

Purchasing and Supply Management

Level II



TVET CURRICULUM

Based on December, 2021 (V- I)

Occupational Standards (Inclusive 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 **Purchasing and Supply Management Level II**

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

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TVET-Program Design

1.1. TVET-Program Title: Purchasing and Supply Management Level II

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 **purchasing clerk** with competencies elaborated in the respective OS. Graduates of the program will have the required qualification to work in both business and non business sectors in the field of **purchasing and supply 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 Establish Purchase Need, Establish and Conduct Business Relationships, Purchase Goods and Services, Communicate Electronically, work effectively and maintain store safety, Prepare and process Daily Purchase Activities, Perform Stock Control Procedures and apply 5S Procedure 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 PSM 2 01 0322 Establish Purchase Need

LSA PSM2 02 0322 Establish and Conduct Business Relationships

LSA PSM2 03 0322 Purchase Goods and Services

LSA PSM2 04 0322 Communicate Electronically

LSA PSM2 05 0322 Work effectively and Maintain store safety

LSA PSM 2 06 0322 Prepare and process Daily Purchase Activities

LSA PSM2 07 0322 Perform Stock Control Procedures

LSA PSM2 08 0322 Apply 5S Procedure

1.4. Duration of the TVET-Program

The Program will have duration of **558 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.

S.No	Unit competency	TVET Institution training		Cooperative training	Total hours	Remarks
		Theory	Practical			
1.	Establish Purchase Need	18	18	24	60	
2.	Establish and Conduct Business Relationships	15	17	16	48	
3.	Purchase Goods and Services	60	68	72	200	
4.	Communicate Electronically	12	12	16	40	
5.	Work effectively and Maintain store safety	18	18	24	60	
6.	Prepare and process Daily Purchase Activities	15	19	16	50	
7.	Perform Stock Control Procedures	18	18	24	60	
8.	Apply 5S Procedure	12	12	16	40	
9.	Total	168	182	208	558	

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 II**.

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 1.7 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 thi

1.9. TVET-Program Structure

Unit of Competence	Module Code & Title	Training Outcomes	Duration (In Hours)
LSA PSM 2 01 0322 Establish Purchase need	LSA PSM 2 01 0322 Establishing Purchase need	<ul style="list-style-type: none"> Define and Justify procurement Needs Research Potential procurement impact and Risks Secure organizational support for procurement 	120
LSA PSM 2 02 0322 Establish and conduct business relationship	LSA PSM 2 02 0322 Establishing and conducting business relationship	<ul style="list-style-type: none"> Establish contact with customer Clarify needs of customer Provide information and advice Foster and maintain business relationships 	80
LSA PSM 2 03 0322 Purchase Goods And services	LSA PSM 2 03 0322 Purchasing Goods And services	<ul style="list-style-type: none"> Understand purchasing and own requirements Make purchases Receive purchased goods 	
LSA PSM 2 04 0322 Communicate Electronically	LSA PSM 2 04 0322 Communicating Electronically	<ul style="list-style-type: none"> Implement procedures to send and receive electronic mail Manage electronic mail Collaborate online 	280

LSA PSM 2 05 0322	Work Effectively and Maintain Store safety	LSA PSM 2 05 0322	Working Effectively and Maintaining Store safety	<ul style="list-style-type: none"> • Work within organizational requirements • Work in team • Maintaining storage safety • Maintain WHS records 	
LSA PSM 2 06 0322	Prepare and Process and daily purchase activities	LSA PSM 2 06 0322	Preparing and processing daily purchase activities	<ul style="list-style-type: none"> • Process payments • Prepare and process banking documents • Process petty cash fund transactions • Document financial forms and applications 	80
LSA PSM 2 07 0322	Perform stock control procedure	LSA PSM 2 07 0322	Performing stock control procedure	<ul style="list-style-type: none"> • Receive Incoming Goods • Rotate goods • Process issuance of goods 	105
LSA PSM 2 08 0322	Apply 5S Procedures	LSA PSM 2 08 0322	Applying 5S Procedures	<ul style="list-style-type: none"> • Develop understanding of quality system • Sort needed items from unneeded • Set workplace in order • Shine work area • Standardize activities • Sustain 5S system 	

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 **B Level** and above who have satisfactory practical experiences or equivalent qualifications.

LEARNING MODULE 01	
TVET-PROGRAMME TITLE: Purchasing and Supply Management Level II	
MODULE TITLE : Establishing Purchase need	
MODULE CODE : LSA PSM 2 01 0322	
NOMINAL DURATION : 60 .Hours	
<p>MODULE DESCRIPTION : This module covers the establishment, justification and approval of procurement requirements to achieve required outcome.</p> <p>It includes defining and justifying the need, researching potential impact and risks, and securing organizational support to proceed with procurement activity.</p> <p>The unit is suitable for any personnel who identify the need for procurement, and would not necessarily apply to procurement specialists whose role would typically begin as a result of procurement need being established and approved (including approval of appropriation).</p>	
<p>LEARNING OUTCOMES</p> <p>At the end of the module the trainee will be able to:</p> <ul style="list-style-type: none"> LO1. Define and Justify procurement Needs LO2 Research Potential procurement impact and Risks LO3 Secure organizational support for procurement 	
<p>MODULE CONTENTS:</p> <p>LO1. Define and Justify procurement Needs</p> <ul style="list-style-type: none"> 1.1. Overview of procurement need and specification 1.2. Identifying viable alternatives to address procurement needs 1.3. Developing specifications in consultation with Stakeholders <p>LO2. Research Potential procurement impact and Risks</p> <ul style="list-style-type: none"> 2.1 Risk management and Procurement 2.2 Reviewing Specification 2.3 Terms of Reference <p>LO3. Secure organizational support for procurement</p> <ul style="list-style-type: none"> 3.1 Approval of procurement needs and specifications 	

Learning Methods: Establishing Purchase need				
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. Define and justify procurement need

- Consultation is undertaken with stakeholders and experts to determine whether viable alternatives to procurement exist to address identified procurement need
- A representative sampling of clients, experts and suppliers is consulted to define and clarify requirements
- Procurement need is justified through consultation and negotiation with stakeholders and experts
- Other issues and opportunities are investigated for integration into procurement activity

