

Purchasing and Supply Management

Level III



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

March, 2022
Addis Abeba, Ethiopia

Preface

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

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

This curriculum has been developed by a group of professional experts from different Regional TVET Bureaus, colleges, Industries, Institutes and universities based on the occupational standard for **Purchasing and Supply Management Level III**. The curriculum development process has been actively supported and facilitated by **Ministry of Labor and Skills**.

TVET-Program Design

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

1.2. TVET-Program Description

The Program is designed to develop the necessary knowledge, skills and attitude of the trainees to the standard required by the occupation. The contents of this program are in line with the occupational standard. The Trainees who successfully completed the Program will be qualified to work as a **Middle level procurement Expert** with competencies elaborated in the respective OS. Graduates of the program will have the required qualification to work in Labor and skills sectors in the field of **Purchasing and Supply Management Level III**.

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 Implement Purchasing process, Monitor Implementation of Work Plan/Activities , Identify Risks and Opportunities in the purchase Operation, Design and Develop Complex Purchase documents, Procure Goods and Services, Conduct international procurement, Develop Requests for Offers, Conduct Market Research, Manage Supplier Relationships, Recommend Products and Services, Undertake Goods and Services Inspection, Assist in Controlling Stocks and Supplies, Maintain and Order Stock, Prevent and Eliminate MUDA using problem Solving Tools in accordance with the performance criteria and evidence guide described in the OS.

1.3. TVET-Program Training Outcomes

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

LSA PSM3 01 1221 Implement Purchasing process

LSA PSM3 02 1221 Monitor Implementation of Work Plan/Activities

LSA PSM3 03 1221 Identify Risks and Opportunities in the purchase Operation

LSA PSM3 04 1221 Design and Develop Complex Purchase documents

LSA PSM3 05 1221 Procure Goods and Services

LSA PSM3 06 1221 Conduct international procurement

LSA PSM3 07 1221 Develop Requests for Offers

LSA PSM3 08 1221 Conduct Market Research

LSA PSM3 09 1221 Manage Supplier Relationships

LSA PSM3 10 1221 Recommend Products and Services

LSA PSM3 11 1221 Undertake Goods and Services Inspection

LSA PSM3 12 1221 Assist in Controlling Stocks and Supplies

LSA PSM3 13 1221 Maintain and Order Stock

LSA PSM3 14 1221 Prevent and Eliminate MUDA using problem Solving Tools

1.4. Duration of the TVET-Program

The Program will have duration of **760 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.	Implement Purchasing process	12	12	16	40	
2.	Monitor Implementation of Work Plan/Activities	18	18	24	60	
3.	Identify Risks and Opportunities in the purchase Operation	9	5	16	30	
4.	Design and Develop Complex Purchase documents	12	12	16	40	
5.	Procure Goods and Services	15	11	24	50	
6.	Conduct international procurement	36	36	48	120	
7.	Develop Requests for Offers	12	12	16	40	
8.	Conduct Market Research	36	36	48	120	
9.	Manage Supplier Relationships	18	18	24	60	
10.	Recommend Products and Services	9	5	16	30	
11.	Undertake Goods and Services Inspection	12	12	16	40	
12.	Assist in Controlling Stocks and Supplies	18	18	24	60	
13.	Maintain and Order Stock	9	5	16	30	
14.	Prevent and Eliminate MUDA using problem Solving Tools	12	12	16	40	
Total		228	212	320	760	

1.5. Qualification Level and Certification

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

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

1.6. Target Groups

Any citizen **with or without disability** who meets the entry requirements under items 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. Mode of Delivery

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

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

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

1.9. TVET-Program Structure

Unit of Competence	Module Code & Title	Training Outcomes	Duration (In Hours)
LSA PSM3 01 1221 Implement Purchasing process	LSA PSM3 01 1221 Implementing Purchasing process	<ul style="list-style-type: none"> • Prepare invitations to offer • Identify suppliers • Issue invitations to offer • Prepare recommendations to purchase 	40
LSA PSM3 02 1221 Monitor Implementation of Work Plan/Activities	LSA PSM3 02 1221 Monitoring Implementation of Work Plan/Activities	<ul style="list-style-type: none"> • Monitor and improve workplace operations • Plan and organise workflow • Maintain workplace records • Solve problems and make decisions 	60
LSA PSM3 03 1221 Identify Risks and Opportunities in the purchase Operation	LSA PSM3 03 1221 Identifying Risks and Opportunities in the purchase Operation	<ul style="list-style-type: none"> • Identify risks & opportunities. • Document and report identified risks and opportunities. 	30
LSA PSM3 04 1221 Design and Develop Complex Purchase documents	LSA PSM3 04 1221 Designing and Developing Complex Purchase documents	<ul style="list-style-type: none"> • Prepare to produce word processed documents • Design complex purchase documents • Add complex tables and other data • Produce documents 	40

LSA PSM3 05 1221	Procure Goods and Services	LSA PSM3 05 1221	Procuring Goods and Services	<ul style="list-style-type: none"> Plan for procurement of goods or services. Undertake procurement Manage contractors Complete contractual arrangements 	50
LSA PSM3 06 1221	Conduct international procurement	LSA PSM3 06 1221	Conduct international procurement	<ul style="list-style-type: none"> Source international suppliers Prepare invitations to offer for imported goods Prepare recommendations in response to offers Action successful offers Arrange importation of goods Arrange provision of foreign currency payments 	120
LSA PSM3 07 1221	Develop Requests for Offers	LSA PSM3 07 1221	Developing Requests for Offers	<ul style="list-style-type: none"> Interpret procurement requirements Plan procurement activities Specify procurement requirement Develop a procurement plan Develop request for offers 	40
LSA PSM3 08 1221	Conduct Market Research	LSA PSM3 08 1221	Conducting Market Research	<ul style="list-style-type: none"> Conduct desk research to gather background market information Develop research methodology and objectives Recruit respondents Gather data and information from respondents Analyses research information Prepare research reports 	120

LSA PSM3 09 1221	Manage Supplier Relationships	LSA PSM3 09 1221	Managing Supplier Relationships	<ul style="list-style-type: none"> • Manage purchasing agreements • Resolve disagreements with suppliers • Finalize agreements • Review performance of suppliers 	60
LSA PSM3 10 1221	Recommend Products and Services	LSA PSM3 10 1221	Recommending Products and Services	<ul style="list-style-type: none"> • Develop and maintain knowledge of products and services • Recommend products and services • Advise on products and services 	30
LSA PSM3 11 1221	Undertake Goods and Services Inspection	LSA PSM3 11 1221	Undertaking Goods and Services Inspection	<ul style="list-style-type: none"> • Establish quality specifications for product • Identify inspection requirements. • Inspect goods and services. • Assess quality of service delivered • Record and report inspection findings. 	40
LSA PSM3 12 1221	Assist in Controlling Stocks and Supplies	LSA PSM3 12 1221	Assisting in Controlling Stocks and Supplies	<ul style="list-style-type: none"> • Determine own role in stock control processes • Assist in maintaining stock levels • Store stock • Assist in stock taking • Assist in disposal of out of date stock and recalls 	60
LSA PSM3 13 1221	Maintain and Order Stock	LSA PSM3 13 1221	Maintaining and Order Stock	<ul style="list-style-type: none"> • Monitor receipt and dispatch of goods. • Maintain stock records. • Coordinate stock take or cyclical count. 	30

