REPUBLIC OF KENYA

COMPETENCY-BASED MODULAR CURRICULUM

FOR

HUMAN RESOURCE MANAGEMENT

KNQF LEVEL 5
(CYCLE 3)

PROGRAMME CODE: 0412 454A

TVET CDACC
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FOREWORD

The provision of quality education and training is fundamental to the Government's overall strategy for socio-economic development. Quality education and training contribute to achievement focused on Kenya's development blueprint and sustainable development goals.

Reforms in the education sector are necessary for achievement of Kenya Vision 2030 and meeting the provisions the Constitution of Kenya. The education sector had to be aligned to the Constitution and this resulted in formulation of the Policy Framework for Reforming Education and Training in Kenya (Sessional Paper No. 14 of 2012). A key feature of this policy is the radical change in the design and delivery of TVET training. This policy document requires that training in TVET be competency based, curriculum development be industry-led, certification be based on demonstration of competence, and mode of delivery allow for multiple entry and exit in TVET programs.

These reforms demand that Industry takes a leading role in curriculum development to ensure the curriculum addresses its competence needs. It is against this background that this Curriculum has been developed. For trainees to build their skills on foundational hands-on activities of the occupation, units of learning are grouped in modules. This has eliminated duplication of content and streamlined exemptions based on skills acquired as a trainee progresses in the up-skilling process, while at the same time allowing trainees to be employable in the shortest time possible through the acquisition of part qualifications.

It is my conviction that this curriculum will play a great role in developing competent human resources for the Human Resource Management sector's growth and development.

PRINCIPAL SECRETARY
STATE DEPARTMENT FOR TVET
MINISTRY OF EDUCATION

PREFACE

Kenya Vision 2030 aims to transform Kenya into a newly industrializing middle-income country, providing high-quality life to all its citizens by the year 2030. Kenya intends to create globally competitive and adaptive human resource base to meet the requirements of a rapidly industrializing economy through lifelong education and training. TVET has a responsibility to facilitate the process of inculcating knowledge, skills, and worker behaviour necessary for catapulting the nation to a globally competitive country, hence the paradigm shift to embrace Competency-Based Education and Training (CBET).

TVET Act CAP 210A and Sessional Paper No. 1 of 2019 on Reforming Education and Training in Kenya for Sustainable Development emphasized the need to reform curriculum development, assessment, and certification. This called for a shift to CBET to address the mismatch between skills acquired through training and skills needed by industry, as well as increase the global competitiveness of the Kenyan labour force.

This curriculum has been developed in adherence to the Kenya National Qualifications Framework and CBETA standards and guidelines. The curriculum is designed and organized into Units of Learning with Learning Outcomes, suggested delivery methods, learning resources, and methods of assessing the trainee's achievement. In addition, the units of learning have been grouped in modules to concretize the skills acquisition process and streamline upskilling.

I am grateful to all expert trainers and everyone who played a role in translating the Occupational Standards into this competency-based modular curriculum.

CHAIRMAN
TVET CDACC

ACKNOWLEDGEMENT

This curriculum has been designed for competency-based training and has independent units of learning that allow the trainee flexibility in entry and exit. In developing the curriculum, significant involvement and support were received from expert trainers, institutions and organizations.

I recognize with appreciation the role of the Business National Sector Skills Committee (NSSC) in ensuring that competencies required by the industry are addressed in the curriculum. I also thank all stakeholders in the Human Resource Management sector for their valuable input and everyone who participated in developing this curriculum.

I am convinced that this curriculum will go a long way in ensuring that individuals aspiring to work in the Human Resource Management Sector acquire competencies to perform their work more efficiently and effectively.