LO.2 Research potential procurement impact and risks

- Options are developed and the impacts, risks and costs of each are determined
- Recommendation is made and justified
- Identification and assessment of risks are undertaken using risk analysis tools that meet policy guidelines
- Stakeholder input is obtained and taken into account in the development of the procurement requirement
- Procurement requirement is developed which contains risk analysis, outcome measures, responsibilities and timelines
- Procurement requirement is outlined from transition to close-out, and meets legislative, policy and probity requirements

LO.3 Secure organizational support for procurement

- Constraints or limitations of authority and approval requirements are identified
- Resource allocations and appropriation are confirmed for whole-of-life
- Approvals are obtained in accordance with procedures, guidelines and delegations
- Procurement requirement is conveyed to procurement specialists for development of procurement planning and implementation
- Value for money criteria are defined for assessment and measurement of performance

Annex: Resource Requirements

Establishing Purchase need				
Item No.	Category/Item	Description/ Specifications	Qty	Recommended Ratio (Item: Trainee)
A.	<i>Learning Materials</i>			
1.	TTLM	TTTLM prepared by the trainer	1	1:1
2.	Reference Books	<ul style="list-style-type: none"> • Peter Baily et al, ; purchasing principles and management 9th edition, 2005 • Dobbler. D. W, Lee L, Burt, D. N (purchasing and materials management, text and case 4th edition) 1984 • Gopalakrishnan P, purchasing and material management. • J.R. Tony Arnold et al, introduction to materials management. 2008 • Plossl, G.W production and inventory control. 1985 • Schonberger, R,J and E. M Knod, operation management: serving customer. 1988 • Orlicky, J., Materials requirement planning. 1975. • Robert M. Monczka et al, purchasing and chain management 4th edition, 2009 • David J Bloomberg et al. Logistics. 2001 • Philip Kotler and Gary Armstrong, principle of Marketing 17th edition, 2008 • Fred Sollish and John Semanic, 2nd edition. The procurement and supply managers desk reference 	5	1:5
3	Manuals	<ul style="list-style-type: none"> • FDRE government owned fixed asset management manual (GOFAMM) 2007 • FDRE manual on the use of frame work agreements 2011 	5	1:5

		<ul style="list-style-type: none"> • FDRE public procurement audit manual, 2011 • FDRE public procurement directive, 2010 • FDRE manual on public procurement compliant procedure, 2011 • The Ethiopian federal government procurement and property administration proclamation, (649/2009) • FDRE stock management manual, 2010 • UN procurement practitioner's handbook, 2006 • Addis Ababa city administration cash management manual, 2003 E.C 		
4.	Journals/Publication/Magazines	Perdue, B. C., & Summers, J. O. (1991) purchasing agents use of negotiation strategies, Journal of marketing research.	--	--
B.	Learning Facilities & Infrastructure			
1.	Class room	Standard	1	1:25
2.	Internet	Broad band	1	1:25
3.	Library	Standard	1	--
4.	White board/black board	Standard	1	1:25
C.	Consumable Materials			
1.	White board marker/chalk	1 packet	1	1:25
2	A4 paper	ream	1	1:25
3	A1 paper	ream	1	1:25
4	pen	piece	1	--
D.	Tools and Equipments			
1.	Desktop computer	Piece	12	1:2
2	Laptop	Piece	1	--
3	projector	piece	1	--

LEARNING MODULE 02	
TVET-PROGRAMME TITLE: Purchasing and Supply Management Level II	
MODULE TITLE : Establishing and Conducting Business Relationships	
MODULE CODE : LSA PSM 2 M02 0322	
NOMINAL DURATION : 48 Hours	
MODULE DESCRIPTION : This unit covers the skills, attitudes and knowledge required to manage business relationship with customers.	
<p>LEARNING OUTCOMES</p> <p>At the end of the module the trainee will be able to:</p> <ul style="list-style-type: none"> LO1. Establish contact with customer LO2 Clarify needs of customer LO3 Provide information and advice LO4 4.Foster and maintain business relationships 	
<p>MODULE CONTENTS:</p> <p>LO1. Establish contact with customer</p> <ul style="list-style-type: none"> 1.1 Creating Effective Service Environment 1.2 Introducing and welcoming customers 1.3 Maintaining customer database 1.4 Maintaining Regular contacts with customers <p>LO2. Clarify needs of customer</p> <ul style="list-style-type: none"> 2.1 Identification of Customer Needs 2.2 Assessing and documenting of Customer Needs 2.3 Negotiating with customers <p>LO3. Provide information and advice</p> <ul style="list-style-type: none"> 3.1 Product/service recommendations and customer needs 3.2 Providing information and discussing with customers <p>LO4 Foster and maintain business relationships</p> <ul style="list-style-type: none"> 4.1 Pro-active Approach to maintain sound business relationships 4.2 Maintaining agreements with customers 4.3 Effective interpersonal communication 	

Learning Methods: Establishing and Conducting Business Relationships

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)

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 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
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<p>Written test</p>	<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
<p>Demonstration/ Observation with Oral Questioning</p>	<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 contact with customer

- Welcoming customer environment is maintained.
- Customer is greeted warmly according to enterprise policies and procedures.
- Effective service environment is created through verbal and non-verbal presentation according to enterprise policies and procedures.
- Customer data is maintained to ensure database relevance and currency.
- Information on customers and service history is gathered for analysis.
- Opportunities to maintain regular contact with customers are identified and taken up

LO2. Clarify needs of customer

- Customer needs are determined through questioning and active listening.
- Customer needs are accurately assessed against the products/services of the enterprise.
- Customer details are documented clearly and accurately in required format.
- Negotiations are conducted in CVB a business-like and professional manner.
- Maximize benefits for all parties in the negotiation through use of established negotiation techniques and in the context of establishing long term relationships.
- The results of negotiations are communicated to appropriate colleagues and stakeholders within appropriate timeframes.