		<ul style="list-style-type: none"> • Identify stock losses. • Process orders. • Follow up orders. 	
LSA PSM3 14 1221 Prevent and Eliminate MUDA using problem Solving Tools	LSA PSM3 14 1221 Preventing and Eliminating MUDA using problem Solving Tools	<ul style="list-style-type: none"> • Prepare for work. • Identify MUDA. /Identify and select problem • Analyze causes of a problem. • Eliminate MUDA and Assess effectiveness of the solution. • Prevent occurrence of wastes/MUDA. Standardize and sustain operation. 	40

1.10 Institutional Assessment

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

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

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

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

1.11 TVET Teachers Profile

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



LEARNING MODULE 01
TVET-PROGRAMME TITLE: Purchasing and Supply Management Level III
MODULE TITLE : Implementing Purchasing process
MODULE CODE : <u>LSA PSM 3 M01 0322</u>
NOMINAL DURATION : 40 Hours
MODULE DESCRIPTION : This module describes the performance outcomes, skills and knowledge required to prepare invitations to offer, identify suppliers, issue invitations to offer, and prepare purchase recommendations.
LEARNING OUTCOMES At the end of the module the trainee will be able to: LO1. Prepare invitations to offer LO2. Identify suppliers LO3. Issue invitations to offer LO4. Prepare recommendations to purchase
MODULE CONTENTS: LO1. Prepare invitations to offer 1.1. Receiving and reviewing specification and terms of reference. 1.2. Procurement Methods 1.3. Preparing invitation to bid and request for quotations LO2. Identify suppliers 2.1 Identifying potential sources of supply 2.2 Evaluating source of supply LO3. Issue invitations to offer 3.1 Inviting suppliers 3.2 Handling clarification requests LO4. Prepare recommendations to purchase 4.1 Receiving offers 4.2 Evaluation of offers 4.3 Selecting and recommending the best offer 4.4 Obtaining offers approval

Learning Methods: Implementing Purchasing process					
For impaired trainees	none	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: Implementing Purchasing process				
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:

1. LO.1. Prepare invitations to offer

- Specifications and Terms of References are obtained for goods and services to be purchased from relevant personnel and clarify as required
- Purchasing methods most appropriate to particular purchases are selected
- Invitations are prepared to offer
- Approval of invitations are obtained to offer

LO.2 Identify suppliers

- Organization's records are reviewed for potential suppliers
- Sources of supply are identified
- Suppliers are invited
- Sources of supply are evaluated against requirements of purchasing strategies

LO.3 Issue invitations to offer

- Invitations are distributed to offer
- Briefings are conducted as required
- Issues arising with suppliers are clarified in line with purchasing strategies

LO.4 Prepare recommendations to purchase

- Offer documents are received from suppliers
- Offer documents are assessed against requirements of purchasing strategies
- Further information is sought from suppliers as required
- Specialist expertise is obtained to assist with evaluation as required
- Offers are evaluated against requirements of purchasing strategies
- Shortlists of suppliers that make offers and who meet purchasing criteria are prepared
- Preferred offers are selected
- Recommendations about preferred offers are made and approval is sought by relevant personnel
- Approval is obtained for recommended offers

Annex: Resource Requirements

Implementing Purchasing process

Page 15 of 130	Author/Copyright : Ministry of Labor and Skills	Purchasing and Supply Management Level III	Version - I March ,2022
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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, 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 	5	1:5
4.	Journals/Publication/Magazines	Perdue, B. C., & Summers, J. O. (1991) purchasing agents use of negotiation strategies, Journal of marketing research.	--	--
B. 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 III
MODULE TITLE : Monitoring Implementation of Work Plan/Activities
MODULE CODE : <u>LSA PSM3 M02 0322</u>
NOMINAL DURATION : 60 Hours
MODULE DESCRIPTION : This module covers competence required to oversee and monitor the quality of work operations within an enterprise. This unit may be carried out by team leaders or supervisors.
LEARNING OUTCOMES At the end of the module the trainee will be able to: LO1. Monitor and improve workplace operations LO2 Plan and organise workflow LO3 Maintain workplace record LO4 Solve problems and make decisions
MODULE CONTENTS: LO1. Monitor and improve workplace operations 1.1 Monitoring efficiency and service levels 1.2 Achieving enterprise goal 1.3 Identifying and adjusting quality problems 1.4 Consulting and improving procedures and systems LO2. Plan and organise workflow 2.1 Assessing current workload 2.2 Organizing workflow 2.3 Delegating work 2.4 Assessing workflow and providing input LO 3 Maintain workplace records 3.1 Completing and submitting workplace records 3.2 Delegating completion of records LO. 4 Solve problems and make decisions 4.1 Identifying workplace problems 4.2 Initiating short term action 4.3 Analyzing problems for long-term potential solutions 4.4 participatory problem solving 4.5 Following up actions

Learning Methods: Monitoring Implementation of Work Plan/Activities				
For 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. Monitor and improve workplace operations

- Efficiency and service levels are monitored on an ongoing basis.
- Operations in the workplace support overall enterprise goals and quality assurance initiatives.
- Quality problems and issues are promptly identified and adjustments are made accordingly.
- Procedures and systems are changed in consultation with colleagues to improve efficiency and effectiveness.
- Colleagues are consulted about ways to improve efficiency and service levels.

LO.2 Plan and organise workflow

- Current workload of colleagues is accurately assessed.
- Work is scheduled in a manner which enhances efficiency and customer service quality.
- Work is delegated to appropriate people in accordance with principles of delegation.
- Workflow is assessed against agreed objectives and timelines and colleagues are assisted in prioritisation of workload.
- Input is provided to appropriate management regarding staffing needs.

LO.3 Maintain workplace records

- Workplace records are accurately completed and submitted within required timeframes.
- Where appropriate completion of records is delegated and monitored prior to submission.

LO.4 Solve problems and make decisions

- Workplace problems are promptly identified and considered from an operational and customer service perspective.
- Short term action is initiated to resolve the immediate problem where appropriate.
- Problems are analysed for any long term impact and potential solutions are assessed and actioned in consultation with relevant colleagues.
- Where problem is raised by a team member, they are encouraged to participate in solving the problem.

- Follow up action is taken to monitor the effectiveness of solutions in the workplace.