COUNCIL SECRETARY/CEO

TVET CDACC

Contents

ABBREVIATIONS ACRONYMS

CBET   Competency Based Education and Training

ICT   Information Communication Technology

TVET   Technical and Vocational Education and Training

TVETA   Technical and Vocational Education and Training Authority

ISCED   International Standard Classification of Education

POE   Portfolio of evidence

IHRM   Institute of Human Resource Management

KEY TO ISCED UNIT CODE

XX X X XXX X   X

Version Control

Sector/Industry

Sub Sector

Occupational Area

Unit of Competence Number

ISCED level, programme Orientation and Level of Completion

KEY TO TVET CDACC UNIT CODE

BUS/ CU/ HRM/CR /01 /5 / MA

Industry or sector

Curriculum

Occupational area

Type of Unit

Unit number

Competency level

Version control
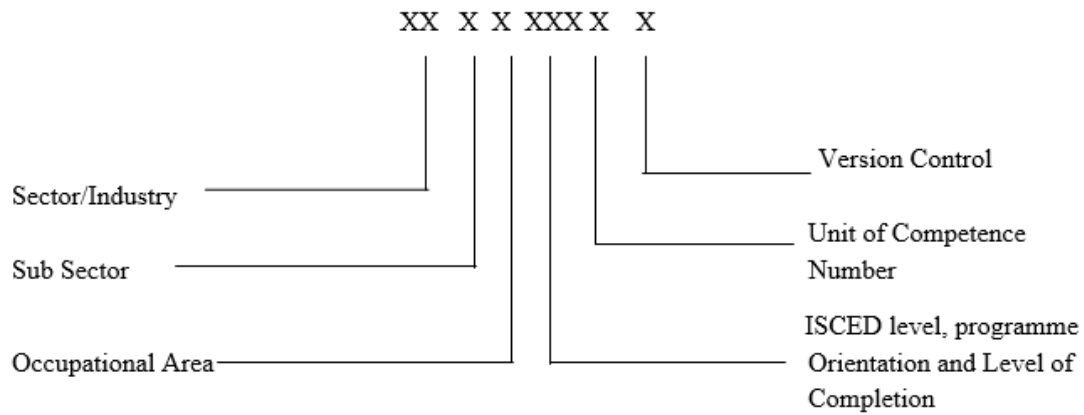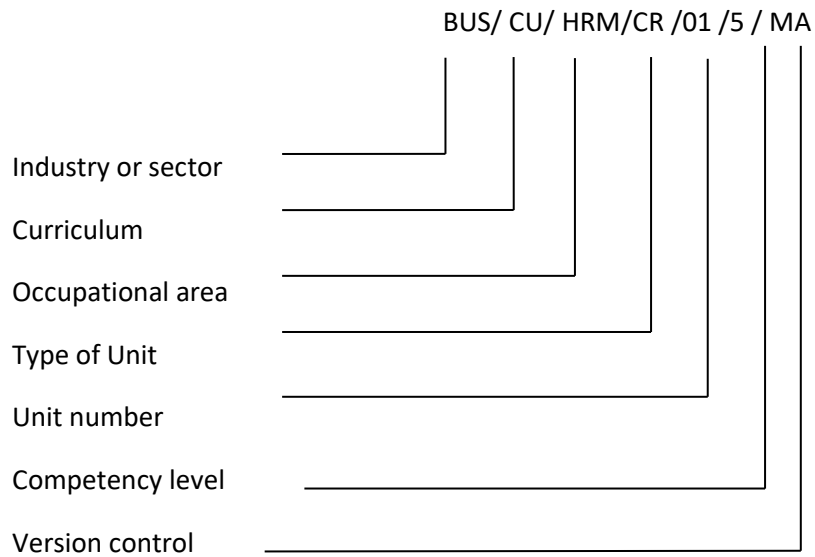
COURSE OVERVIEW

The Human Resource Management Level 5 curriculum consists of competences designed to equip learners with comprehensive skills and knowledge essential for efficient human resources management. It involves conducting training and development, conducting employee resourcing, managing human resource records, coordinating performance management, managing employee relations and undertaking employee separation.

The course consists of the following basic, common and core units of learning.