LO3. Provide information and advice

- Features and benefits of products/services provided by the enterprise are described / recommended to meet customer needs.
- Information is provided to satisfy customer needs.
- Alternative sources of information/advice are discussed with the customer.

LO4. Foster and maintain business relationships

- Pro-actively seek, review and act upon information needed to maintain sound business relationships.
- Agreements are honored within the scope of individual responsibility.
- Adjustments to agreements are made in consultation with the customer and share information with appropriate colleagues

Annex: Resource Requirements

Establishing and Conducting Business Relationships				
Item No.	Category/Item	Description/ Specifications	Qty	Recommended Ratio (Item: Trainee)
A.	<i>Learning Materials</i>			
1.	TTLM	TTTLM prepared by the trainer	1	1:1
2.	Reference Books	<ul style="list-style-type: none"> • Peter Baily et al, ; purchasing principles and management 9th edition, 2005 • Dobbler. D. W, Lee L, Burt, D. N (purchasing and materials management, text and case 4th edition) 1984 • Gopalakrishnan P, purchasing and material management. • J.R. Tony Arnold et al, introduction to materials management. 2008 • Plossl, G.W production and inventory control. 1985 • Schonberger, R,J and E. M Knod, operation management: serving customer. 1988 • Orlicky, J., Materials requirement planning. 1975. • Robert M. Monczka et al, purchasing and chain management 4th edition, 2009 • David J Bloomberg et al. Logistics. 2001 • Philip Kotler and Gary Armstrong, principle of Marketing 17th edition, 2008 • Fred Sollish and John Semanic, 2nd edition. The procurement and supply managers desk reference 	5	1:5
3	Manuals	<ul style="list-style-type: none"> • FDRE government owned fixed asset management manual (GOFAMM) 2007 • FDRE manual on the use of frame work agreements 2011 • FDRE public procurement audit manual, 	5	1:5

		<p>2011</p> <ul style="list-style-type: none"> • FDRE public procurement directive, 2010 • FDRE manual on public procurement compliant procedure, 2011 • The Ethiopian federal government procurement and property administration proclamation, (649/2009) • FDRE stock management manual, 2010 • UN procurement practitioner's handbook, 2006 • Addis Ababa city administration cash management manual, 2003 E.C 		
4.	Journals/Publication/Magazines	Perdue, B. C., & Summers, J. O. (1991) purchasing agents use of negotiation strategies, Journal of marketing research.	--	--
	<i>Learning Facilities & Infrastructure</i>			
1.	Class room	Standard	1	1:25
2.	Internet	Broad band	1	1:25
3.	Library	Standard	1	--
4	White board/black board	Standard	1	1:25
	<i>C. Consumable Materials</i>			
1.	White board marker/chalk	1 packet	1	1:25
2	A4 paper	Ream	1	1:25
3	A1 paper	Ream	1	1:25
4	pen	Piece	1	--
	<i>D. Tools and Equipments</i>			
1.	Desktop computer	Piece	12	1:2
2	Laptop	Piece	1	--
3	projector	Piece	1	--

LEARNING MODULE 03	
TVET-PROGRAMME TITLE: Purchasing and Supply Management Level II	
MODULE TITLE : Purchasing Goods and Services	
MODULE CODE : LSA PSM 2 M03 0322	
NOMINAL DURATION : 200 Hours	
MODULE DESCRIPTION : This module describes the performance outcomes, skills and knowledge required to determine purchasing requirements, and make and receive purchases.	
LEARNING OUTCOMES	
At the end of the module the trainee will be able to:	
<ul style="list-style-type: none"> LO1. Understand purchasing and own requirements LO2 Make purchases LO3 Receive purchases 	
MODULE CONTENTS:	
LO1. Understanding purchasing and own requirements	
<ul style="list-style-type: none"> 1.1 Overview of Procurement Proclamations, Policies and Directives 1.2 Procurement Strategies 1.3 Approval of procurement needs 	
LO2. Making purchases	
<ul style="list-style-type: none"> 2.1 Receiving and reviewing Specification, TOR and BOQ 2.2 Methods of Procurements and conditions to use 2.3 Selecting appropriate procurement methods 2.4 Approval of Procurement Method 2.5 Procedures for processing procurements through Request for Quotation 2.6 Procedures for processing procurements through Open Tender 2.7 Procedure for Direct Procurements 2.8 Procedures for processing procurements through Restricted Tender 2.9 Procedures for processing procurements through Request for Proposal 2.10 Procedures for processing procurements through Two Stage Bidding 	
LO3. Receiving Purchased Goods	
<ul style="list-style-type: none"> 3.1 Notifying arrival of incoming goods and facilitating formation of technical teams 3.2 Inspection of Purchased goods 3.3 Shortages, Overage and Rejection of goods and actions need to be taken 	

3.4 Documents required to receive incoming goods

3.5 Registering purchased goods in Fixed Assets Register (FAR)

3.6 Purchase Records

Learning Methods: Purchasing Goods and Services				
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)

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 	<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
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		❖ Time extension		
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 with Oral Questioning	<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. Understand purchasing and own requirements

- Organization's purchasing strategies are read, understood and clarified as required.
- Own role and limits of authority are determined in consultation with relevant personnel.

LO.2 Making purchases

- Purchase specifications are received from relevant personnel and clarified as required.
- Purchasing methods most appropriate to particular purchases are selected within limits of own role.
- Approvals are obtained for purchases as required.
- Quotations are obtained from suppliers as required.
- Suppliers, place orders are selected and purchases are made.

LO.3 Receive purchases

- Goods are received and arrangements are made to receive services.
- Relevant personnel of receipts of purchase are advised.
- Ensure goods received are checked for compliance with specifications.
- Action is taken to resolve non-compliance with specifications.
- Registration of new assets is facilitated.
- Purchase records are filed and stored.