Annex: Resource Requirements

Monitoring Implementation of Work Plan/Activities

Item	Category/Item	Description/ Specifications	Qty	Recommended
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Page 23 of 130	Author/Copyright : Ministry of Labor and Skills	Purchasing and Supply Management Level III	Version - I
			March ,2022

No.				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, 2010 • FDRE manual on public procurement compliant procedure, 2011 	5	1:5

		<ul style="list-style-type: none"> 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. 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 03

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

MODULE TITLE : Identifying Risks and Opportunities in the purchase Operation
MODULE CODE : LSA PSM 3 M03 0322
NOMINAL DURATION : 30 Hours
MODULE DESCRIPTION : This module of competency specifies the outcomes required to identify risks and opportunities in the purchase operation to maintain effective use of assets. It requires the ability to identify key systems and assets, and an understanding of risk management processes.
<p>LEARNING OUTCOMES</p> <p>At the end of the module the trainee will be able to:</p> <p>LO1. Identify risks & opportunities</p> <p>LO2. Document and report identified risks and opportunities</p>
<p>MODULE CONTENTS:</p> <p>LO1. Identify risks & opportunities</p> <ul style="list-style-type: none"> 1.1. Risk identification techniques 1.2. Legislative requirements, insurance, codes and standards 1.3. Identifying risks and opportunities 1.4. Limitations in identifying risk and opportunity. 1.5. Reporting gaps with risk management <p>LO2. Document and report identified risks and opportunities</p> <ul style="list-style-type: none"> 2.1 Documenting identified risks and opportunities 2.2 Checking feedback actively 2.3 Maintaining OHS records using business technology

Learning Methods: Identifying Risks and Opportunities in the purchase Operation				
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 	<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>through the service of the sign language interpreter</p> <ul style="list-style-type: none"> ❖ Use short and clear questioning ❖ 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	<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. Identify risks & opportunities

- Appropriate interpersonal techniques are used to specify and access information on potential risks and opportunities from individuals and groups.
- Relevant legislative requirements, insurance, codes and standards applicable to asset use are identified and examined to establish risk and opportunity parameters.
- Potential risks to and opportunities for clients and organization are identified and confirmed with relevant people according to organizational requirements.
- Limitations in identifying risks and opportunities are identified and specialist advice is sought as required according to organizational requirements.
- Gaps or breaches in established risk management processes are identified and reported according to organisational policies and procedures.

LO.2 Document and report identified risks and opportunities

- Identified risks and opportunities are documented in a suitable format according to organizational and legislative requirements.
- Risk and opportunity findings are documented in a clear and concise manner and are supported by verifiable evidence.
- Feedback is actively sought to ensure sufficiency and relevance of information in meeting client and organizational requirements.
- Business equipment and technology are used to maintain information according to applicable OHS and organizational requirements.
- Information is securely maintained with due regard to client confidentiality, and legislative and organizational requirements.

Annex: Resource Requirements

Page 30 of 130	Author/Copyright : Ministry of Labor and Skills	Purchasing and Supply Management Level III	Version - I March ,2022
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Identifying Risks and Opportunities in the purchase Operation				
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

		<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	--

LEARNING MODULE 04

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

MODULE TITLE : **Designing and Developing Complex Purchase Documents**

MODULE CODE : **LSA PSM3 M04 0322**

NOMINAL DURATION: **40 Hours**

MODULE DESCRIPTION : This module describes the performance outcomes, skills and knowledge required to design and develop purchase documents using complex technical features of word processing software.

LEARNING OUTCOMES

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

LO1. Prepare to produce word processed documents

LO2 Design complex purchase documents

LO3 Add complex tables and other data

LO4 Produce documents

MODULE CONTENTS:

LO1. Prepare to produce word processed documents

- 1.1 Ergonomic, energy and resource conservation requirements
- 1.2 Identifying document purpose and audience presentation requirements
- 1.3 Consistency of style and image
- 1.4 Evaluating complex technical functions of software
- 1.5 Matching document requirements with software functions

LO2. Design complex purchase documents

- 2.1 Designing document structure and layout
- 2.2 Preparing standard bid documents
- 2.3 Manuals, user documentation and online help

LO3. Add complex tables and other data

- 3.1 Inserting standard tables and changing cells
- 3.2 Formatting rows and columns
- 3.3 Inserting images and other data

LO4. Produce documents

- 4.1 Using complex operations in the development of documents
- 4.2 Previewing, adjusting and printing documents
- 4.3 Naming and storing documents
- 4.4 Preparing documents within designated timelines

Learning Methods: Designing and Developing Complex Purchase Documents				
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: Designing and Developing Complex Purchase Documents

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

ASSESSMENT CRITERIA:

LO1. Prepare to produce word processed documents

- Safe work practices are used to ensure ergonomic, work organization, energy and resource conservation requirements are addressed
- Document purpose, audience and presentation requirements are identified, and clarified with relevant personnel as required
- Organizational requirements are identified for text-based business documents to ensure consistency of style and image
- Complex technical functions of the software are evaluated for their usefulness in fulfilling the requirements of the task
- Document requirements are matched with software functions to provide efficient production of documents

LO2. Design complex purchase documents

- Document structure and layout are designed to suit purpose, audience and information requirements of the task
- Document is designed to enhance readability and appearance, and to meet organizational and task requirements for style and layout
- Complex software functions are used to enable efficient manipulation of information and other material, and ensure consistency of design and layout
- Manuals, user documentation and online help are used to overcome problems with document design and production

LO3. Add complex tables and other data

- A standard table is inserted into document, changing cells to meet information requirements
- Rows and columns are formatted as required
- Images and other data, formatting are inserted as required

LO4. LO4. Produce documents

- Complex operations are used in the development of documents, to achieve required results
- Documents are previewed, adjusted and printed in accordance with organizational and task requirements
- Documents are named and stored in accordance with organizational requirements and exit the application without information loss/damage
- Documents are prepared within designated time lines and organizational requirements for speed and accuracy

Annex: Resource Requirements

Designing and Developing Complex Purchase Documents				
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, 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 	5	1:5
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 05	
TVET-PROGRAMME TITLE: Purchasing and Supply Management Level III	
MODULE TITLE : Procuring Goods and Services	
MODULE CODE : LSA PSM3 M05 0322	
NOMINAL DURATION : 50 Hours	
<p>MODULE DESCRIPTION : This module covers the expenditure of public monies for simple procurement of low value/low risk goods and services using contractual arrangements that include simple tendering and requests for quotation. The unit requires analysis and decision making in the procurement process, which is undertaken under limited supervision. It includes planning and undertaking procurement, managing contractors and completing contractual arrangements</p>	
<p>LEARNING OUTCOMES At the end of the module the trainee will be able to:</p> <p>LO1. Plan for procurement of goods or services</p> <p>LO2. Undertake procurement</p> <p>LO3. Manage contractors.</p> <p>LO4. Complete contractual arrangements</p>	
<p>MODULE CONTENTS:</p> <p>LO1. Plan for procurement of goods or services</p> <p>1.1 Market Assessment</p> <p>1.2 Identifying commercial strategy</p> <p>1.3 Risk planning in procurement activity</p> <p>1.4 Identifying criteria for evaluating suppliers offer</p> <p>1.4. Developing procurement plan</p> <p>LO2. Undertake procurement.</p> <p>2.1 Methods of requesting and receiving offers</p> <p>2.2 Evaluating and selecting offers</p> <p>2.3 Notifying successful and unsuccessful suppliers</p> <p>2.4 Formalizing contractual agreement</p> <p>2.5 Negotiating contractual agreement</p>	

LO 3. Manage contracts

- 3.1 Maintaining relationships
- 3.2 Monitoring performance
- 3.3 Investigating and managing complaints or disputes
- 3.4 Meeting contractual obligations
- 3.5 Maintaining contractual records

LO 4. Complete contractual agreements

- 4.1 Confirming goods and processing payment
- 4.2 Finalizing contract
- 4.3 Evaluating the contractual process.

