if necessary) 	<ul style="list-style-type: none"> ❖ Facilitate and support the trainees having severe upper limbs impairment to operate equipment/ machines ❖ Assign peer trainees to assist ❖ Conduct close follow up ❖ Provide tutorial support (if necessary)
Group discussion	<ul style="list-style-type: none"> ❖ Use sign language interpreters ❖ Facilitate the integration of trainees with group members ❖ Conduct close follow up ❖ Introduce the trainees with other group member 	<ul style="list-style-type: none"> ❖ Facilitate the integration of trainees with group members ❖ Conduct close follow up ❖ Introduce the trainees with other group member ❖ Inform the group members to speak loudly 	<ul style="list-style-type: none"> ❖ Introduce the trainees with their peers

Exercise	<ul style="list-style-type: none"> ❖ Conduct close follow up and guidance ❖ Provide tutorial support if necessary ❖ provide special attention in the process/practical training ❖ Introduce new and relevant vocabularies 	<ul style="list-style-type: none"> ❖ Conduct close follow up and guidance ❖ Provide tutorial support if necessary ❖ provide special attention in the process/practical training 	<ul style="list-style-type: none"> ❖ Assign peer trainees ❖ Use additional nominal hours if necessary
Individual assignment	<ul style="list-style-type: none"> ❖ Use sign language interpreter ❖ Provide briefing /orientation on the assignment ❖ Provide visual recorded material 	<ul style="list-style-type: none"> ❖ Provide briefing /orientation on the assignment ❖ Provide visual recorded material 	
ASSESSMENT METHODS:			
Interview	<ul style="list-style-type: none"> ❖ Use sign language interpreter ❖ Ensure or conform whether the proper communication was conducted with the trainee through the service of the sign language interpreter ❖ Use short and clear questioning ❖ Time extension 	<ul style="list-style-type: none"> ❖ Speak loudly ❖ Using sign language interpreter if necessary 	<ul style="list-style-type: none"> ❖ Use written response as an option for the trainees having speech challenges
Written test	<ul style="list-style-type: none"> ❖ Prepare the exam using short sentences, multiple choices, True or False, matching and short answers ❖ Avoid essay writing ❖ Time extension 	<ul style="list-style-type: none"> ❖ Prepare the exam using short sentences, multiple choices, True or False, matching and short answers if necessary. 	<ul style="list-style-type: none"> ❖ Use oral response as an option to give answer for trainees having severe upper limb impairment ❖ Time extension for trainees having severe upper limb impairment
Demonstration/ Observation	<ul style="list-style-type: none"> ❖ Use sign language interpreter ❖ Brief on the instruction of the exam ❖ Provide activity-based/ practical assessment method ❖ Time extension 	<ul style="list-style-type: none"> ❖ Provide activity based assessment ❖ Brief on the instruction of the exam ❖ Use loud voice ❖ Time extension 	<ul style="list-style-type: none"> ❖ Provide activity based assessment ❖ Conduct close follow up ❖ Time extension ❖

ASSESSMENT CRITERIA:

LO1 Prepare for work

- Work instructions are used to determine job requirements, including method, material and equipment.
- Job specifications are read and interpreted following working manual.
- OHS requirements, including dust and fume collection, breathing apparatus and eye and ear personal protection needs are observed throughout the work.
- Appropriate material is selected for work.
- Safety equipment and tools are identified and checked for safe and effective operation.

LO2. Identify MUDA and problem

- Plan of MUDA and problem identification is prepared and implemented.
- Causes and effects of MUDA are discussed.
- All possible problems related to the process /Kaizen elements are listed using statistical tools and techniques.
- All possible problems related to kaizen elements are identified and listed on Visual Management Board/Kaizen Board.
- Tools and techniques are used to draw and analyze current situation of the work place.
- Wastes/MUDA are identified and measured based on relevant procedures.
- Identified and measured wastes are reported to relevant personnel

LO3. Analyze causes of a problem

- . All possible causes of a problem are listed.
- Cause relationships are analyzed using 4M1E.
- Causes of the problems are identified.
- The root cause which is most directly related to the problem is selected.
- All possible ways are listed using creative idea generation to eliminate the most critical root cause.
- The suggested solutions are carefully tested and evaluated for potential complications.
- Detailed summaries of the action plan are prepared to implement the suggested solution.

LO4. Eliminate MUDA and Assess effectiveness of the solution.

- Plan of MUDA elimination is prepared and implemented by medium KPT members.
- Necessary attitude and the ten basic principles for improvement are adopted to eliminate waste/MUDA.
- Tools and techniques are used to eliminate wastes/MUDA based on the procedures and OHS.
- Wastes/MUDA are reduced and eliminated in accordance with OHS and organizational requirements.
- Tangible and intangible results are identified.
- Tangible results are compared with targets using various types of diagrams.
- Improvements gained by elimination of waste/MUDA are reported to relevant bodies.

LO5. Prevent occurrence of wastes and sustain operation.

- Plan of MUDA prevention is prepared and implemented.
- Standards required for machines, operations, defining normal and abnormal conditions, clerical procedures and procurement are discussed and prepared.
- Occurrences of wastes/MUDA are prevented by using visual and auditory control methods.
- Waste-free workplace is created using 5W and 1Hsheet.
- The completion of required operation is done in accordance with standard procedures and practices.
- The updating of standard procedures and practices is facilitated.
- The capability of the work team that aligns with the requirements of the procedure is ensured and trained on the new Standard Operating Procedures (SOPs).

Annex: Resource Requirements

LSA MSM3M110222 Understand and undertake marketing activities				
Item No.	Category/Item	Description/ Specifications	Quantity	Recommended Ratio (Item: Trainee)
A. Learning Materials				
1.	TTLM	prepared by the trainer	25	1:1
2.	Reference Books			
3.1	Principles of Marketing	Philip Kotler 14 edition	25	1:2
4.	Journals/Publication/Magazines	----	----	----
B. Learning Facilities & Infrastructure				
1.	Lecture room	7m*8m	1	1:25
2.	White board	1.10m*1.90m	1	1:25
3	Library	12m*15m	1	1:25
C. Consumable Materials				
1.	Chock	Packed	1	1:25
2	Paper A4	pieces	25	1:25
	Paper A3	pieces	5	1:5
5	Flip chart	pieces	1	1:25
6	Duster	pieces	1	1:25
8	Marker	Packed	1	1:25
D. Tools and Equipments				
1.	Computer	Disk top	5	1:5
2	Projector	LCD	1	1:25

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The Experts/trainers who developed the curriculum

No	Name	Qualification	Region	College	Mobile number	E-mail
1	FITSUM TSEGAYE GEBREAB	Marketing Management (BA) ECONOMICS (MA)	A.A	Ministry of Industry	0912031125	eitse1929@gmail.com
2	ENDALE MESFIN BERHE	Marketing and Sales Management (BA) Marketing Management (MA)	A.A	Addis Ketema Industrial College	0912054592	endalesmesfin27@gmail.com
3	ADDISALEM MINWEYELET MEKONNEN	Management(BA)	A.A	Lideta Manufacturing College	0920522464	alemaddis821@gmail.com
4	MULUGETA ESHETE DEGEFU	Business Education(BA) Management of Vocational Education (MA)	AA	Ministry of Labor and Skills	0947339014	godofomuler@gmail.com
5	WUBISHETABERA GICHAMO	Marketing (BA)	AA	Yeka Industrial College	0916739378	toursajora@gmail.com