Annex: Resource Requirements

Purchasing Goods and Services				
Item No.	Category/Item	Description/ Specifications	Qty	Recommended Ratio (Item: Trainee)
A.	<i>Learning Materials</i>			
1.	TTLM	TTLM prepared by the trainer	1	1:1
2.	Reference Books	<ul style="list-style-type: none"> Peter Baily et al, ; purchasing principles and management 9th edition, 2005 Dobbler. D. W, Lee L, Burt, D. N (purchasing and materials management, text and case 4th edition) 1984 Gopalakrishnan P, purchasing and material management. J.R. Tony Arnold et al, introduction to materials management. 2008 Plossl, G.W production and inventory control. 1985 Schonberger, R,J and E. M Knod, operation management: serving customer. 1988 Orlicky, J., Materials requirement planning. 1975. Robert M. Monczka et al, purchasing and chain management 4th edition, 2009 David J Bloomberg et al. Logistics. 2001 Philip Kotler and Gary Armstrong, principle of Marketing 17th edition, 2008 Fred Sollish and John Semanic, 2nd edition. The procurement and supply managers desk reference 	5	1:5
3	Manuals	<ul style="list-style-type: none"> FDRE government owned fixed asset management manual (GOFAMM) 2007 FDRE manual on the use of frame work agreements 2011 FDRE public procurement audit manual, 2011 FDRE public procurement directive, 2010 	5	1:5

		<ul style="list-style-type: none"> • FDRE manual on public procurement compliant procedure, 2011 • The Ethiopian federal government procurement and property administration proclamation, (649/2009) • FDRE stock management manual, 2010 • UN procurement practitioner's handbook, 2006 • Addis Ababa city administration cash management manual, 2003 E.C 		
4.	Journals/Publication/Magazines	Perdue, B. C., & Summers, J. O. (1991) purchasing agents use of negotiation strategies, Journal of marketing research.	--	--
	<i>Learning Facilities & Infrastructure</i>			
1.	Class room	Standard	1	1:25
2.	Internet	Broad band	1	1:25
3.	Library	Standard	1	--
4	White board/black board	Standard	1	1:25
	<i>C. Consumable Materials</i>			
1.	White board marker/chalk	1 packet	1	1:25
2	A4 paper	ream	1	1:25
3	A1 paper	ream	1	1:25
4	pen	piece	1	--
	<i>D. Tools and Equipments</i>			
1.	Desktop computer	Piece	12	1:2
2	Laptop	Piece	1	--
3	projector	piece	1	--

LEARNING MODULE 04
TVET-PROGRAMME TITLE: Purchasing and Supply Management Level II
MODULE TITLE : Communicating Electronically
MODULE CODE : LSA PSM 2 M04 0322
NOMINAL DURATION : 40 Hours
MODULE DESCRIPTION : This module covers the competence required to Implement procedures to send and receive electronic mail, Manage electronic mail and Collaborate online.
<p>LEARNING OUTCOMES</p> <p>At the end of the module the trainee will be able to:</p> <ul style="list-style-type: none"> LO1. Implement procedures to send and receive electronic mail LO2 Manage electronic mail LO3 Collaborate online
<p>MODULE CONTENTS:</p> <p>LO1. Implement procedures to send and receive electronic mail</p> <ul style="list-style-type: none"> 1.1 Identifying software to send and receive email. 1.2 Categorizing types of emails to be sent. 1.3 Identifying mail security issues 1.4 Dealing with received mails <p>LO2. Manage electronic mail</p> <ul style="list-style-type: none"> 2.1 Filtering incoming mails 2.2 Identifying incoming mails 2.3 Storing mails for future reference 2.4 Emptying inboxes and archives <p>LO3. Collaborate online</p> <ul style="list-style-type: none"> 3.1 Undertaking online collaboration 3.2 Communicating with partners

Learning Methods: Communicating Electronically				
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 	
<p>ASSESSMENT METHODS:</p>				

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. Implement procedures to send and receive electronic mail

- Software is logged in for sending and receiving email in accordance with organisational requirements.
- Outgoing email is checked for accuracy and any required attachments are prepared, in accordance with organisational and service provider requirements.
- Urgent, confidential, personal, suspicious or potentially dangerous email is identified and appropriate actions are taken.
- Deal with returned email in accordance with organizational policies and procedures.

LO.2 Manage electronic mail

- Set security levels and/or filters for incoming email in accordance with organizational requirements.
- Create and maintain individual mailboxes in accordance with organisational requirements.
- Store email and/or attachments in accordance with organizational requirements.
- Empty inboxes and archive or permanently delete in accordance with organisational requirements.
- Prepare and maintain electronic mailing lists in accordance with organizational requirements.

LO.3 Collaborate online

- Identify software to be used in collaboration.
- Ensure online collaboration is undertaken in accordance with organizational policy, procedures and net etiquette (netiquette).
- Respond to posts or communications in accordance with agreed parameters, organizational requirements and netiquette.

Annex: Resource Requirements

Communicating Electronically				
Item No.	Category/Item	Description/ Specifications	Qty	Recommended Ratio (Item: Trainee)
A.	<i>Learning Materials</i>			
1.	TTLM	TTTLM prepared by the trainer	1	1:1
2.	Reference Books	<ul style="list-style-type: none"> • Peter Baily et al, ; purchasing principles and management 9th edition, 2005 • Dobbler. D. W, Lee L, Burt, D. N (purchasing and materials management, text and case 4th edition) 1984 • Gopalakrishnan P, purchasing and material management. • J.R. Tony Arnold et al, introduction to materials management. 2008 • Plossl, G.W production and inventory control. 1985 • Schonberger, R,J and E. M Knod, operation management: serving customer. 1988 • Orlicky, J., Materials requirement planning. 1975. • Robert M. Monczka et al, purchasing and chain management 4th edition, 2009 • David J Bloomberg et al. Logistics. 2001 • Philip Kotler and Gary Armstrong, principle of Marketing 17th edition, 2008 • Fred Sollish and John Semanic, 2nd edition. The procurement and supply managers desk reference 	5	1:5
3	Manuals	<ul style="list-style-type: none"> • FDRE government owned fixed asset management manual (GOFAMM) 2007 • FDRE manual on the use of frame work agreements 2011 • FDRE public procurement audit manual, 2011 • FDRE public procurement directive, 	5	1:5