Learning Methods: Procuring 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: Procuring Goods and Services

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

ASSESSMENT CRITERIA:

LO.1. Plan for procurement of goods or services

- Market assessment is used to identify and select options for procuring goods or services in accordance with business plan requirements, legislation, policy and procedures, and probity requirements.
- Commercial strategy is identified to achieve the procurement outcome set out in the business plan, achieve value for money, and meet legal and probity requirements.
- Risk planning is conducted for the procurement activity according to procedures, delegations and guidelines.
- Process and criteria for evaluation of offers from suppliers or service providers are identified to meet public sector probity requirements, and are recorded in a tender evaluation plan.
- Procurement plan is developed to manage procurement process & contractual arrangements in accordance with legislation, policy & procedures, & probity requirements.
- Stakeholders are consulted about the planned procurement and their feedback is incorporated into the procurement process.

LO.2 Undertake procurement

- Method for requesting and receiving offers is chosen to suit the procurement activity and comply with government procurement proclamation and directive and probity requirements
- Specialist expertise is used to assist in evaluation of offers as required.
- Evaluation and selection of the offer are made according to tender evaluation plan, and government procurement proclamation and directive
- Notification of successful and unsuccessful suppliers/providers is undertaken according to procurement plan, and government procurement proclamation and directive
- Work does not commence and payment is not made until contractual arrangements are formalized.

- Contractual arrangements that are legally binding to all parties and suitable to the procurement activity are negotiated, formalized and reported according to organizational policy and procedures.

LO.3 Manage contractors

- Communication strategies are established to build and maintain relationships with contractors.
- Performance is monitored against contract performance indicators for quality assurance of the goods or services and to ensure compliance with contract specifications.
- Contract performance indicators are regularly reviewed to ensure relevance.
- Approvals are obtained for contract variations according to organizational and contractual requirements.
- Disputes or complaints are investigated, documented and resolved or referred according to contractual provisions.
- Contractual obligations to contractors are met.
- Records are maintained according to organizational and legal requirements to provide an audit trail and for other organizational purposes.

LO.4 Complete contractual arrangements

- Goods and services received are confirmed as meeting contractual specification and required outcome, and accounts are processed for payment according to organizational procedures.
- Contracts are finalized, cancelled or terminated according to contractual arrangements.
- Contract performance, outcomes and management processes are evaluated, and lessons learnt are recorded and used to inform ongoing contract management practices.

Annex: Resource Requirements

Page 48 of 130	Author/Copyright : Ministry of Labor and Skills	Purchasing and Supply Management Level III	Version - I
			March ,2022

Procuring Goods and Services				
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

		<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	--

LEARNING MODULE 06

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

MODULE TITLE : **Conducting international procurement**

MODULE CODE : **LSA PSM 3 M06 0322**

NOMINAL DURATION : **120 Hours**

MODULE DESCRIPTION : This module describes the skills and knowledge required to conduct international procurement. This includes sourcing potential suppliers, inviting offers, evaluating the offers received, preparing recommendations and contracting the successful supplier. It also covers arranging importation of the goods, satisfying regulatory requirements, arranging required payments and ensuring all contractual obligations are met.

It applies to individuals who conduct international procurement activities to reduce cost and increase efficiency.

LEARNING OUTCOMES

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

- LO1. Source international suppliers**
- LO2. Prepare invitations to offer for imported goods**
- LO3. Prepare recommendations in response to offers**
- LO4. Action successful offers**
- LO5. Arrange importation of goods**
- LO6. Arrange provision of foreign currency payments**

MODULE CONTENTS:

LO1. Source international suppliers,

- 1.1 Overview of international procurement
- 1.2 Identifying goods or services to be imported
- 1.3 Search potential suppliers
- 1.4 Understanding international procurement structure
- 1.5 International trade rules and regulations
- 1.6 INCOTERMS

LO2. Prepare invitations to offer for imported goods

- 2.1 Clarifying international procurement specifications
- 2.2 Selecting appropriate procurement strategy
- 2.3 Developing and documenting invitations to offer
- 2.4 Checking invitations for compliance

2.5 Criteria for evaluating offers

LO3 Prepare recommendations in response to offers

- 3.1 Receiving and assessing offer documents
- 3.2 Seeking information from suppliers
- 3.3 Selecting and recommending offers for approval

LO4 Action successful offers

- 4.1 Consulting and preparing contract documentation
- 4.2 Issuing award and contract
- 4.3 Informing unsuccessful offers

LO5 Arrange importation of goods

- 5.1 Assessing risks in international procurement
- 5.2 Freight forwarding
- 5.3 Managing logistic channels

LO6 Arrange provision of foreign currency payments

- 6.1 Obtaining foreign exchange permit
- 6.2 Understanding international payment strategy
- 6.3 Payment Methods
- 6.4 Finalizing and authorizing payments
- 6.5 Custom clearance
- 6.6 Bank clearance

Learning Methods: Conducting international procurement				
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 	<ul style="list-style-type: none"> ❖ Illustrate in clear & short method ❖ Use Video recorded material ❖ Ensure the attention of the trainee 	<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
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 	<ul style="list-style-type: none"> ❖ Use sign language interpreters ❖ Facilitate the integration of trainees with group members ❖ Conduct close follow up 	<ul style="list-style-type: none"> ❖ Facilitate the integration of trainees with group members ❖ Conduct close follow 	<ul style="list-style-type: none"> ❖ Introduce the trainees with their peers

	<ul style="list-style-type: none"> ❖ member ❖ Brief the thematic issues of the work 	<ul style="list-style-type: none"> ❖ Introduce the trainees with other group member 	<ul style="list-style-type: none"> ❖ 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: Conducting international procurement

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	<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. Source international suppliers

- Identify goods and/ or services to be procured internationally
- Research potential sources of supply from relevant information sources
- Examine market structures for proposed international procurement activities
- Determine regulations governing international procurement
- Source and apply relevant organization procedures, policies and regulations govern the international procurement of goods and/ or services

LO.2 Prepare invitations to offer for imported goods

- Obtain and clarify specifications of requirements for international sourcing of specified goods and/ or services from relevant stakeholders as required
- Select procurement strategy most appropriate to the proposed goods and/ or services
- Develop and document invitations to offer
- Ensure invitations to offer are checked for compliance with regulations, organisation policies and procedures and description of required goods and/ or services
- Develop, document and obtain approval for criteria for evaluating offers
- Issue invitations to offer to prospective suppliers after gaining approval from relevant personnel

LO.2 Prepare recommendations in response to offers

- Receive and assess offer documents from suppliers against criteria and requirements of organizational procurement strategies
- Seek further information from suppliers, as required, to clarify offers
- Select preferred offer and make recommendation for approval to relevant personnel
- Consult with stakeholders and obtain approval for recommended offers

LO.2 Action successful offers

- Prepare contract documentation with successful supplier
- 4.2 Consult to ensure legality of contract agreements in accordance with organization procedures

- 4.3 Issue contract in accordance with received approval from stakeholders
- 4.4 Inform unsuccessful offers of outcome of evaluation process in accordance with legal and organization requirements

LO.5 Arrange importation of goods

- Assess risks in ownership and logistics of goods and/ or services throughout international procurement activity
- Seek agents as required to arrange inspection, packing, transport, importation, customs clearance and delivery of goods and/ or services with appropriate INCOTERMS
- Satisfy statutory and regulatory requirements including fumigation and export/import controls
- Ensure supply and logistics channels are managed, to achieve delivery of goods and/ or services satisfactorily and within designated timelines

LO.6 Arrange provision of foreign currency payments

- Obtain advice from stakeholders on payment strategy to be followed for international procurement
- Receive arrangements made to initiate currency hedging, letter of credit or payment by direct cheque in accordance with advice
- Finalize and authorize payments at appropriate times according to organizational requirements

Annex: Resource Requirements

Conducting international procurement				
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 III**

MODULE TITLE : **Developing Requests for Offers**

MODULE CODE : **LSA PSM 3 M07 0322**

NOMINAL DURATION : **40 Hours**

MODULE DESCRIPTION : This module covers the development and dissemination of a request for offers to fulfil procurement requirements. It includes interpretation of procurement requirements, planning procurement activities, specifying the requirement, and developing a procurement plan and the formal request for offers.

