

Purchasing and Supply Management

Level IV



TVET CURRICULUM

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

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

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			March ,2022

TVET-Program Design

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

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 **Procurement and supply management expert** with competencies elaborated in the respective OS. Graduates of the program will have the required qualification to work in Labor and Social Affairs sectors in the field of purchasing and supplies management level IV.

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 and Monitor Procurement Process, Apply and Monitor Risk Management Processes, Develop, Implement & Review Purchasing Strategies, Implement Asset Management Plan, Manage and Monitor Business Records Systems, Apply and Evaluate Electronic Purchase Practice, Manage international procurement, Negotiate Contracts, Manage Contract Performance, Manage Supply Chain, Control Inventory, Implement Asset Maintenance Strategy and Develop and Implement Assets Disposal 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 PSM4 M01 0322 Implement and Monitor Procurement Process

LSA PSM4 M02 0322 Apply and Monitor Risk Management Processes

LSA PSM4 M03 0322 Develop, Implement & Review Purchasing Strategies

LSA PSM4 M04 0322 Implement Asset Management Plan

LSA PSM4 M05 0322 Manage and Monitor Business Records Systems

LSA PSM4 M06 0322 Apply and Evaluate Electronic Purchase Practice

LSA PSM4 M07 0322 Manage international procurement

LSA PSM4 M08 0322 Negotiate Contracts

LSA PSM4 M09 0322 Manage Contract Performance

LSA PSM4 M10 0322 Manage Supply Chain

LSA PSM4 M11 0322 Control Inventory

LSA PSM4 M12 0322 Implement Asset Maintenance Strategy

LSA PSM4 M13 0322 Develop and Implement Assets Disposal

1.4. Duration of the TVET-Program

The Program will have duration of **636 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 and Monitor Procurement Process	21	25	24	70	
2.	Apply and Monitor Risk Management Processes	10	6	16	32	
3.	Develop, Implement & Review Purchasing Strategies	6	6	8	20	
4.	Implement Asset Management Plan	12	12	16	40	
5.	Manage and Monitor Business Records Systems	9	13	8	30	
6.	Apply and Evaluate Electronic Purchase Practice	9	13	8	30	
7.	Manage international procurement	30	30	40	100	
8.	Negotiate Contracts	21	25	24	70	
9.	Manage Contract Performance	9	13	8	30	
10.	Manage Supply Chain	24	24	32	80	
11.	Control Inventory	18	18	24	60	
12.	Implement Asset Maintenance Strategy	7	9	8	24	
13.	Develop and Implement Assets Disposal	15	19	16	50	
Total		191	213	232	636	

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 IV.

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

1.6. Target Groups

Any citizen **with or without disability** who meets the entry requirements under items 1.7 and capable of participating in the training activities is entitled to take part in the Program.

1.7 Entry Requirements

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

1.8 Mode of Delivery

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

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

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

1.9. TVET-Program Structure

Unit of Competence		Module Code & Title		Training Outcomes	Duration (In Hours)
LSA PSM4 M01 0322	Implement and Monitor Procurement Process	LSA PSM4 M01 0322	Implementing and Monitoring Procurement Process	<ul style="list-style-type: none"> Determine procurement requirements Implement and monitor procurement process Finalize procurement process 	70
LSA PSM4 M02 0322	Apply and Monitor Risk Management Processes	LSA PSM4 M02 0322	Applying and Monitoring Risk Management Processes	<ul style="list-style-type: none"> Identify risks Analyze and evaluate risks Treat risks Monitor and review effectiveness of risk treatment/s 	32
LSA PSM4 M03 0322	Develop, Implement & Review Purchasing Strategies	LSA PSM4 M03 0322	Developing, Implementing & Reviewing Purchasing Strategies	<ul style="list-style-type: none"> Determine purchasing objectives Develop purchasing strategies Implement purchasing strategies Evaluate purchasing strategies and implement improvements 	20
LSA PSM4 M04 0322	Implement Asset Management Plan	LSA PSM4 M04 0322	Implementing Asset Management Plan	<ul style="list-style-type: none"> Establish performance needs of assets. Prepare asset management plan. Review and evaluate asset management plan. 	40
LSA PSM4 M05 0322	Manage and Monitor Business Records Systems	LSA PSM4 M05 0322	Managing and Monitoring Business Records Systems	<ul style="list-style-type: none"> Determine requirements or modifications Devise an appropriate recordkeeping system Develop an implementation plan 	30

			<ul style="list-style-type: none"> • Monitor and review business records system • Identify and respond to problems and changes 		
LSA PSM4 M06 0322	Apply and Evaluate Electronic Purchase Practice	LSA PSM4 M06 0322	Applying and Evaluating Electronic Purchase Practice	<ul style="list-style-type: none"> • Apply existing knowledge and techniques to technology and transfer • Apply functions of technology to assist in solving organizational problems • Evaluate new or upgraded technology performance 	30
LSA PSM4 M07 0322	Manage international procurement	LSA PSM4 M07 0322	Managing international procurement	<ul style="list-style-type: none"> • Develop and document strategies for international procurement • Implement international procurement strategies • Monitor international procurement activities • Determine payment strategies • Determine logistics strategies • Evaluate international procurement strategies 	100
LSA PSM4 M08 0322	Negotiate Contracts	LSA PSM4 M08 0322	Negotiating Contracts	<ul style="list-style-type: none"> • Negotiate terms of contracts with suppliers • Prepare contracts • Finalize contracts 	70

LSA PSM4 M09 0322	Manage Contract Performance	LSA PSM4 M09 0322	Managing Contract Performance	<ul style="list-style-type: none"> • Manage the business relationship. • Manage performance of the contract. • Manage contract issues. • Implement communication and information strategy. 	30
LSA PSM4 M10 0322	Manage Supply Chain	LSA PSM4 M10 0322	Managing Supply Chain	<ul style="list-style-type: none"> • Implement demand driven supply chain management strategy • Manage supply chain • Evaluate and improve supply chain effectiveness 	80
LSA PSM4 M11 0322	Control Inventory	LSA PSM4 M11 0322	Controlling Inventory	<ul style="list-style-type: none"> • Manage receipt, dispatch and storage. • Manage stock control. 	60
LSA PSM4 M12 0322	Implement Asset Maintenance Strategy	LSA PSM4 M12 0322	Implementing Asset Maintenance Strategy	<ul style="list-style-type: none"> • Determine asset maintenance system requirements. • Design asset maintenance strategy. • Estimate resource requirements. • Review and evaluate asset maintenance strategy 	24
LSA PSM4 M13 0322	Develop and Implement Assets Disposal	LSA PSM4 M13 0322	Developing and Implementing Assets Disposal	<ul style="list-style-type: none"> • Identify assets for disposal. • Develop a strategy for the disposal of assets. • Implement a disposal strategy. • Evaluate asset disposal. 	50

1.10 Institutional Assessment

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

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

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

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

1.11 TVET Teachers Profile

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

LEARNING MODULE 01

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

MODULE TITLE : **Implementing and monitoring procurement process**

MODULE CODE : **LSA PSM4 M01 0322**

NOMINAL DURATION : 70 Hours

MODULE DESCRIPTION : This module specifies the outcomes required to implement and monitor purchasing processes for goods and services. It requires the ability to follow procurement procedures, determine and arrange appropriate suppliers, and check that final procurement meets client objectives.