		2010		
		<ul style="list-style-type: none"> • FDRE manual on public procurement compliant procedure, 2011 • The Ethiopian federal government procurement and property administration proclamation, (649/2009) • FDRE stock management manual, 2010 • UN procurement practitioner's handbook, 2006 • Addis Ababa city administration cash management manual, 2003 E.C 		
4.	Journals/Publication/Magazines	Perdue, B. C., & Summers, J. O. (1991) purchasing agents use of negotiation strategies, Journal of marketing research.	--	--
	<i>B. Facilities & Infrastructure</i>			
1.	Class room	Standard	1	1:25
2.	Internet	Broad band	1	1:25
3.	Library	Standard	1	--
4.	White board/black board	Standard	1	1:25
	<i>C. Consumable Materials</i>			
1.	White board marker/chalk	1 packet	1	1:25
2.	A4 paper	ream	1	1:25
3.	A1 paper	ream	1	1:25
4.	pen	piece	1	--
	<i>D. Tools and Equipments</i>			
1.	Desktop computer	Piece	12	1:2
2.	Laptop	Piece	1	--
3.	projector	piece	1	--

LEARNING MODULE 05	
TVET-PROGRAMME TITLE: Purchasing and Supply Management Level II	
MODULE TITLE : Working Effectively and Maintaining store safety	
MODULE CODE : LSA PSM 2 M05 0322	
NOMINAL DURATION : 60 Hours	
<p>MODULE DESCRIPTION : This unit describes the performance outcomes, skills and knowledge required to work effectively within a commercial or business environment. It includes identifying the rights and responsibilities of employees and employers and conducting business in accordance with the organizational goals, values and standards and to maintain store safety in an organization environment.</p>	
<p>LEARNING OUTCOMES</p> <p>At the end of the module the trainee will be able to:</p> <ul style="list-style-type: none"> • LO1. Work within organizational requirements • LO2 Work in a team • LO3 Monitor and maintain a safe work environment. • LO4 Develop effective work habits • LO5 Maintain WHS records. 	
<p>MODULE CONTENTS:</p> <p>LO1. Work within organizational requirements</p> <ul style="list-style-type: none"> 1.1 Organizational and legislative requirements 1.2 Organizational Goals and objectives 1.3 Roles and responsibilities of employees, employers 1.5 Organizational values and standards 1.6 Behaviors contributing for a safe working environment <p>LO2. Work in a team</p> <ul style="list-style-type: none"> 2.1 Concept and role of team work 2.2 Size and types of teams 2.3 Seeking assistance when difficulties arises 2.4 Characteristics of successful teams <p>LO3. Monitor and maintain a safe work environment.</p> <ul style="list-style-type: none"> 3.1 Storage policy and procedures 3.2 Hazard prevention and mitigation mechanisms 	

3.3 Handling hazardous goods

3.4 Store emergency policy and procedures and Safe handling techniques

LO4 Develop effective work habits

4.1 Time management strategies

4.2 Shaping organizational culture

LO5 Maintain WHS records.

5.1 Work Wealth and Safety (WHS) legislations

5.2 Using WHS records for hazard identification

Learning Methods: Working Effectively and Maintaining store safety				
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. Work within organizational requirements

- Organization's requirements and responsibilities are identified and read and advice is sought from appropriate persons, where necessary
- A current working knowledge and understanding of employee and employer rights and responsibilities are developed and utilised
- Relevant duty of care, legal responsibilities and organizational goals and objectives are complied
- Roles and responsibilities of colleagues and immediate supervisors are identified
- Standards and values considered to be detrimental are identified to the organization and communicated through appropriate channels
- Behaviour that contributes to a safe work environment is identified, recognised and followed.

LO.2. Work in a team

- Courteous and helpful manners are displayed at all times
- Allocated tasks are completed as required
- Assistance is sought when difficulties arise
- Questioning techniques are used to clarify instructions or responsibilities
- A non-discriminatory attitude is identified and displayed in all contacts with staff, management or clients

LO.3. Monitor and maintain a safe work environment.

- Store policy and procedures are implemented with regard to identifying, preventing and reporting potential hazards.
- Prompt action is taken to deal with hazardous events according to store policy.
- Unsafe or hazardous events are investigated cause, and report inadequacies are identified in risk control measures or resource allocation for risk control to relevant personnel.
- Control measures are implemented and monitored to prevent recurrence and risks of unsafe and hazardous events are minimized according to store policy and hierarchy of control.
- Hazardous goods are handled and stored according to store policy and WHS regulations.
- Equipment is maintained according to store policy and WHS regulations.
- Team performance is monitored to ensure use of safe manual handling techniques.
- Store emergency policy and procedures are implemented promptly in the event of an emergency..

LO4 Develop effective work habits

- Work and personal priorities are identified and a balance between competing priorities is achieved
- Time management strategies are applied to work duties
- Appropriate dress and behavior are observed as required by the workplace, job role or customer contact.

LO5 Develop effective work habits

- WHS records regarding occupational injury and disease are completed and maintained according to store policy and legislative requirements.
- Information from records is used to identify hazards and monitor risk control procedures

according to store policy

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Resource requirement

Working Effectively and Maintaining store safety				
Item No.	Category/Item	Description/ Specifications	Qty	Recommended Ratio (Item: Trainee)
A.	<i>Learning Materials</i>			
1.	TTLM	TTTLM prepared by the trainer	1	1:1
2.	Reference Books	<ul style="list-style-type: none"> • Peter Baily et al, ; purchasing principles and management 9th edition, 2005 • Dobbler. D. W, Lee L, Burt, D. N (purchasing and materials management, text and case 4th edition) 1984 • Gopalakrishnan P, purchasing and material management. • J.R. Tony Arnold et al, introduction to materials management. 2008 • Plossl, G.W production and inventory control. 1985 • Schonberger, R,J and E. M Knod, operation management: serving customer. 1988 • Orlicky, J., Materials requirement planning. 1975. • Robert M. Monczka et al, purchasing and chain management 4th edition, 2009 • David J Bloomberg et al. Logistics. 2001 • Philip Kotler and Gary Armstrong, principle of Marketing 17th edition, 2008 • Fred Sollish and John Semanic, 2nd edition. The procurement and supply managers desk reference 	5	1:5
3	Manuals	<ul style="list-style-type: none"> • FDRE government owned fixed asset management manual (GOFAMM) 2007 • FDRE manual on the use of frame work agreements 2011 • FDRE public procurement audit manual, 2011 	5	1:5