In practice, developing requests for offers may overlap with other public sector generalist and specialist work activities such as acting ethically, complying with legislation, applying government processes, working with diversity, gathering and analyzing information.

LEARNING OUTCOMES

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

LO1. Interpret procurement requirements

LO2. Plan procurement activities

LO3. Specify procurement requirement

LO4. Develop a procurement plan

LO5. Develop request for offers

MODULE CONTENTS:

LO1. Interpret procurement requirements

- 1.1 Confirming and re-confirming procurement approvals appropriation/s
- 1.2 Identifying factors impacting procurement decisions
- 1.3 Determining source of supply
- 1.4 Conducting supplier analysis
- 1.5 Conducting supplier performance rating

LO2. Plan procurement activities

- 2.1 Preparing business cost estimation
- 2.2 Obtaining approval on method of procurement
- 2.3 Confirming resource requirement

2.4 Briefing potential bidders

LO3 Specify procurement requirement

3.1 Undertaking requirements Scoping

3.2 Specifying standard of performance

3.3 preparing statement of requirements

3.4 Incorporating the needs of clients and end users

LO4 Develop a procurement plan

4.1 Developing procurement plan

4.2 Selecting evaluation criteria

4.3 Arranging evaluating committee

4.4 Selecting informing or debriefing strategies

LO5 Develop request for offers

5.1 Developing request for offers and contractual conditions

5.2 Conditions to take offer document from market.

5.3 Obtaining approach approval

5.4 Maintaining the record

Learning Methods: Developing Requests for Offers				
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: Developing Requests for Offers</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. Interpret procurement requirements

- Procurement approvals and appropriation/s are confirmed for whole-of-life of the activity
- Procurement requirements are re-confirmed with all parties
- A representative sampling of clients, experts and suppliers is consulted to further define and clarify requirements
- A market analysis is used to identify factors that may impact on procurement decisions
- Sources of supply are accessed to determine possible providers and any conflict of interest is identified & resolved
- Supplier referencing/positioning/ viability analysis is conducted

LO.2 Plan procurement activities

- Business cost estimates are prepared to select a procurement method most suitable for the procurement activity & most likely to achieve a value for money outcome
- Approvals are obtained for method of procurement
- Resource requirements are confirmed and committed in a timely manner and responsible authorities are nominated
- Relationships and dependencies between various procurement activities are determined
- Strategies for briefing potential bidders are included when required, and meet public sector standards and organizational protocols

LO.3 Specify procurement requirement

- Scoping of the requirement is undertaken to identify outcomes, objectives and logistics
- Standards of performance, incentives, disincentives and performance measures are specified
- A statement of requirement is prepared that meets organizational requirements for

format and content and is acceptable to stakeholders

- The needs of clients and end users are incorporated and the outcome is achievable by potential providers
- Planned provider contract arrangements are specified in accordance with policy and guidelines

LO.4 Develop a procurement plan

- The procurement plan is developed in accordance with Government proclamation and procurement directive and procurement requirements
- Criteria and process for evaluation of offers are selected to meet legal and policy requirements, and are practical and measurable
- Where used, specialist expertise is arranged to evaluate offers and the structure/membership of evaluation panel in accordance with organizational procedures
- Practical strategies are selected for informing or debriefing successful and unsuccessful bidders and the market, in accordance with Government proclamation and procurement directive

LO.5 Develop request for offers

- Assess risks in ownership and logistics of goods and/ or services throughout Request for offers and contractual conditions are developed that are suitable for the procurement activity, & are clarified with clients, providers &/or experts as necessary
- Request for offers is developed in accordance with a procurement plan, clearly outlines the procurement requirement and meets legal and probity requirements
- When possible/appropriate, input on content and structure of request for offer documents is obtained from market
- Approvals are obtained to approach the market place in accordance with government proclamation and procurement directive
- Records documenting the request, and for seeking, processing and closing of offers, are maintained in accordance with government proclamation and procurement directive

Annex: Resource Requirements

Developing request offer				
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	
TVET-PROGRAMME TITLE: Purchasing and Supply Management Level III	
MODULE TITLE : Conducting market research	
MODULE CODE : LSA PSM 3 M08 0322	
NOMINAL DURATION : 120 Hours	
<p>MODULE DESCRIPTION : This module describes the performance outcomes, skills and knowledge required to conduct market research using interview and survey methodologies (not specialist statistical design and analysis) and to report on findings.</p>	
<p>LEARNING OUTCOMES</p> <p>At the end of the module the trainee will be able to:</p> <p>LO1. Conduct desk research to gather background market information</p> <p>LO2. Develop research methodology and objectives</p> <p>LO3. Recruit respondents</p> <p>LO4. Gather data and information from respondents</p> <p>LO5. Analyses research information</p> <p>LO6. Prepare research reports</p>	
<p>MODULE CONTENTS:</p> <p>LO1. Conduct desk research to gather background market information</p> <p>1.1 Overview of market research</p> <p>1.2 Conducting desk research using appropriate sources</p> <p>1.3 Methods and tools of collecting information</p> <p>1.4 Determining approval of reporting format</p> <p>1.5 Reporting initial research finding</p> <p>LO2. Develop research methodology and objectives</p> <p>2.1 Developing research objectives and hypothesis</p> <p>2.2 Identifying options for quantifying data</p> <p>2.3 Identifying market research methodology</p> <p>2.4 Determining analysis method</p> <p>LO3 Recruit respondents</p> <p>3.1 Interpreting market research plan</p>	

3.2 Identifying respondents

LO4 Gather data and information from respondents

4.1 Preparing and arranging resources data

4.2 Gathering data and information

4.3 Recording gathered data and information

4.4 Storing and safeguarding collected data and information

LO5 Analyses research information

5.1 Checking quality of collected information and data

5.2 Summarizing data

5.3 Entering data

5.4 Processing data

LO6 Prepare research reports

6.1 Assessing findings for relevance and usefulness

6.2 Preparing research reports

6.3 Communicating research findings

Learning Methods: Conducting market research				
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: Conducting market research

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. Conduct desk research to gather background market information