LEARNING OUTCOMES

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

LO1. Determine procurement requirements

LO2 Implement and monitor procurement process

LO3 Finalize procurement process

MODULE CONTENTS:

LO1. Determine procurement requirements

- 1.1. Procurement requirements and objectives
- 1.2. Procurement process
- 1.3. Factors affecting procurement objectives
- 1.4. Procurement Approval Thresholds

LO2. Implement and monitor procurement process

- 2.1 Monitoring expenditure and resource usage
- 2.2 Ensuring effective communication channels with suppliers

LO3. Finalize procurement process

- 3.1 Developing Service Level Agreements (SLA)
- 3.2 Identifying Defects and variations through inspection
- 3.3 Taking corrective actions for variations
- 3.4 Business equipment's and technology

Learning Methods: Implementing and monitoring procurement process		LSA PSM4 M01 0322			
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 	<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
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		<p>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 		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 procurement requirements

- Procurement requirements and objectives are identified and confirmed according to organizational and legislative requirements.
- Relevant information is gathered and reviewed to determine appropriate procurement process and time lines according to legislative requirements.
- Factors likely to affect procurement objectives are identified and agreed with relevant people according to organizational procedures.
- Personal limitations of authority are identified and appropriate approvals gained as required according to organizational and legislative *requirements*.

LO.2 Implement and monitor procurement process

- Procurement process is systematically monitored and variations to supply are agreed with relevant people according to organizational requirements.
- Effective communication channels are used to ensure an effective and accurate communication flow with suppliers.
- Expenditure and resource usage are monitored to ensure procurement objectives are achieved within budget parameters
- Reliable methods of monitoring procurement are used according to organizational requirements, making *efficient use of time and* resources.

LO.3 Finalize procurement process

- Procurement process is finalized within agreed timeframes according to organizational requirements.
- Inspection is arranged to confirm procurement meets required quality standards and procurement objectives.
- Defects or variances to procurement objectives are identified and prompt remedial action is taken according to organizational requirements.
- Business equipment and technology are used to maintain systems, records and reports according to applicable OHS, organizational and legislative requirements.

Annex: Resource Requirements

Implementing and monitoring procurement process				
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 02

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

MODULE TITLE : **Applying and Monitoring Risk Management Processes**

MODULE CODE : **LSA PSM4 M02 0322**

NOMINAL DURATION : **32 Hours**

MODULE DESCRIPTION : This unit describes the performance outcomes, skills and knowledge required to identify risks and to apply established risk management processes to a subset of an organization or project's operations that are within the person's own work responsibilities and area of operation.

LEARNING OUTCOMES

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

LO1. Identify risks

LO2. Analyze and evaluate risks

LO3. Treat risks

LO4. Monitor and review effectiveness of risk treatment/s

MODULE CONTENTS:

LO1. Identify risks

1.1 Overview of risk management

1.2 Risk identification tools

1.3 Documentation of identified risks

LO2. Analyze and evaluate risks

2.1 Risk analysis

2.2 Classification of risks

LO3. Treat risks

3.1 Risk control methods

3.1.1 Assessing strengths and weaknesses of all risk management techniques

3.2 Selecting and implementing control measures

3.3 Preparing and implementing treatment plans

LO4. Monitor and review effectiveness of risk treatment/s

4.1 Measuring effectiveness of risk management strategies

Learning Methods: Applying and Monitoring Risk Management Processes LSA PSM4 M01 0322				
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

<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 	
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ASSESSMENT METHODS:

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

ASSESSMENT CRITERIA:

LO.1. Identify risks

The context for risk management is identified

Risks are identified using tools, ensuring all reasonable steps have been taken to identify all risks

- Identified risks are documented in accordance with relevant policies, procedures and legislation

LO.2 Analyze and evaluate risks

- Risks are analyzed and documented in consultation with relevant stakeholders
- Risk categorization is undertaken & level of risk determined
- Analysis processes and outcomes are documented

LO.3 Treat risks

- Appropriate control measures are determined for risks and strengths and weaknesses assessed
- Control measures for all risks are identified
- Refer risks relevant to whole of organization or having an impact beyond own work responsibilities and area of operation to others as per established policies and procedures
- Choose and implement control measures for own area of operation and/or responsibilities
- Prepare and implement treatment plans

LO.4 Treat risks

- Implemented treatment/s is/are regularly reviewed against measures of success
- Review results are used to improve the treatment of risks
- Assistance is provided to auditing risk in own area of operation
- Management of risk is monitored and reviewed in own area of operation

Annex: Resource Requirements

Applying and Monitoring Risk Management Processes				
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 03	
TVET-PROGRAMME TITLE: Purchasing and Supply Management Level IV	
MODULE TITLE : Developing, Implementing and Reviewing Purchasing Strategies	
MODULE CODE : LSA PSM4 M03 0322	
NOMINAL DURATION : 20 Hours	
MODULE DESCRIPTION : This module specifies the outcomes required to develop, implement and evaluate an organization's purchasing strategies, and implement improvements to those strategies.	
LEARNING OUTCOMES	
At the end of the module the trainee will be able to:	
<ul style="list-style-type: none"> LO1. Determine purchasing objectives LO2 Develop purchasing strategies LO3 Implement purchasing strategies LO4 Evaluate purchasing strategies and implement improvements 	
MODULE CONTENTS:	
LO1. Determine purchasing objectives	
<ul style="list-style-type: none"> 1.1 Benchmarking research and information gathering 1.2 Drafting purchasing objectives in line with organization's Goals 1.3 Gaining approval from relevant personnel 	
LO2. Develop purchasing strategies	
<ul style="list-style-type: none"> 2.1 Legal requirements and purchasing objectives to develop purchasing strategies 2.2 Principles of purchasing 2.3 Resource requirement plan for implementing purchasing strategies 2.4 Modifying strategies using feedback and approval of purchasing plan 	
LO3. Implement purchasing strategies	
<ul style="list-style-type: none"> 3.1 Communicating purchasing strategies with stakeholders 3.2 Accessing resources for implementing purchasing strategies 3.3 Supporting and monitoring purchasing strategies 3.4 Identifying problems and providing reports on the implementation of strategies 	
LO4. Evaluate purchasing strategies and implement improvements	
<ul style="list-style-type: none"> 4.1 Reviewing implementation of purchasing strategies 4.2 Identifying and gaining approval improvements to purchasing strategies 	