SUMMARY OF UNITS OF COMPETENCY

MODULE I				
Unit Code	**TVET CDACC UNIT CODE:**	**Units Title**	**Unit Duration (Hours)**	**Credit Factor**
0031 451 04A	BUS/CU/HRM/CC/01/5/MA	Business communication	80	8
0417 451 02A	BUS/CU/HRM/BC/03/5/MA	Work ethics and practices	40	4
0413 451 12A	BUS/CU/HRM/CR/01/5/MA	Employee training and development	200	20
0413 451 09A	BUS/CU/HRM/CR/02/5/MA	Employee resourcing	160	16
Sub Total			**480**	**48**
MODULE II				
Unit Code	**TVET CDACC UNIT CODE**	**Units Title**	**Unit Duration (Hours)**	**Credit Factor**
0611 451 01A	BUS/CU/HRM/BC/01/5/MA	Digital Literacy	40	4
0413 451 03A	BUS/CU/HRM/BC/04/5/MA	Entrepreneurial Skills	40	4
0413 451 14A	BUS/CU/HRM/CR/03/5/MA	Human Resource Records	160	16

Unit Code		Units Title	Unit Duration (Hours)	Credit Factor
0413 451 15A	BUS/CU/HRM/CR/04/5/MA	Employee Performance Management	160	16
Sub Total			400	40
MODULE III				
Unit Code		**Units Title**	**Unit Duration (Hours)**	**Credit Factor**
0421 451 05A	BUS/CU/HRM/CC/02/5/MA	Principles of Commercial Law	**100**	**10**
0413 451 07A	BUS/CU/HRM/CC/03/5/MA	Management Skills	**60**	**6**
0588 451 06A	BUS/CU/HRM/CC/04/5/MA	Business Mathematics and Statistics	**100**	**10**
0413 451 16A	BUS/CU/HRM/CR/05/5/MA	Employee relations	**100**	**10**
0413 451 17A	BUS/CU/HRM/CR/06/5/MA	Employee separation	**100**	**10**
Sub Total			**460**	**46**
0412 451 22A	BUS/CU/HRM/CR/07/5/MA	Industrial Attachment	**480**	**48**
	GRAND TOTAL		**1820**	**182**

Entry Requirements

An individual entering this course should have any of the following minimum requirements:

   a)   Kenya Certificate of Secondary Education (KCSE) minimum mean grade D (Plain), KCE DIV. III

Or

   a) Equivalent qualifications as determined by TVETA.

Trainer Qualification

Qualifications of a trainer for this course include:

   a)   Possession of at least Diploma/ Level 6 in Human Resource Management
   b)   License by TVETA; and

c) License by IHRM

Industry Training

An individual enrolled in this course will be required to undergo Industry training for a minimum period of 480 hours in banking and finance sector. The industrial training may be taken after completion of all units for those pursuing the full qualification or be distributed equally in each unit for those pursuing part qualification. In the case of dual training model, industrial training shall be as guided by the dual training policy.

The course shall be assessed formatively and summatively:

a) During formative assessment all performance criteria shall be assessed based on performance criteria weighting.

b) Number of formative assessments shall minimally be equal to the number of elements in a unit of competency.

c) During summative assessment basic and common units may be integrated in the core units or assessed as discrete units.

d) Theoretical and practical weight shall be 30:70 for each unit of learning.

e) Formative and summative assessments shall be weighted at 60% and 40% respectively in the overall unit of learning score

For a candidate to be declared competent in a unit of competency, the candidate must meet the following conditions:

i) Obtained at least 40% in theory assessment in formative and summative assessments.

ii) Obtained at least 60% in practical assessment in formative and summative assessment where applicable.

iii) Obtained at least 50% in the weighted results between formative assessment and summative assessment where the former constitutes 60% and the latter 40% of the overall score.

MARKS	COMPETENCE RATING

80 -100	Attained Mastery
65 - 79	Proficient
50 - 64	Competent
49 and below	Not Yet Competent
Y	Assessment Malpractice/irregularities

f) Assessment for Recognition of Prior Learning (RPL) may lead to award of part and/or full qualification.