- Initial desk research is conducted using appropriate sources to gather background market information
- Options are identified for information collection and collation tools and methods
- Approval is determined and sought for reporting formats for market research documentation
- Initial research findings are reported in approved formats in accordance with organizational procedures

LO.2 Develop research methodology and objectives

- Hypotheses and research objectives are developed for market research
- Options are identified for quantifying data
- Market research methodology is identified and required survey tools determined, developed, tested and amended
- Methods of data extraction, collation and analysis are determined and tested

LO.3 Recruit respondents

- Market research plans are interpreted to identify potential respondents and their requirements
- Respondents are identified in line with research & organizational requirements
- Respondents are recruited in line with the agreed research methodology and organizational requirements

LO.4 Gather data and information from respondents

- Resources for data gathering are prepared and arranged
- Data and information are gathered using survey tools
- Data and information gathered are recorded in approved formats, in accordance with organizational procedures
- Survey information and data are stored and safeguarded in accordance with organizational procedures

LO.5 Analyses research information

- Quality of data and information collected are checked
- Appropriate techniques are selected to summaries data and information
- Software files are designed for entering data and information
- Data is processed using a method appropriate to research design
- Data and information including categorization are interpreted and aggregated, to provide observations relevant to research objectives

LO 6. Prepare research reports

- Findings are collated and assessed for relevance and usefulness to research objectives
- Research reports are prepared
- Research findings are communicated to relevant personnel & stakeholders in accordance with organizational procedures

Annex: Resource Requirements

Conducting market research				
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 09	
TVET-PROGRAMME TITLE: Purchasing and Supply Management Level III	
MODULE TITLE : Managing Supplier Relationships	
MODULE CODE : LSA PSM 3 M09 0322	
NOMINAL DURATION : 60 Hours	
<p>MODULE DESCRIPTION : This module specifies the outcomes required to manage relationships with suppliers of larger purchases or multiple smaller purchases, where the relationship is of some significance to the organization. It covers managing purchasing agreements, resolving disagreements with suppliers, finalising agreements, and reviewing the performance of suppliers.</p>	
<p>LEARNING OUTCOMES</p> <p>At the end of the module the trainee will be able to:</p> <p>LO1. Manage purchasing agreements</p> <p>LO2. Resolve disagreements with suppliers</p> <p>LO3. Finalize agreements</p> <p>LO4. Review performance of suppliers</p>	
<p>MODULE CONTENTS:</p> <p>LO1. Manage purchasing agreements</p> <p>1.1 Monitoring supplier performance</p> <p>1.2 Managing risks</p> <p>1.3 Identifying potential and actual performance issues</p> <p>1.4 Negotiating on resolving amendments</p> <p>1.5 Obtaining and communicating approved amendments</p> <p>LO2. Resolve disagreements with suppliers</p> <p>2.1 Identifying causes of disagreement</p> <p>2.2 Negotiating and resolving disagreements</p> <p>2.3 Documenting amendments</p> <p>2.4 Obtaining amendment approvals</p> <p>2.5 Communicating approved amendments</p> <p>LO3 Finalize agreements</p> <p>3.1 Confirming supplier obligations</p>	

3.2 Finalizing purchasing agreements

3.3 Documenting arrangements

LO4 Review performance of suppliers

4.1 Evaluating suppliers performance

4.2 Informing outcomes for suppliers

4.3 Recommending suppliers to relevant personnel.

Learning Methods: Managing Supplier 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)

<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: Managing Supplier Relationships

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. Manage purchasing agreements

- Supplier performance is monitored throughout the duration of agreements
- Risks in risk management plans are identified, monitored and managed throughout the duration of agreements
- Potential and actual performance issues are identified and addressed
- Resolve amendments are negotiated to agreements as a consequence of addressing performance issues
- Approval is sought and obtained for amendments
- Approved amendments are communicated to suppliers and relevant personnel

LO.2 Resolve disagreements with suppliers

- Causes of disagreements are identified and investigated with suppliers and their validity is assessed
- Disagreements are negotiated and resolved
- Amendments are documented to agreements as a consequence of the resolution of disagreements
- Approval for amendments is sought and obtained
- Approved amendments are communicated to suppliers and relevant personnel

LO.3 Finalize agreements

- All supplier obligations are confirmed as having been met prior to agreements being finalized
- Purchasing agreements are finalized on completion of contract
- Arrangements are documented to finalize agreements

LO.4 Review performance of suppliers

- Supplier performance is evaluated against the requirements of purchasing agreements
- Suppliers of evaluation outcomes are informed as required
- Recommendations are made about future use of suppliers to relevant personnel

Annex: Resource Requirements

Managing Supplier 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, 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 10	
TVET-PROGRAMME TITLE: Purchasing and Supply Management Level III	
MODULE TITLE : Recommending Products and Services	
MODULE CODE : LSA PSM 3 M10 0322	
NOMINAL DURATION : 60 Hours	
<p>MODULE DESCRIPTION : This module describes the performance outcomes, skills and knowledge required to provide advice and information within an organization about the products and services.</p>	
<p>LEARNING OUTCOMES</p> <p>At the end of the module the trainee will be able to:</p> <p>LO1. Develop and maintain knowledge of products and services</p> <p>LO2. Recommend products and services</p> <p>LO3. Advise on products and services</p>	
<p>MODULE CONTENTS:</p> <p>LO1. Develop and maintain knowledge of products and services</p> <ul style="list-style-type: none"> 1.1 Understanding industry product and services 1.2 Understanding characteristics of products and services 1.3 Documenting information of products and services 1.4 Applying acquired knowledge <p>LO2. Recommend products and services</p> <ul style="list-style-type: none"> 2.1 Ensuring product or service recommendation 2.2 Providing relevant recommendation 2.3 Ensuring evidence in recommendation 2.4 Identifying clear benefits of recommendation <p>LO3 Advise on products and services</p> <ul style="list-style-type: none"> 3.1 Providing clear advises 3.2 Ensuring product documentation and materials 3.3 Ensuring price conformity to budget resources 3.4 Estimating impact of products from customer feedback 	

Learning Methods: Recommending Products 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 	<ul style="list-style-type: none"> ❖ Illustrate in clear & short method ❖ Use Video recorded material ❖ Ensure the attention of the trainee 	<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
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: Recommending Products and Services

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 	<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>language interpreter</p> <ul style="list-style-type: none"> ❖ Use short and clear questioning ❖ 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	<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 and maintain knowledge of products and services

- Knowledge and understanding of industry products and services are actively and regularly researched using authoritative sources.
- Available product and service documentation are used to identify and understand characteristics of products and services, and comparisons with other products and service are made.
- Information on products and services are accurately documented and maintained in a format consistent with organizational requirements.
- Acquired knowledge is applied to improve quality within personal work areas.

LO.2 Recommend products and services

- Recommendation on products and services is ensured in line with organizational requirements.
- Recommendations that emphasize product and services issues relevant to client needs are provided.
- Evidence in support of recommendations is ensured, verifiable and presented in a suitable format.
- Recommendations are structured to identify clear benefits to clients and the organization.

LO.3 Advise on products and services

- Advice that is clear, is provided and supported by verifiable evidence and is compatible with organizational requirements.
- Product documentation and materials are ensured and appropriate to the specification or requirements of the organizations
- Prices of products and services are ensured to confirm to budget resources.
- Impact of products or services is estimated from customer feedback sources.