Learning Methods: Developing, Implementing and Reviewing Purchasing Strategies LSA PSM4 M03 0322				
For none impaired trainees	Reasonable Adjustment for Trainees with Disability (TWD)			
	Low Vision	Deaf	Hard of hearing	Physical impairment
Lecture-discussion	<ul style="list-style-type: none"> ❖ Provide large print text ❖ Prepare the lecture in Audio/video ❖ Organize the class room seating arrangement to be accessible to trainees ❖ Write short notes on the black/white board using large text ❖ Make sure the luminosity of the light of class room is kept ❖ Use normal tone of voice ❖ Encourage trainees to record the lecture in audio format ❖ Provide Orientation on the physical feature of the work shop ❖ Summarize main points 	<ul style="list-style-type: none"> ❖ Assign sign language interpreter ❖ Arrange the class room seating to be conducive for eye-to-eye contact ❖ Make sure the luminosity of the light of class room is kept ❖ Introduce new and relevant vocabularies ❖ Use short and clear sentences ❖ Give emphasis on visual lecture and ensure the attention of the trainees ❖ Avoid movement during lecture time ❖ Present the lecture in video format ❖ Summarize main points 	<ul style="list-style-type: none"> ❖ Organize the class room seating arrangement to be accessible to trainees ❖ Speak loudly ❖ Ensure the attention of the trainees ❖ Present the lecture in video format ❖ Ensure the attention of the trainees 	<ul style="list-style-type: none"> ❖ Organize the class room seating arrangement to be accessible for wheelchairs users. ❖ Facilitate and support the trainees who have severe impairments on their upper limbs to take note ❖ Provide Orientation on the physical feature of the work shop
Demonstration	<ul style="list-style-type: none"> ❖ Conduct close follow up ❖ Use verbal description ❖ Provide special attention in the process of guidance ❖ facilitate the support of peer trainees ❖ Prepare & use simulation 	<ul style="list-style-type: none"> ❖ use Sign language interpreter ❖ Use video recorded material ❖ Ensure attention of the trainees ❖ Provide structured training ❖ Show clear and short method ❖ Use gesture ❖ Provide tutorial support (if necessary) 	<ul style="list-style-type: none"> ❖ Illustrate in clear & short method ❖ Use Video recorded material ❖ Ensure the attention of the trainees ❖ Provide tutorial support (if necessary) 	<ul style="list-style-type: none"> ❖ Facilitate and support the trainees having severe upper limbs impairment to operate equipments/ machines ❖ Assign peer trainees to assist ❖ Conduct close follow up ❖ Provide tutorial support (if necessary)

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

ASSESSMENT METHODS:				
Interview		<ul style="list-style-type: none"> ❖ Use sign language interpreter ❖ Ensure or confirm whether the proper communication was conducted with the trainee through the service of the sign language interpreter ❖ Use short and clear questioning ❖ Time extension 	<ul style="list-style-type: none"> ❖ Speak loudly ❖ Using sign language interpreter if necessary 	<ul style="list-style-type: none"> ❖ Use written response as an option for the trainees having speech challenges
Written test	<ul style="list-style-type: none"> ❖ Prepare the exam in large texts ❖ 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 purchasing objectives

- The suitability of industry benchmarks Research and is analysed for purchasing for the organization
- Organization's purchasing data and information are analysed
- Consultations with relevant stakeholders and personnel are undertaken to inform development of purchasing objectives
- Purchasing objectives are drafted in line with organization's goals
- Approval is gained from relevant personnel for purchasing objectives

LO.2 Develop purchasing strategies

- Purchasing strategies are developed by taking into account legal requirements and purchasing objectives
- Five rights are included in purchasing criteria
- Human resource, financial and other plans are developed to support implementation of purchasing strategies
- Changes resulting from feedback are made from relevant personnel about purchasing plans and strategies
- Approval for plans are gained to implement purchasing plans and strategies

LO.3 Implement purchasing strategies

- Purchasing strategies are communicated to relevant personnel and stakeholders
- Resources needed to implement purchasing strategies are accessed
- Support is provided to implement purchasing strategies
- Implementation of purchasing strategies is monitored by the organization
- Problems and issues arising are identified and addressed during implementation of purchasing strategies
- Reports are provided to relevant personnel and stakeholders on the implementation of purchasing strategies

LO.4 Evaluate purchasing strategies and implement improvements

- Implementation of purchasing strategies is reviewed
- Improvements are identified to purchasing strategies from review process
- Approval is gained to implement improvements to purchasing strategies
- Improvements are communicated to relevant stakeholders and support is provided

to implement improvements

- Implementation of improvements is monitored and reviewed to determine their effectiveness

Annex: Resource Requirements

Developing, Implementing and Reviewing Purchasing Strategies				
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 • red 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 	5	1:5

		<ul style="list-style-type: none"> • 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 		
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 IV	
MODULE TITLE : Implementing Asset Management Plan	
MODULE CODE : <u>LSA PSM4 M04 0322</u>	
NOMINAL DURATION : 40 Hours	
<p>MODULE DESCRIPTION : This Module specifies the outcomes required to plan for the management of assets. It requires the ability to implement effective strategies to manage the operational, resource and maintenance needs of assets and to review and evaluate those strategies.</p>	
<p>LEARNING OUTCOMES</p> <p>At the end of the module the trainee will be able to:</p> <p style="padding-left: 40px;">LO1. Establish performance needs of assets.</p> <p style="padding-left: 40px;">LO2 Prepare asset management plan.</p> <p style="padding-left: 40px;">LO3 Review and evaluate asset management plan.</p>	
<p>MODULE CONTENTS:</p> <p>LO1. Establish performance needs of assets.</p> <p style="padding-left: 20px;">1.1 Overview of Asset management</p> <p style="padding-left: 20px;">1.2 Classification of Assets</p> <p style="padding-left: 20px;">1.3 Identifying asset performance needs</p> <p>LO2. Prepare asset management plan.</p> <p style="padding-left: 20px;">2.1 Asset management plan</p> <p style="padding-left: 20px;">2.2 Asset maintenance schedule</p> <p style="padding-left: 20px;">2.3 Establishing Fixed Asset Register</p> <p>LO3. Review and evaluate asset management plan.</p> <p style="padding-left: 20px;">3.1 Evaluation methods for Asset management process</p> <p style="padding-left: 20px;">3.2 Recommendations and asset management plan</p>	

Learning Methods: Implementing Asset Management Plan LSA PSM4 M04 0322				
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: Developing, Implementing and Reviewing Purchasing Strategies				
Interview		<ul style="list-style-type: none"> ❖ Use sign language interpreter ❖ Ensure or confirm whether the proper communication was conducted with the trainee through the service of the sign language interpreter ❖ Use short and clear questioning ❖ Time extension 	<ul style="list-style-type: none"> ❖ Speak loudly ❖ Using sign language interpreter if necessary 	<ul style="list-style-type: none"> ❖ Use written response as an option for the trainees having speech challenges
Written test	<ul style="list-style-type: none"> ❖ Prepare the exam in large texts ❖ 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 performance needs of assets.