		<ul style="list-style-type: none"> • FDRE public procurement directive, 2010 • FDRE manual on public procurement compliant procedure, 2011 • The Ethiopian federal government procurement and property administration proclamation, (649/2009) • FDRE stock management manual, 2010 • UN procurement practitioner's handbook, 2006 • Addis Ababa city administration cash management manual, 2003 E.C 		
4.	Journals/Publication/Magazines	Perdue, B. C., & Summers, J. O. (1991) purchasing agents use of negotiation strategies, Journal of marketing research.	--	--
	<i>B. Learning Facilities & Infrastructure</i>			
1.	Class room	Standard	1	1:25
2.	Internet	Broad band	1	1:25
3.	Library	Standard	1	--
4	White board/black board	Standard	1	1:25
	<i>C. Consumable Materials</i>			
1.	White board marker/chalk	1 packet	1	1:25
2	A4 paper	Ream	1	1:25
3	A1 paper	Ream	1	1:25
4	pen	Piece	1	--
	<i>D. Tools and Equipments</i>			
1.	Desktop computer	Piece	12	1:2
2	Laptop	Piece	1	--
3	projector	Piece	1	--

LEARNING MODULE 06	
TVET-PROGRAMME TITLE: Purchasing and Supply Management Level II	
MODULE TITLE : Preparing and processing Daily Purchase Activities	
MODULE CODE : LSA PSM 2 06 0322	
NOMINAL DURATION : 50 Hours	
MODULE DESCRIPTION : This module covers the preparation and processing of routine purchase financial documents	
LEARNING OUTCOMES	
At the end of the module the trainee will be able to:	
LO1. Prepare and process invoices for payment	
LO2 Prepare and process banking documents	
LO3 Process petty cash transactions	
LO4. Document financial forms and applications	
MODULE CONTENTS:	
LO1. Prepare and process invoices for payment	
1.1 Documents required for payment processing	
1.2 Verifying payment documents	
1.3 Preparing payment requests	
LO2. Prepare and process banking documents	
2.1 Preparing cheques and payment vouchers	
2.2 Reconciliation of banking documents with financial records	
2.3 Deposit and Withdrawal balance checking	
LO3. Process petty cash transactions	
3.1 Definition and purpose of petty cash fund	
3.2 Processing Small Orders using petty cash fund	
3.3 Process of settling petty cash fund	
LO4. Document financial forms and applications	
3.1 Archiving payment documents for auditing purpose	
3.2 Responding to audit queries	

Learning Methods: Preparing and processing Daily Purchase Activities				
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)

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 	<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
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		❖ Time extension		
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 with Oral Questioning	<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. Prepare and process invoices for payment

- Information from purchase documents is identified, checked and documents required for payment are compiled.
- All works are undertaken in accordance with organizational procedures, legislation and regulations
- Documents are processed and recorded or transmitted to appropriate personnel.

LO.2 Prepare and process banking documents

- Documentation is completed in accordance with banking guidelines
- Cheques and card vouchers are checked for validity before processing, where applicable
- Banking documentation is reconciled with organization's financial records, where applicable
- Deposits and withdrawals are accurately entered and balanced according to organizational procedures, where applicable

LO.3 Process petty cash transactions

- Any irregularities are referred to nominated person
- Petty cash claims and vouchers are checked, processed and recorded and petty cash book is balanced according to organization's procedures
- Small orders are processed using petty cash fund

LO4. Process financial forms and applications

- Invoices and related documents are filed for auditing purposes
- Invoices are checked against source documents for accuracy
- Any errors or inaccuracies are corrected
- Invoices are prepared in accordance with organizational procedures

Annex: Resource Requirements

Preparing and processing Daily Purchase Activities				
Item No.	Category/Item	Description/ Specifications	Qty	Recommended Ratio (Item: Trainee)
A.	<i>Learning Materials</i>			
1.	TTLM	TTTLM prepared by the trainer	1	1:1
2.	Reference Books	<ul style="list-style-type: none"> • Peter Baily et al, ; purchasing principles and management 9th edition, 2005 • Dobbler. D. W, Lee L, Burt, D. N (purchasing and materials management, text and case 4th edition) 1984 • Gopalakrishnan P, purchasing and material management. • J.R. Tony Arnold et al, introduction to materials management. 2008 • Plossl, G.W production and inventory control. 1985 • Schonberger, R,J and E. M Knod, operation management: serving customer. 1988 • Orlicky, J., Materials requirement planning. 1975. • Robert M. Monczka et al, purchasing and chain management 4th edition, 2009 • David J Bloomberg et al. Logistics. 2001 • Philip Kotler and Gary Armstrong, principle of Marketing 17th edition, 2008 • Fred Sollish and John Semanic, 2nd edition. The procurement and supply managers desk reference 	5	1:5
3	Manuals	<ul style="list-style-type: none"> • FDRE government owned fixed asset management manual (GOFAMM) 2007 • FDRE manual on the use of frame work agreements 2011 • FDRE public procurement audit manual, 2011 	5	1:5

		<ul style="list-style-type: none"> • FDRE public procurement directive, 2010 • FDRE manual on public procurement compliant procedure, 2011 • The Ethiopian federal government procurement and property administration proclamation, (649/2009) • FDRE stock management manual, 2010 • UN procurement practitioner's handbook, 2006 • Addis Ababa city administration cash management manual, 2003 E.C 		
4.	Journals/Publication/Magazines	Perdue, B. C., & Summers, J. O. (1991) purchasing agents use of negotiation strategies, Journal of marketing research.	--	--
	<i>B. Learning Facilities & Infrastructure</i>			
1.	Class room	Standard	1	1:25
2.	Internet	Broad band	1	1:25
3.	Library	Standard	1	--
4	White board/black board	Standard	1	1:25
	<i>C. Consumable Materials</i>			
1.	White board marker/chalk	1 packet	1	1:25
2	A4 paper	ream	1	1:25
3	A1 paper	ream	1	1:25
4	Pen	piece	1	--
	<i>D. Tools and Equipments</i>			
1.	Desktop computer	Piece	12	1:2
2	Laptop	Piece	1	--
3	Projector	piece	1	--

LEARNING MODULE 07

TVET-PROGRAMME TITLE: Purchasing and Supply Management **Level II**

MODULE TITLE : **Performing Stock Control Procedures**

MODULE CODE : **LSA PSM 2 M07 0322**

NOMINAL DURATION : **60 Hours**

MODULE DESCRIPTION : This module covers the competence required to Implement procedures to Receive and process incoming goods and Rotate stock.