Annex: Resource Requirements

Recommending Products and Services				
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 11

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

MODULE TITLE : **Undertaking Goods and Services Inspection**

MODULE CODE : **LSA PSM3 M11 0322**

NOMINAL DURATION : **60 Hours**

MODULE DESCRIPTION : This module of competency specifies the outcomes required to inspect various types of property for conditions and compliance with approved requirements. It requires the ability to communicate effectively with those involved in the inspection process, and to have a clear understanding of industry and organizational inspection criteria and methods for carrying out and reporting the results of a property inspection and applying quality control in the workplace.

LEARNING OUTCOMES

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

LO1. Establish quality specifications for product

LO2. Identify inspection requirements

LO3. Inspect goods and services

LO4. Assess quality of service delivered

LO5 Record and report inspection findings.

MODULE CONTENTS:

LO1. Establish quality specifications for product

- 1.1 Sourcing market specification
- 1.2 Developing quality specification
- 1.3 Documenting and updating quality specifications

LO2. Identify inspection requirements

- 2.1 Purpose and type of inspection
- 2.2 Negotiating and agreeing on inspection process
- 2.3 Identifying critical aspects of inspection
- 2.4 Coordinating access arrangements

LO3 Inspect goods and services

- 3.1 Inspecting goods and services
- 3.2 Accessing relevant information

3.3 Recognizing and noting variations

3.4 Identifying situations requiring specialist advise

LO.4 Assess quality of service delivered

4.1 Checking the quality of service delivered

4.2 Evaluating service delivered

4.2.1 Quality parameters for evaluating services

4.3 Identifying causes of faults and taking corrective actions

LO.5 Record and report inspection findings

5.1 Organizing inspection findings

5.2 Supporting inspection conclusions with verifiable evidence

5.3 Using business equipment and technology for documentation

5.4 Distributing inspection report

Learning Methods: Undertaking Goods and Services Inspection				
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: Undertaking Goods and Services Inspection

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. Establish quality specifications for product

- Market specifications are sourced and legislated requirements identified.
- Quality specifications are developed and agreed upon
- Quality specifications are documented and introduced to organization staff / personnel in accordance with the organization policy
- Quality specifications are updated when necessary

LO.2 Identify inspection requirements

- Purpose and type of inspection are established from property records according to client and organizational requirements.
- Inspection processes and time lines are negotiated and agreed with relevant people according to organizational requirements.
- Goods and services documentation and legislative requirements are specified, gathered and reviewed to identify critical aspects requiring inspection.
- Access arrangements are coordinated with relevant people according to organizational requirements.

LO.3 Inspect goods and services

- Goods and services is inspected according to industry and organizational requirements, ensuring all relevant aspects of the property are sighted and noted.
- Inspections are conducted in a reliable manner according to organizational requirements and efficient use of available time and resources.
- Appropriate interpersonal techniques are used to access relevant information from inspection site personnel.
- Variations in compliance with approved requirements are recognized and noted according to organizational and legislative requirements.
- Situations requiring specialist advice are identified and assistance is sought as required according to organizational requirements.

LO. 4 Assess quality of service delivered

- Services delivered are quality checked against organization quality standards and specifications.
- Service delivered are evaluated using the appropriate evaluation quality parameters and in accordance with organization standards.
- Causes of any identified faults are identified and corrective actions are taken in accordance with organization policies and procedures.

LO5 Record and report inspection findings

- Inspection findings are organized in a format suitable for analysis and dissemination according to client and organizational requirements.
- Inspection conclusions are supported by verifiable evidence and are consistent with relevant legislative and organizational requirements.
- Business equipment and technology are used to maintain relevant documentation according to applicable OHS, legislative and organizational requirements.
- Inspection report is distributed to relevant people according to client and organizational requirements.

Annex: Resource Requirements

Undertaking Goods and Services Inspection				
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 12

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

MODULE TITLE : **Assisting in Controlling Stocks and Supplies**

MODULE CODE : **LSA PSM 3 M12 0322**

NOMINAL DURATION : **80 Hours**

MODULE DESCRIPTION : This module describes the performance outcomes, skills and knowledge required to provide assistance in stock control processes within a business environment. This involves assisting in maintaining stock levels, storing stock, stocktaking and disposing of out of date stock.

LEARNING OUTCOMES

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

LO1. Determine own role in stock control processes

LO2. Assist in maintaining stock levels

LO3. Store stock

LO4. Assist in stock taking

LO5 Assist in disposal of out of date stock and recalls

MODULE CONTENTS:

LO1. Establish quality specifications for product

- 1.1 Concept of stock control
- 1.2 Determining own role in stock control process
- 1.3 Accessing and reading documented stock control procedure
- 1.4 Seeking clarification for ambiguous procedures

LO2. Assist in maintaining stock levels

- 2.1 Monitoring stock levels
- 2.2 Ordering stock
- 2.3 Identifying and taking action for potential shortfalls
- 2.4 Checking orders
- 2.5 Completing documentation

LO3 Store stock

- 2.1 Unpacking and checking stock
- 2.2 Identifying and taking action for damaged or missing stock

- 2.3 Storing stock
- 2.4 Identifying stock requiring specialized storage
- 2.5 Rotating stock

LO.4 Assist in stock taking

- 4.1 Assisting in stocktaking
- 4.2 Documenting stock taking
- 4.3 Assisting other stocktaking actions

LO.5 Assist in disposal of out of date stock and recalls

- 5.1 Marking disposable stocks
- 5.2 Completing and storing documents of disposals

Learning Methods: Assisting in Controlling Stocks and Supplies				
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: Assisting in Controlling Stocks and Supplies

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. Determine own role in stock control processes

- Own role is determined in *stock control processes* by consulting with manager or supervisor
- Documented procedures are accessed for stock control and read for understanding
- Clarification is sought with relevant personnel of unclear or ambiguous procedures

LO.2 Assist in maintaining stock levels

- Stock levels are monitored against required levels
- Stock is ordered in a timely manner or in accordance with ordering cycles, to ensure continuity of supplies
- Potential shortfalls are identified in stock levels and action is taken to ensure stock is replenished in a timely manner
- Orders are checked against enterprise documentation and appropriate actions taken where any shortfall is identified
- Documentation is completed and stored for maintenance of stock levels

LO.3 Store stock

- Stock is unpacked and checked against order for condition & prices
- Damaged or missing stock is identified & action taken to replace it
- Store stock according to established storage systems
- Stock requiring specialized storage is identified and stored
- Stock is rotated to minimize stock reaching expiry or use-by-date

LO. 4 Assist in stock taking

- Assistance is provided in stocktaking to identify, count, move and locate items
- Stocktaking documentation is completed and stored
- Other stocktaking actions are assisted as directed.

LO5 Assist in disposal of out of date stock and recalls

- Dispose stock is marked for disposal according to legislation and other industry specific or manufacturer requirements and under direction of supervisor
- Required documentation of disposal of out-of-date stock is completed and stored.