- Asset performance needs are established in consultation with relevant people according to organizational requirements.
- Risk assessment is conducted on asset management outcomes according to organizational and legislative requirements.
- Industry benchmarks are analyzed to determine expected asset performance in varying conditions according to organizational requirements.
- Applicable legislation is interpreted in order to establish user, contractual and legislative requirements for asset performance.
- Specifications, conditions and manufacturer requirements for asset maintenance and operation are identified for incorporation into plan.

LO.2 Prepare asset management plan.

- Asset management plan is prepared that facilitates achievement of identified aims and objectives.
- Operational and maintenance schedule detailing a range of activities and time lines are incorporated into asset management plan.
- Asset management plan is presented to client for review according to organizational requirements.
- Quality assurance goals and strategies related to implementation of the plan are communicated using established communication channels.
- Monitoring and reporting arrangements are established and documented for asset management plan in line with client requirements.
- Financial, physical and human resource requirements are identified and arranged according to asset management plan and organizational requirements.
- Roles and responsibilities for establishing and maintaining asset register are identified and documented according to client and legislative requirements.

LO.3 Review and evaluate asset management plan.

- Maintenance strategies and plans are reviewed and evaluated in consultation with client and relevant people using appropriate communication techniques.
- Systematic review processes and established evaluation methods are identified and used to assess planning processes and outcomes.
- Evaluation results are prepared in required format, style and structure and presented

to relevant people within agreed timeframes.

- Recommendations for improvement of plan are presented to relevant people according to organizational procedures.
- Business equipment and technology are used to securely maintain documentation according to legislative and organizational procedures.

Annex: Resource Requirements

Implementing Asset Management Plan				
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 	5	1:5

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

LEARNING MODULE 05	
TVET-PROGRAMME TITLE: Purchasing and Supply Management Level IV	
MODULE TITLE : Managing and Monitoring Business Records Systems	
MODULE CODE : <u>LSA PSM4 M05 0322</u>	
NOMINAL DURATION : 30 Hours	
<p>MODULE DESCRIPTION : This module describes the performance outcomes, skills and knowledge required to set the operational frameworks for the creation, capture and use of records and to monitor and review these frameworks and activities within a business records system of a specific business domain.</p>	
<p>LEARNING OUTCOMES</p> <p>At the end of the module the trainee will be able to:</p> <ul style="list-style-type: none"> LO1. Determine requirements or modifications LO2 Devise an appropriate recordkeeping system LO3 Develop an implementation plan LO4 Monitor and review business records system LO5 Identify and respond to problems and changes 	
<p>MODULE CONTENTS:</p> <p>LO1. Determine requirements or modifications</p> <ul style="list-style-type: none"> 2.1 Definition of record management 2.2 Value of records 2.3 Objectives of record management 2.4 Functions of record management 2.5 Identifying and documenting Core and supporting business Activities <p>LO2. Devise an appropriate recordkeeping system</p> <ul style="list-style-type: none"> 2.1 Business recording systems 2.2 Filing systems 2.3 Records life cycle <p>LO3. Develop an implementation plan</p> <ul style="list-style-type: none"> 3.1 Filing organization 3.2 Measurable performance indicators for record keeping <p>LO4. Monitor and review business records system</p> <ul style="list-style-type: none"> 4.1 Organizational policy and procedures on business records 	

4.2 Providing required records to appropriate Authority

LO5. Identify and respond to problems and changes

5.1 Identify problems and changes that require systematic response

5.2 Revising and amending systems

Learning Methods: Managing and Monitoring Business Records Systems LSA PSM4 M05 0322				
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 and Monitoring Business Records Systems <u>LSA PSM4 M05 0322</u>				
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 requirements or modifications

- Core business, supporting activities, resources, business and social context, using observation and consultation are identified and documented
- Security and access requirements are determined for business or records system content from analysis of organization's activities
- Organizational reporting and accountability requirements are analyzed in the context of the business documentation
- Organizational functions and activities for which records must be kept are identified, from analysis of business and context documentation
- Determine nature, detail, and format of records (content and metadata) for each organizational function from analysis of the business and its context

LO.2 Devise an appropriate recordkeeping system

- Metadata needed to manage records (store, locate and retrieve) is determined in a business or records system
- Scale, and number of business or records systems appropriate to scale and nature of business operations are selected
- Technological requirements of business or records systems appropriate to scale and nature of business operations are selected
- Cost structure is selected for business or records systems appropriate to scale, nature, and organizational cash flow requirements
- Maintenance, disposal and updating requirements of business or records system conform to scale, nature, and culture of the organization are ensured
- Business or records system suited to the projected growth of the organization is selected

LO.3 Develop an implementation plan

- Recordkeeping responsibilities of individual personnel or organizational units are identified and documented
- Measurable performance indicators are developed for recordkeeping activities
- Procedures and guidelines are developed for capturing and controlling records
- An implementation plan is communicated to users of the system and other relevant organizational staff

LO4 Monitor and review business records system

- Staff is monitored and notified in accordance with approved timeframes, frequency, and organizational policies and guidelines where applicable
- Details of variation are recorded from business or records system's rules, standards and procedures that exceed agreed limits
- Required reports are provided to appropriate authority relating to use and maintenance of records
- Responsibilities are designated to staff for record creation and capture activities in accordance with organizational policies Implementation of improvements is monitored and reviewed to determine their effectiveness

LO5. Identify and respond to problems and changes

- Any problems and changes that require a systemic response are identified using the monitoring reports and external events
- Recommendations are made for revisions to systems, procedures, and strategic plans in response to identified variations, changes and problems
- Amendments are devised to systems and implementation or other plans where required
- Recommendations are prepared for system amendments, planning and implementation
- Authorization for procedures is authorized or gained for using the business or records systems, and for any subsequent alterations and amendments to the procedures

Annex: Resource Requirements

Managing and Monitoring Business Records Systems				
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.	<ul style="list-style-type: none"> 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 	5	1:5