LEARNING OUTCOMES

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

LO1. Receive and process incoming goods

LO2 Rotate stock

MODULE CONTENTS:

LO1. Receive and process incoming goods

- 1.1 Cleaning and ordering store.
- 1.2 Unpacking goods and handling techniques
- 1.3 Checking and validating received stocks
- 1.4 Inspecting received stocks
- 1.5 Dispatching stock
- 1.6 Coding and labeling stock price

LO2. Rotate stock.

- 2.1 Rotating stock
- 2.2 Identifying incoming mails according to their importance
- 2.3 Checking and reporting store code
- 2.4 Handling or moving stock carefully

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)
Group discussion	<ul style="list-style-type: none"> ❖ Facilitate the integration of trainees with group members ❖ Conduct close follow up 	<ul style="list-style-type: none"> ❖ Use sign language interpreters ❖ Facilitate the integration of trainees with group members 	<ul style="list-style-type: none"> ❖ Facilitate the integration of trainees with group members 	<ul style="list-style-type: none"> ❖ Introduce the trainees with their peers

	<ul style="list-style-type: none"> ❖ Introduce the trainees with other group member ❖ Brief the thematic issues of the work 	<ul style="list-style-type: none"> ❖ Conduct close follow up ❖ Introduce the trainees with other group member 	<ul style="list-style-type: none"> ❖ Conduct close follow up ❖ Introduce the trainees with other group member ❖ Inform the group members to speak loudly 	
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
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<p>Written test</p>	<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
<p>Demonstration/ Observation</p>	<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. Receive and process incoming goods.

- Cleanliness and orderliness are maintained in receiving bay according to store policy and procedures.
- Goods are unpacked using correct handling techniques and equipment, according to store policy.
- Packing materials are removed and promptly disposed of, according to store policy and relevant legislative requirements.
- Incoming stock and validate are checked against purchase orders and delivery documentation, according to store policy and relevant legislative requirements.
- Items received for damage, quality used by dates, breakage or discrepancies and record are inspected, according to store policy.
- Stock levels are recorded on store stock systems, according to store policy.
- Stock is rotated and stored according to the first in first out (FIFO) and Last in first out (LIFO) principle.
- Stock is dispatched to appropriate area or department.
- Stock price and code labels are applied when required according to store policy.

LO.2 Rotate stock

- Stock rotation procedures are carried out according to store routine and policy
Create and maintain individual mailboxes in accordance with organisational requirements.
- Store code checking and reporting procedures, including recording of outdated stocks are performed.
- Place excess stock in storage or dispose of, according to store policy and legislative requirements.
- Safe lifting, shifting and carrying techniques are maintained according to store Work Health and Safety (WHS) policy and legislative requirements.

Annex: Resource Requirements

Performing Stock Control Procedures				
Item No.	Category/Item	Description/ Specifications	Qty	Recommended Ratio (Item: Trainee)
A.	<i>Learning Materials</i>			
1.	TTLM	TTTLM prepared by the trainer	1	1:1
2.	Reference Books	<ul style="list-style-type: none"> • Peter Baily et al, ; purchasing principles and management 9th edition, 2005 • Dobbler. D. W, Lee L, Burt, D. N (purchasing and materials management, text and case 4th edition) 1984 • Gopalakrishnan P, purchasing and material management. • J.R. Tony Arnold et al, introduction to materials management. 2008 • Plossl, G.W production and inventory control. 1985 • Schonberger, R,J and E. M Knod, operation management: serving customer. 1988 • Orlicky, J., Materials requirement planning. 1975. • Robert M. Monczka et al, purchasing and chain management 4th edition, 2009 • David J Bloomberg et al. Logistics. 2001 • Philip Kotler and Gary Armstrong, principle of Marketing 17th edition, 2008 • Fred Sollish and John Semanic, 2nd edition. The procurement and supply managers desk reference 	5	1:5
3	Manuals	<ul style="list-style-type: none"> • FDRE government owned fixed asset management manual (GOFAMM) 2007 • FDRE manual on the use of frame work agreements 2011 • FDRE public procurement audit manual, 2011 	5	1:5

		<ul style="list-style-type: none"> • FDRE public procurement directive, 2010 • FDRE manual on public procurement compliant procedure, 2011 • The Ethiopian federal government procurement and property administration proclamation, (649/2009) • FDRE stock management manual, 2010 • UN procurement practitioner's handbook, 2006 • Addis Ababa city administration cash management manual, 2003 E.C 		
4.	Journals/Publication/Magazines	Perdue, B. C., & Summers, J. O. (1991) purchasing agents use of negotiation strategies, Journal of marketing research.	--	--
	<i>B. Learning Facilities & Infrastructure</i>			
1.	Class room	Standard	1	1:25
2.	Internet	Broad band	1	1:25
3.	Library	Standard	1	--
4	White board/black board	Standard	1	1:25
	<i>C. Consumable Materials</i>			
1.	White board marker/chalk	1 packet	1	1:25
2	A4 paper	ream	1	1:25
3	A1 paper	ream	1	1:25
4	pen	piece	1	--
	<i>D. Tools and Equipments</i>			
1.	Desktop computer	Piece	12	1:2
2	Laptop	Piece	1	--
3	projector	piece	1	--