Annex: Resource Requirements

Assisting in Controlling Stocks and Supplies				
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 13

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

MODULE TITLE : **Maintaining and Ordering Stock**

MODULE CODE : **LSA PSM 3 M13 0322**

NOMINAL DURATION: **80 Hours**

MODULE DESCRIPTION : This module describes the performance outcomes, skills and knowledge required to maintain and order stock in an organization environment. It involves monitoring receipt and dispatch of goods, maintaining stock records, coordinating stock take, identifying stock losses, processing orders and following up on orders.

LEARNING OUTCOMES

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

- LO1. Monitor receipt and dispatch of goods.**
- LO2. Maintain stock records**
- LO3. Coordinate stock take or cyclical count**
- LO4. Identify stock losses**
- LO5 Process orders**
- LO6. Follow up orders**

MODULE CONTENTS:

LO1. Monitor receipt and dispatch of goods.

- 1.1 Delegating responsibility for receiving and dispatch of goods
- 1.2 Implementing store procedure
- 1.3 Observing staff functions
- 1.4 Ensuring implementation of store procedure
- 1.5 Taking action to variations
- 1.6 Supervising storage handling

LO2. Maintain stock records

- 2.1 Monitoring stock levels
- 2.2 Ordering stock accordingly
- 2.3 Informing team members responsibility
- 2.4 Maintaining stock storage and movement
- 2.5 Recording stock discrepancies
- 2.6 Identifying and reporting fast and slow moving items

LO3 Coordinate stock take or cyclical count

- 3.1 Interpreting and explaining stock policy and procedure
- 3.2 Rostering staff according to allocated budget
- 3.3 Allocating stocktaking
- 3.4 Providing clear direction
- 3.5 Allocating team members
- 3.6 Producing accurate reports

LO.4 Identify stock losses

- 4.1 Identifying, recording and assessing losses
- 4.2 Identifying avoidable losses
- 4.3 Recommending and implementing possible solutions

LO.5 Process orders

- 5.1 Processing and raising orders
- 5.2 Maintaining ordering and re-ordering system

LO.6 Follow up orders

- 6.1 Monitoring delivery process
- 6.2 Handling or referring supply problems
- 6.3 Maintaining ongoing liaison
- 6.4 Distributing stock

Learning Methods: Maintaining and Ordering Stock				
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: Maintaining and Ordering Stock

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. Monitor receipt and dispatch of goods

- Responsibility is delegated for receipt and dispatched of goods to appropriate staff.
- Store procedures are implemented in regard to receipt, storage of goods are dispatched and secured.
- Staffs functions are observed to ensure store procedures are followed and documentation is completed correctly.
- Store procedures are implemented to ensure goods inspected for quantity and quality on receipt.
- Upon variations are acted to quantity and quality of delivered goods, according to store policy and procedures.
- Safe handling and storage of goods are supervised according to store policy.

LO.2 Maintain stock records

- Stock levels are monitored and maintained at required levels.
- Stock reorder cycles are maintained, monitored and adjusted as required.
- Team members are informed of their individual responsibilities in regard to recording of stock.
- Stock storage and movement records are maintained according to store policy.
- Stock discrepancies and follow procedures are recorded according to store policy.
- Stock performance is monitored and fast and slow moving items are identified and reported according to store policy

LO.3 Coordinate stock take or cyclical count

- Policy and procedures are interpreted in regard to stocktaking and cyclical counts and explained to team members.
- Staff is rostered according to allocated budget and time constraints.
- Stocktaking tasks are allocated to individual team members.
- Team members are provided with clear directions for the performance of each task.
- Team members are allocated to ensure effective use of staff resources to complete

task.

- Accurate reports are produced on stock take data, including discrepancies, for management.

LO. 4 Identify stock losses

- Losses are identified, recorded and assessed against potential loss forecast on a regular basis.
- Avoidable losses are identified and established reasons.
- Possible solutions are recommended and implemented.

LO5 Process orders

- Orders are processed and raised for stock as requested, according to store policy and procedures
- Ordering and recording system are maintained

LO.6 Follow up orders

- Delivery process is monitored to meet agreed deadlines.
- Routine supply problems are handled or referred to management as required by store policy.
- Ongoing liaison with buyers, store or departments, warehouse and suppliers are maintained to ensure continuity of supply.
- Stock is distributed according to store or department allocation.

Annex: Resource Requirements

Maintaining and Ordering Stock				
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 14

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

MODULE TITLE : **Preventing and Eliminating MUDA using problem Solving Tools**

MODULE CODE : **LSA PSM 3 M14 0322**

NOMINAL DURATION : **48 Hours**

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

LEARNING OUTCOMES

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

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

MODULE CONTENTS:

LO1. Prepare for work.

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

LO2. Identify MUDA and problem

- 2.1 Preparing plan of MUDA and implementing problem identification
- 2.2 Discussing causes and effects of MUDA
- 2.3 Listing possible problems related to the process /Kaizen elements using statistical tools and techniques.
- 2.4 Identifying and listing problems of kaizen on Visual Management Board/Kaizen Board.
- 2.5 Using tools and techniques
- 2.6 Identifying and measuring wastes/MUDA based on relevant procedures.
- 2.7 Reporting identified and measured wastes

LO3 . Analyze causes of a problem

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

LO.4 Eliminate MUDA and Assess effectiveness of the solution.

- 4.1. Preparing and implementing Plan of MUDA elimination.
- 4.2. Adopting necessary attitude and ten basic principles for improvement
- 4.3. Using tools and techniques to eliminate wastes/MUDA
- 4.4. Reducing and eliminating Wastes/MUDA
- 4.5. Identifying tangible and intangible results are.
- 4.6. Comparing tangible results using various types of diagrams.
- 4.7 Reporting improvements

LO.5 Prevent occurrence of wastes and sustain operation.

- 5.1. Preparing and implementing Plan of MUDA prevention.
- 5.2. Preparing and discussing Standards required for machines, operations, defining normal and abnormal conditions, clerical procedures and procurement
- 5.3. Preventing occurrences of wastes/MUDA
- 5.4. Creating waste-free workplace using 5W and 1Hsheet.
- 5.5. Doing the completion of required operation
- 5.6. Facilitating the updating of standard procedures and practices
- 5.7. Training and ensuring capability of the work team on the new Standard Operating Procedures (SOPs).

Learning Methods: Preventing and Eliminating MUDA using problem Solving Tools				
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: Preventing and Eliminating MUDA using problem Solving Tools

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

ASSESSMENT CRITERIA:

LO1 Prepare for work

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

LO2 Identify MUDA and problem

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

LO3. Analyze causes of a problem

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

LO4. Eliminate MUDA and Assess effectiveness of the solution.

- Plan of MUDA elimination is prepared and implemented by medium KPT members.
- Necessary attitude and the ten basic principles for improvement are adopted to

eliminate waste/MUDA.

- Tools and techniques are used to eliminate wastes/MUDA based on the procedures and OHS.
- Wastes/MUDA are reduced and eliminated in accordance with OHS and organizational requirements.
- Tangible and intangible results are identified.
- Tangible results are compared with targets using various types of diagrams.
- Improvements gained by elimination of waste/MUDA are reported to relevant bodies.

LO5. Prevent occurrence of wastes and sustain operation.

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

Annex: Resource Requirements

Preventing and Eliminating MUDA using problem Solving Tools				
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	--

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