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

LEARNING MODULE 06	
TVET-PROGRAMME TITLE: Purchasing and Supply Management Level IV	
MODULE TITLE : Applying and Evaluating Electronic Purchase Practice	
MODULE CODE : <u>LSA PSM4 M06 0322</u>	
NOMINAL DURATION : 30 Hours	
<p>MODULE DESCRIPTION : This module defines the competence required to apply skills and knowledge in using new or upgraded technology. The rationale behind this unit emphasizes the importance of constantly reviewing work processes, skills and techniques in order to ensure that the quality of the entire business process is maintained at the highest level possible through the appropriate application of new technology. To this end, the person is typically engaged in on-going review and research in order to discover and apply new technology or techniques to improve aspects of the organization’s activities.</p>	
<p>LEARNING OUTCOMES</p> <p>At the end of the module the trainee will be able to:</p> <p style="padding-left: 40px;">LO1. Apply existing knowledge and techniques to technology and transfer</p> <p style="padding-left: 40px;">LO2 Apply functions of technology to assist in solving organizational problems</p> <p style="padding-left: 40px;">LO3 Evaluate new or upgraded technology performance</p>	
<p>MODULE CONTENTS:</p> <p>LO1. Apply existing knowledge and techniques to technology and transfer</p> <p style="padding-left: 20px;">1.1 Analyzing existing process</p> <p style="padding-left: 20px;">1.2 Acquiring new and upgraded technology skills</p> <p style="padding-left: 20px;">1.3 Identifying, classifying and using new or upgraded technology</p> <p>LO2. Apply functions of technology to assist in solving organizational problems</p> <p style="padding-left: 20px;">2.1 Testing new or upgraded equipment</p> <p style="padding-left: 20px;">2.2 Using features and functions of new technology</p> <p>LO3. Evaluate new or upgraded technology performance</p> <p style="padding-left: 20px;">3.1 Evaluating technology against usability and OHS standards</p> <p style="padding-left: 20px;">3.2 Environmental considerations for new technology</p> <p style="padding-left: 20px;">3.3 Receiving feedback from users</p>	

Learning Methods: Applying and Evaluating Electronic Purchase Practice				
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: Applying and Evaluating Electronic Purchase Practice

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. Apply existing knowledge and techniques to technology and transfer

- Situations are identified where existing knowledge can be used as the basis for developing new skills.
- New or upgraded technology skills are acquired and used to enhance learning.
- New or upgraded equipment are identified, classified and used where appropriate, for the benefit of the organization.

LO.2 Apply functions of technology to assist in solving organizational problems

- Testing of new or upgraded equipment is conducted according to the specification manual.
- Features of new or upgraded equipment are applied within the organization
- Features and functions of new or upgraded equipment are used for solving organizational problems
- Sources of information relating to new or upgraded equipment are accessed and used

LO.3 Evaluate new or upgraded technology performance

- New or upgraded equipment is evaluated for performance, usability and against OHS standards.
- Environmental considerations are determined from new or upgraded equipment.
- Feedback is sought from users where appropriate.

Annex: Resource Requirements

Applying and Evaluating Electronic Purchase Practice				
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 	5	1:5

		<p>manual, 2011</p> <ul style="list-style-type: none"> • FDRE public procurement directive, 2010 • FDRE manual on public procurement compliant procedure, 2011 • The Ethiopian federal government procurement and property administration proclamation, (649/2009) • FDRE stock management manual, 2010 • UN procurement practitioner's handbook, 2006 • Addis Ababa city administration cash management manual, 2003 E.C 		
4.	Journals/Publication/Magazines	Perdue, B. C., & Summers, J. O. (1991) purchasing agents use of negotiation strategies, Journal of marketing research.	--	--
	<i>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 IV	
MODULE TITLE : Managing International procurement	
MODULE CODE : <u>LSA PSM4 M07 0322</u>	
NOMINAL DURATION : 100 Hours	
<p>MODULE DESCRIPTION : This module describes the skills and knowledge required to manage international procurement of specific goods and/ or services within organizational policies and procedures, and regulatory frameworks.</p> <p>It applies to individuals who are responsible for managing international procurement activities in an organization. They develop and implement relevant supply chain management strategies, manage and review the implementation of improvements to international procurement strategies.</p>	
<p>LEARNING OUTCOMES</p> <p>At the end of the module the trainee will be able to:</p> <ul style="list-style-type: none"> LO1. Develop and document strategies for international procurement LO2 Implement international procurement strategies LO3 Monitor international procurement activities LO4 Determine payment strategies LO5 Determine logistics strategies LO6 Evaluate international procurement strategies 	
<p>MODULE CONTENTS:</p> <p>LO1. Develop and document strategies for international procurement</p> <ul style="list-style-type: none"> 1.1 Overview of international procurement 1.2 International market structures and benefits of global sourcing 1.3 Import and Export regulatory requirements 1.4 Import procedures 1.5 Export procedures <p>LO2. Implement international procurement strategies</p> <ul style="list-style-type: none"> 1.6 Communicating international procurement strategies 1.7 Supporting and implementing international procurement strategies 1.8 Monitor and address issues in implementation of procurement strategies <p>LO3. Monitor international procurement activities</p> <ul style="list-style-type: none"> 1.9 Factors affecting international procurement activities 	

3.1 Monitoring implementation of international procurement strategies

3.2 Evaluating suppliers and potential exception clauses

LO4. Determine payment strategies

3.3 Financial risks and controlling mechanisms

3.4 Methods of Payment

3.5 Finalizing payments and confirming fund release

LO5. Determine logistics strategies

5.1 Overview of logistics

5.2 Logistics costs

5.3 International Commercial terms /INCOTERMS/

5.4 Shipping Facilities and transport risks

5.5 Developing and logistics strategies

LO6. Evaluate international procurement strategies

6.1 Reviewing international procurement strategies

6.2 Improving procurement strategies

6.3 Communicating and monitoring improvements

Learning Methods: Managing 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 ❖ Provide tutorial support (if necessary) 	<ul style="list-style-type: none"> ❖ Illustrate in clear & short method ❖ Use Video recorded material ❖ Ensure the attention of the trainees ❖ Provide tutorial support (if necessary) 	<ul style="list-style-type: none"> ❖ Facilitate and support the trainees having severe upper limbs impairment to operate equipments/ machines ❖ Assign peer trainees to assist ❖ Conduct close follow up ❖ Provide tutorial support (if necessary)

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

ASSESSMENT METHODS:

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

ASSESSMENT CRITERIA:

LO.1. Develop and document strategies for international procurement

- Research and analyze strategic implications for the organization's international procurement of goods and/ or services
- Research international market structures and determine the benefits of global sourcing
- Research and analyze export regulatory requirements of goods and/ or services to be procured internationally
- Draft and submit for approval the organization's strategies for international procurement

LO.2 Implement international procurement strategies

- Communicate international procurement strategies to relevant personnel and stakeholders
- Provide support to stakeholders to implement international procurement strategies
- Monitor implementation of international procurement strategies within the organization
- Identify and address problems and issues arising from implementation of international procurement strategies