LEARNING MODULE 08	Logo of TVET Provider
TVET-PROGRAMME TITLE: Purchasing Level II	
MODULE TITLE: Applying 5S procedures	
MODULE CODE: LSA PSM 2 M08	
NOMINAL DURATION: 40 Hours	
MODULE DESCRIPTION: This unit covers knowledge, skills and attitudes required to apply 5S procedures and other standards set by 5S in work place..	
<p>LEARNING OUTCOMES</p> <p>At the end of the module the learner will be able to:</p> <ul style="list-style-type: none"> LO1. Develop understanding of quality system LO2. Sort needed items from unneeded LO3. Set workplace in order LO4 .Shine work area LO5. Standardize activities LO6. Sustain 5S system 	
<p>MODULE CONTENTS:</p> <p>LO1. Develop understanding of quality system</p> <ul style="list-style-type: none"> 1.1. OHS requirements of 5s. 1.2. purpose and elements of quality assurance (QA) system 1.3. quality assurance procedures 1.4. Meaning and concept of kaizen 1.5. Relationship of quality system and continuous improvement 1.6. 5s system 1.7. Identifying waste (MUDA) <p>LO2 Sort needed items from unneeded</p> <ul style="list-style-type: none"> 2.1. Identifying and distinguishing essential and non-essential item 2.2. method of Sorting items 2.3. Sorting items required for regulatory purposes 2.4. Placing non-essential item 	

2.5. Regularly checkup of items in the work area

LO3.Set workplace in order

3.1. Identifying location and placing each essential item

3.2. Regular checking of item in its location

LO4. Shine work area

4.1. Keeping the work area clean and tidy

4.2. Regular housekeeping activities

LO 5.Standardize activities

5.1. Procedures of Standardizing activities

5.2. Standardizing activities using checklists

5.3. Keeping work area standard

LO 6 Sustain 5S system

6.1. Sustaining clean up

6.2. Identifying non-compliance and taking actions

6.3. Inspecting work area regularly

6.4. Recommending improvements in the workplace

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)

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:

LO.1 Develop understanding of quality system.

- OHS requirements are applied throughout the work.
- Discuss quality assurance procedures of the enterprise or organization
- Understand the relationship of quality system and continuous improvement in the workplace
- Identify and relate to workplace requirements the purpose and elements of quality assurance (QA) system
- Explain the 5S system as part of the quality assurance of the work organization

LO.2. Sort needed items from unneeded

- Identify all items in the work area
- Distinguish between essential and non-essential items
- Sort items to achieve deliverables and value expected by downstream and final customers
- Sort items required for regulatory or other required purposes
- Place any non-essential item in a appropriate place other than the workplace
- Regularly check that only essential items are in the work area

LO.3. Set workplace in order

- Identify the best location for each essential item
- Place each essential item in its assigned location
- After use immediately return each essential item to its assigned location
- Regularly check that each essential item is in its assigned location

LO.4. Shine work area

- Keep the work area clean and tidy at all times
- Conduct regular housekeeping activities during shift
- Ensure the work area is neat, clean and tidy at both beginning and end of shift

LO.5. Standardize activities

- Follow procedures
- Follow checklists for activities, where available
- Keep the work area to specified standard

LO.6. Sustain 5S system

- Clean up after completion of job and before commencing next job or end of shift
- Identify situations where compliance to standards is unlikely and take actions specified in procedures
- Inspect work area regularly for compliance to specified standard
- Recommend improvements to lift the level of compliance in the workplace

Applying 5s procedure				
Item No.	Category/Item	Description/ Specifications	Qty	Recommended Ratio (Item: Trainee)
A.	Learning Materials			
1.	TTLM	TTTLM prepared by the trainer	1	1:1
2.	Reference Books	<ul style="list-style-type: none"> • Peter Baily et al, ; purchasing principles and management 9th edition, 2005 • Dobbler. D. W, Lee L, Burt, D. N (purchasing and materials management, text and case 4th edition) 1984 • Gopalakrishnan P, purchasing and material management. • J.R. Tony Arnold et al, introduction to materials management. 2008 • Plossl, G.W production and inventory control. 1985 • Schonberger, R,J and E. M Knod, operation management: serving customer. 1988 • Orlicky, J., Materials requirement planning. 1975. • Robert M. Monczka et al, purchasing and chain management 4th edition, 2009 • David J Bloomberg et al. Logistics. 2001 • Philip Kotler and Gary Armstrong, principle of Marketing 17th edition, 2008 • Fred Sollish and John Semanic, 2nd edition. The procurement and supply managers desk reference 	5	1:5
3	Manuals	<ul style="list-style-type: none"> • FDRE government owned fixed asset management manual (GOFAMM) 2007 • FDRE manual on the use of frame work agreements 2011 • FDRE public procurement audit manual, 2011 • FDRE public procurement directive, 	5	1:5

		<p>2010</p> <ul style="list-style-type: none"> • FDRE manual on public procurement compliant procedure, 2011 • The Ethiopian federal government procurement and property administration proclamation, (649/2009) • FDRE stock management manual, 2010 • UN procurement practitioner's handbook, 2006 • Addis Ababa city administration cash management manual, 2003 E.C 		
4.	Journals/Publication/Magazines	Perdue, B. C., & Summers, J. O. (1991) purchasing agents use of negotiation strategies, Journal of marketing research.	--	--
	B. Learning Facilities & Infrastructure			
1.	Class room	Standard	1	1:25
2.	Internet	Broad band	1	1:25
3.	Library	Standard	1	--
4	White board/black board	Standard	1	1:25
	C. Consumable Materials			
1.	White board marker/chalk	1 packet	1	1:25
2	A4 paper	ream	1	1:25
3	A1 paper	ream	1	1:25
4	pen	piece	1	--
	D. Tools and Equipments			
1.	Desktop computer	Piece	12	1:2
2	Laptop	Piece	1	--
3	projector	piece	1	--

Acknowledgement

The **Ministry of Labor and Skills** wishes to thank and appreciation for the trainers who donated their effort and time to develop this outcome based curriculum for the TVET Program **purchasing and supply management Level II.**

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