LO.3 Monitor international procurement activities

- Evaluate cultural considerations potentially impacting international procurement activities
- Research and assess internationally legal requirements on procured goods and/ or services and their alignment with organizational strategies
- Assess STEEPLE (social, technical, economic, environmental, legislative and ethical) factors and their impact and risks on international procurement activities
- Evaluate suppliers and potential exception clauses
- Clarify and resolve any discrepancies to the satisfaction of all parties
- Prepare draft contract documentation and access legal expertise to check legality of contract agreement

LO4 Determine payment strategies

- Analyze financial risk and implement available controls in accordance with organizational policies and procedures
- Identify source and availability of funds for payment that cover goods and/ or

services

- Research and analyze currency payment methods and implication on acquisition of goods and/ or services
- Select currency payment methods
- Finalize processing of payment and confirm funds release with organizational management

LO5. Determine logistics strategies

- Determine requirements for pre-shipment inspection and arrange inspection
- Research and analyze shipping facilities and other transport risks
- Research and analyze regulatory compliance requirements for importation into Ethiopia
- Develop logistics strategies for the organization taking into account appropriate transport/ INCOTERMS, insurance and regulatory compliance requirements
- Gain approval from relevant personnel for implementation of logistics strategies

LO6. Evaluate international procurement strategies

- Review implementation of international procurement strategies and identify improvements
- Design and develop improved international procurement strategies in accordance with organizational policies and procedures
- Gain approval from organizational management to implement improvements to international procurement strategies
- Communicate changes to relevant stakeholders and identify support provided to implement improvements
- Monitor and review implementation of changes to determine effectiveness of improvements

Resource requirement

Managing 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 08	
TVET-PROGRAMME TITLE: Purchasing and Supply Management Level IV	
MODULE TITLE : Negotiating Contracts	
MODULE CODE : <u>LSA PSM4 M08 0322</u>	
NOMINAL DURATION : 70 Hours	
MODULE DESCRIPTION : This Module specifies the outcomes required to negotiate terms of contracts with suppliers, and prepare and finalize contracts.	
LEARNING OUTCOMES	
At the end of the module the trainee will be able to:	
LO1. Negotiate terms of contracts with suppliers LO2 Prepare contracts LO3 Finalize contracts	
MODULE CONTENTS:	
LO1. Negotiate terms of contracts with suppliers	
1.1 Meaning of negotiation 1.2 Objectives of negotiation 1.3 Types of negotiation 1.4 Phases of negotiation 1.5 Determining desired outcomes, negotiation plans and schedules 1.6 Undertaking negotiations on offers, issues and other desired outcomes 1.7 Documenting negotiated contract requirements	
LO2. Prepare contracts	
2.1 Meaning of contract 2.2 Contract and its legal framework 2.3 Drafting contracts 2.4 Distributing drafts for checking and resolving discrepancies	
LO3. Finalize contracts	
3.1 Signing and exchanging contract documents 3.2 Contract Administration Activities	

Learning Methods: Negotiating Contracts

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

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

ASSESSMENT METHODS:

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

ASSESSMENT CRITERIA:

LO.1. Negotiate terms of contracts with suppliers

- Advice is offered & negotiations are undertaken without prejudice
- Suppliers of the organization's intent to accept their offers are advised
- Issues are negotiated with suppliers
- Desired outcomes, negotiation plans and schedules are determined for negotiations
- Negotiations are undertaken and agreements reached with suppliers in accordance with plans

Contract requirements are negotiated and documented to the satisfaction of the organization and suppliers

LO.2 Prepare contracts

- Required contracts are drafted using legal expertise if required
- Draft contracts are distributed to relevant personnel & suppliers
- Any discrepancies or disagreements are clarified and resolved to the satisfaction of all parties
- Checks of the legality and validity of draft contracts are made
- Approvals are obtained to sign contracts

LO.3 Finalize contracts

- Contracts are signed and exchanged between the organization and suppliers
- Contracts and related documents are stored and safeguarded
- Relevant personnel are advised of contract requirements
- Unsuccessful suppliers are advised of non-acceptance of offers

Resource requirement

Negotiating Contracts				
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
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				Version - I March ,2022

		<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 IV	
MODULE TITLE : Managing Contract Performance	
MODULE CODE : <u>LSA PSM4 M09 0322</u>	
NOMINAL DURATION : 30 Hours	
<p>MODULE DESCRIPTION : This Module covers the competency required by people whose primary role is contract management to implement strategies that ensure effective contract performance. It includes managing the business relationship, performance of the contract, and contract issues; and implementing a communication strategy.</p>	
<p>LEARNING OUTCOMES</p> <p>At the end of the module the trainee will be able to:</p> <ul style="list-style-type: none"> LO1. Manage business relationship. LO2 Manage performance of the contract. LO3 Manage contract issues. LO4 Implement communication and information strategy 	
<p>MODULE CONTENTS:</p> <p>LO1. Manage business relationship.</p> <ul style="list-style-type: none"> 1.1 Managing probity in accordance with legislation, policy and public standards 1.2 Meeting obligations according to contractual arrangements 1.3 Recording and resolving conflicts of interest 1.4 Formal and informal mechanisms of managing business relationships <p>LO2. Manage performance of the contract.</p> <ul style="list-style-type: none"> 2.1 Implementing start-up or transition arrangements 2.2 Monitoring contract management plan 2.3 Supplier performance Appraisal 2.4 Managing E-procurement, financial and other resources 2.5 Managing emerging and potential risks <p>LO3. Manage contract issues.</p> <ul style="list-style-type: none"> 3.1 Managing contract variations 3.2 Identifying and acting on early signs of under-performance 3.3 Conflict resolution methods 3.4 Dealing Non-compliance with codes of conduct, codes of practice and standards 	

LO4. Implement communication and information strategy

4.1 Communicating performance of the contract with stakeholders

4.2 Maintaining and reporting contract information for organizational purpose

Learning Methods: Managing Contract Performance

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

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

ASSESSMENT METHODS:

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

ASSESSMENT CRITERIA:

LO.1. Manage business relationship.

- Probity is managed in accordance with organizational requirements, legislation, policy and public sector standards.
- Obligations are met to the contractor according to contractual arrangements.
- Consideration of conflicts of interest and their resolution are recorded according to public sector standards and organizational requirements.
- Business relationship with contractor is managed in the public interest through formal and informal mechanisms according to public sector standards and organizational policy and procedures.

LO.2 Manage performance of the contract.

- Start-up or transition arrangements are implemented according to contract requirements and organizational procedures.
- Contract management plan is monitored for effectiveness on a regular basis and adapted as necessary during the life of the contract.
- Performance of contract is monitored against key performance indicators and tracking milestones to ensure obligations under the agreement are being met.
- E-procurement, financial and other resources are managed as necessary according to contract requirements and organizational procedures
- Emerging and potential risks are identified and managed according to organizational risk management procedures.

LO.3 Manage contract issues.

- Contract variations are managed according to contract management plan, organizational policy and procedures, and probity requirements.
- Early signs of under-performance are identified, and action is taken to improve performance to the agreed level and documented according to contract's communication and information policy.
- Disputes and complaints are investigated and resolved or referred according to contract's management plan and contractual arrangements.
- Negotiation of issues relating to the contract is conducted and approvals are obtained according to stipulations in the contract.
- Conflict is addressed and resolved where possible or other actions are taken according to contractual arrangements.

- Non-compliance with codes of conduct, codes of practice and standards of behavior is dealt with in a timely manner.

LO4 Implement communication and information strategy

- Communication on the performance of the contract is maintained with all stakeholders according to organizational protocols and public sector standards.
- Management reporting is carried out according to tracking milestones and organizational requirements.
- Contract information is maintained for organizational purposes according to organizational policy and procedures.

Resource requirement

Managing Contract Performance				
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 IV	
MODULE TITLE : Managing Supply Chain	
MODULE CODE : <u>LSA PSM4 M10 0322</u>	
NOMINAL DURATION : 80 Hours	
<p>MODULE DESCRIPTION : This module specifies the outcomes required to manage a supply chain, including the relationships between an organization and its supply and demand partners along the chain. It covers implementing a demand driven supply chain management strategy, managing the supply chain, and evaluating and improving supply chain effectiveness.</p>	
<p>LEARNING OUTCOMES</p> <p>At the end of the module the trainee will be able to:</p> <ul style="list-style-type: none"> LO1. Implement demand driven supply chain management strategy LO2 Manage supply chain LO3 Evaluate and improve supply chain effectiveness 	
<p>MODULE CONTENTS:</p> <p>LO1. Implement demand driven supply chain management strategy</p> <ul style="list-style-type: none"> 1.1 The concept of supply chain management 1.2 Supply chain management strategy 1.3 Role of supply chain management 1.4 Major functions of supply chain management 1.5 Supply chain management technology systems <p>LO2. Manage supply chain</p> <ul style="list-style-type: none"> 2.1 Communicating with strategic partners and suppliers 2.2 Collaborating supply chain organizations to determine demand at each level 2.3 Trusting and fostering supply chain culture 2.4 Identifying opportunities to respond for the changing needs of chain members <p>LO3. Evaluate and improve supply chain effectiveness</p> <ul style="list-style-type: none"> 3.1 Demand chain management 3.2 Measuring effectiveness of the supply chain 3.3 Comparing business reports with outcomes, budget and timeliness 3.4 Reviewing technology performance and recommending for improvement 3.5 Using feedback and results to plan and improve supply chain strategies 	

Learning Methods: Managing Supply Chain

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

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

ASSESSMENT METHODS:

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

ASSESSMENT CRITERIA:

LO1. Implement demand driven supply chain management strategy

- Responsibility for supply chain management is assigned within the organization in accordance with supply chain management strategy
- Technology and software are accessed and operated for implementation of the supply chain management system within the requirements of the strategy and budgetary allocation
- Policies and procedures are designed to guide business relations and operations in accordance with the strategy
- Supporting business processes are designed or re-designed to support implementation of the strategy
- Support is provided to staff, customers and chain is supplied to assist in implementation of the supply chain management strategy

LO2. Manage supply chain

- Communication and information exchange with strategic partners and suppliers are managed in accordance with the supply chain management strategy
- Supply chain organizations are facilitated and collaborated to determine demand at each level of the supply chain in accordance with the supply chain management strategy
- Actions are implemented to build trust and foster a supply chain culture in accordance with the supply chain management strategy
- Opportunities are identified to adjust policies and procedures to respond to the changing needs of customers, supply chain and the organization

LO3. Evaluate and improve supply chain effectiveness

- Demand chain management is monitored and chain management is supplied in accordance with the supply chain management strategy
- Improvements in the effectiveness of the supply chain are reviewed and identified with each level of the supply chain, including staff and customers
- Business data and reports are compared to outcomes, budgets, timelines and forecasts to actual performance
- Technology performance is reviewed and recommendations are made for improvements to hardware, software and/or their use in accordance with strategy and budget
- Feedback and evaluation results are used to plan and improve future supply chain management strategies

Resource requirement

Managing Supply Chain				
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 IV	
MODULE TITLE : Controlling Inventory	
MODULE CODE : <u>LSA PSM4 M11 0322</u>	
NOMINAL DURATION : 60 Hours	
MODULE DESCRIPTION : This module describes the performance outcomes, skills and knowledge required to control inventory in a retail environment. It involves managing receipt, dispatch, storage, and manages stock control.	
LEARNING OUTCOMES At the end of the module the trainee will be able to: LO1. Manage receipt, dispatch and storage. LO2 Manage stock control.	
MODULE CONTENTS: LO1. Manage receipt, dispatch and storage. 1.1 Meaning of inventory 1.2 Purpose of inventory 1.3 Inventory costs 1.4 Inventory management functions LO2. Manage stock control. 2.1 Concept of stock control 2.2 Stock level management 2.3 Determination of order quantity 2.4 Stock taking 2.5 Managing variations	

Learning Methods: Controlling Inventory

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

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

ASSESSMENT METHODS:

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

ASSESSMENT CRITERIA:

LO1. Manage receipt, dispatch and storage.

- Receipt is received, dispatched and stored according to store policy and procedures.
- Cost-effective and efficient methods are determined for goods movement according to store policy.
- Maintenance procedures are implemented for storage areas and equipment according to store policy.

LO2. Manage stock control.

- Store policy and procedures are implemented in regard to stock control and inventories.
- Store procedures are established and implemented to monitor and control stock levels.
- Budgeted stock levels are maintained.
- Stocktaking procedures are established and implemented.
- Contingency plans are established and implemented in regard to stock delivery times.
- Accurate reports are documented and prepared on stock inventories.

Resource requirement

Controlling Inventory				
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.	--	--
	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 12	
TVET-PROGRAMME TITLE: Purchasing and Supply Management Level IV	
MODULE TITLE : Implementing Asset Maintenance Strategy	
MODULE CODE : <u>LSA PSM4 M12 0322</u>	
NOMINAL DURATION : 24 Hours	
<p>MODULE DESCRIPTION : This module of competency specifies the outcomes required to determine asset maintenance requirements and implement and review appropriate strategies to meet the needs of individual clients. It requires the ability to develop and document strategies effectively to improve the ongoing quality of maintenance.</p>	
<p>LEARNING OUTCOMES</p> <p>At the end of the module the trainee will be able to:</p> <ul style="list-style-type: none"> LO1. Determine asset maintenance system requirements. LO2 Design asset maintenance strategy. LO3 Estimate resource requirements. LO4 Review and evaluate asset maintenance strategy. 	
<p>MODULE CONTENTS:</p> <p>LO1. Determine asset maintenance system requirements.</p> <ul style="list-style-type: none"> 1.1 Asset maintenance specifications and documentation 1.2 Reviewing industry benchmarks <p>LO2. Design asset maintenance strategy.</p> <ul style="list-style-type: none"> 2.1 Asset maintenance strategy 2.2 Maintenance methods 2.3 Developing maintenance tender documents 2.4 Client safety and security requirements <p>LO3. Estimate resource requirements.</p> <ul style="list-style-type: none"> 3.1 Financial, physical and human resources 3.2 Identifying factors which affect capacity to meet project requirements 3.3 Checking availability of resources <p>LO4. Review and evaluate asset maintenance strategy</p> <ul style="list-style-type: none"> 4.1 Systematic review processes and established evaluation methods 4.2 Preparing evaluation results and recommendations for improvement strategy 4.3 Business equipment and technology for documenting asset maintenance result 	

Learning Methods: Implementing Asset Maintenance Strategy

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

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

ASSESSMENT METHODS:

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

ASSESSMENT CRITERIA:

LO1. Determine asset maintenance system requirements.

- Asset maintenance specifications and other relevant documentation are obtained and analyzed to establish maintenance requirements.
- Risk assessment is conducted on anticipated project outcomes according to legislative and organizational requirements.
- Industry benchmarks are reviewed to determine maintenance intervals and other requirements.
- OHS and other applicable legislative requirements are interpreted and allowed for within parameters of project requirements.

LO2. Design asset maintenance strategy.

- Maintenance strategy is designed that details a range of activities that accurately reflect client, legislative and organizational requirements.
- Reliable maintenance methods are used according to organizational requirements, making efficient use of time and resources.
- Contract specifications for maintenance services are developed and incorporated into tender documents according to legislative and organizational requirements.
- Client safety and security requirements are incorporated into maintenance strategy according to legislative and organizational requirements.
- Situations requiring specialist advice are identified and assistance is sought as required according to organizational requirements.

LO3. Estimate resource requirements.

- Viability is assessed to provide required maintenance services against maintenance specifications and organizational operational capacity.
- Financial, physical and human resources are determined and arranged to support maintenance requirements according to organizational requirements.
- Organizational rate schedules and conditions are applied to establish costing where appropriate according to organizational requirements.
- Factors that may affect capacity to meet project requirements are identified through risk analysis and accounted for in resource estimates.
- Availability of resources is negotiated and confirmed with relevant people according to organizational requirements.

- Information is reviewed to ensure an accurate and detailed budget is prepared according to organizational requirements.

LO4. Review and evaluate asset maintenance strategy

- Maintenance strategy is reviewed and evaluated in consultation with client and relevant people using appropriate communication strategies.
- Systematic review processes and established evaluation methods are identified and used to evaluate strategy processes and outcomes.
- Evaluation results are prepared in required format, style and structure and presented to relevant people within agreed timeframes.
- Recommendations are presented for improvement of strategy to relevant people according to organizational procedures.
- Business equipment and technology are used to securely maintain documentation according to legislative and organizational procedures.

Resource requirement

Implementing Asset Maintenance Strategy				
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 IV	
MODULE TITLE : Developing and Implementing Assets Disposal	
MODULE CODE : <u>LSA PSM4 M13 0322</u>	
NOMINAL DURATION : 50 Hours	
MODULE DESCRIPTION : This module covers the disposal of assets effectively, and focuses on gaining a return from sales. It includes identifying assets for disposal, developing and implementing an asset disposal strategy, and evaluating asset disposal	
LEARNING OUTCOMES	
At the end of the module the trainee will be able to:	
<p style="padding-left: 40px;">LO1. Identify assets for disposal.</p> <p style="padding-left: 40px;">LO2 Develop a strategy for the disposal of assets.</p> <p style="padding-left: 40px;">LO3 Implement a disposal strategy</p> <p style="padding-left: 40px;">LO4 Evaluate asset disposal.</p>	
MODULE CONTENTS:	
LO1. Identify assets for disposal.	
<p style="padding-left: 40px;">1.1 Overview of Asset disposal</p> <p style="padding-left: 40px;">1.2 Reasons for disposal</p> <p style="padding-left: 40px;">1.3 Identifying and labelling assets for disposal</p> <p style="padding-left: 40px;">1.4 The role of disposal Committee</p>	
LO2. Develop a strategy for the disposal of assets.	
<p style="padding-left: 40px;">2.1 Potential market value of Assets</p> <p style="padding-left: 40px;">2.2 Methods of disposal of assets</p>	
LO3. Implement a disposal strategy	
<p style="padding-left: 40px;">3.1 Write-off and disposal of goods</p> <p style="padding-left: 40px;">3.2 Maintaining records of disposal</p>	
LO4. Evaluate asset disposal.	
<p style="padding-left: 40px;">4.1 Evaluating disposal of assets against outcomes</p> <p style="padding-left: 40px;">4.2 Documenting disposal of assets</p>	

Learning Methods: Developing and Implementing Assets Disposal

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

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

ASSESSMENT METHODS:

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

ASSESSMENT CRITERIA:

LO1. Identify assets for disposal.

- Assets are identified for disposal in accordance with legislation, policy and organizational needs.
- Determine the performance of the goods/services which are identified to dispose.
- Label the dispose of the asset in consultation with inventory practices.

LO2. Develop a strategy for the disposal of assets.

- Potential market value of assets is determined in accordance with policy, practice and public sector standards.
- Case for expending resources to add value to assets prior to sale is evaluated and decisions are made according to organizational policy and procedures.
- Options for disposal are investigated and the method providing maximum return is determined in the context of policy, probity requirements and desired outcomes.
- Disposal requirements for special categories of assets are taken into account, including environmental and corporate social responsibility issues.
- Stakeholders are consulted about disposal strategy and their feedback is incorporated.

LO3. Implement a disposal strategy

- Goods are written off and disposed of according to approved disposal plan, policy, and probity requirements and organizational/industry practice.
- Records of disposal activity are maintained for audit and evaluation purposes according to policy and practice.

LO4. Evaluate asset disposal.

- Disposal of assets is evaluated against expected outcomes, including forecast market value of assets.
- Disposal of assets is documented according to policy and guidelines.

Resource requirement

Developing and Implementing Assets Disposal				
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
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	<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	--

Acknowledgement

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

We also thank all regional Labor and Skill/TVET Bureaus, Ministry of labor and skills coordinators, all instructors who developed this curriculum for active facilitation of this curriculum development.

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