Certification

A candidate will be issued with a Certificate of Competency upon demonstration of competence in a core Unit of Competency. To be issued with Kenya National TVET Certificate in Human Resource Management Level 5, the candidate must demonstrate competence in all the Units of Competency as given in the qualification pack. A Statement of Attainment certificate may be awarded upon demonstration of competence in certifiable element within a unit.

These certificates will be issued by TVET CDACC

MODULE I

UNIT CODE: 0031 451 04A

TVET CDACC UNIT CODE: BUS/CU/HRM/CC/01/5/MA

Relationship to Occupational Standards

This unit addresses the Unit of Competency: Apply Business Communication

Duration of Unit: 80 Hours

Unit Description

This unit specifies the competencies required to undertake business communication. It involves administering communication channels, implementing types of communication, implementing service charter, safeguarding confidentiality of information, coordinating communication on social media platforms, preparing workplace meeting and reports.

Summary of Learning Outcomes

	ELEMENT	DURATION (HOURS)
1	Administer communication channels	12
2	Implement types of communication	15
3	Implement service charter	7
4	Safeguarding confidentiality of information	12
5	Coordinate communication on social media platforms	10
6	Prepare workplace meetings	14
7	Prepare workplace reports	10
	Total	**80**

Learning Outcomes, Content and Suggested Assessment Methods

Learning Outcome	Content	Suggested Assessment Methods
1. Administer Communication channels	1.1 Communication process 1.2 Principles of effective communication 1.3 Channels/medium/modes of communication	• Written assessment • Oral assessment • Third party reports

Learning Outcome	Content	Suggested Assessment Methods
	1.4 Factors to consider when selecting a channel of communication 1.5 Barriers to effective communication 1.6 Patterns of communication 1.7 Sources of information 1.8 Organizational policies 1.9 Record keeping	• Portfolio of evidence • Project • Practical
2. Implement types of communication	2.1 Written Communication 2.1.1 Types of written communication 2.1.2 Elements of communication 2.1.3 Organization requirements for written communication 2.2 Non- Verbal 2.2.1 Utilize body language and Gestures 2.2.2 Apply body posture 2.2.3 Apply workplace dressing code 2.3 Oral Communication 2.3.1 Intrapersonal 2.3.2 Interpersonal	• Written assessment • Oral assessment • Third party reports • Portfolio of evidence • Project • Practical
3. Implement service charter	3.1 Introduction to service charter 3.2 Importance of service charter 3.3 Correspondence response 3.4 Retrieval of records	• Written assessment • Oral assessment • Third party reports • Portfolio of evidence • Project

Learning Outcome	Content	Suggested Assessment Methods
		• Practical

4. Safeguarding confidentiality of information	4.1 Introduction to information confidentiality
	4.2 Physical securing of records and correspondences
	   • Lock and key
	   • Reinforced storage
	   • Fireproofing
	   • Lockable cabinets
	   • Restricted access
	4.3 Monitoring of records and correspondences
	4.4 Methods of securing information
	4.5 Advantages and disadvantages of safeguarding confidentiality.
	4.6 Tracing of records and correspondences
		• Written assessment
		• Oral assessment
		• Third party reports
		• Portfolio of evidence
		• Project
		• Practical

5. Coordinate communication on social media platforms	5.1 Social media requirements 5.2 Social media policies and procedures 5.3 Social media platforms in an organization 5.4 Social media content sourcing 5.5 Interacting with customers on social media 5.6 Updating social media accounts	• Written assessment • Oral assessment • Third party reports • Portfolio of evidence • Project • Practical

Learning Outcome	Content	Suggested Assessment Methods
	5.7 Adherence to legal and ethical practices in social media platforms 5.8 Social media monitoring tools 5.8.1 Twitter counter 5.8.2 Hootsuite 5.8.3 Klout 5.8.4 Buzzlogix 5.8.5 Digimind 5.9 Social media engagement report	
6 Prepare work place meetings	6.8 Introduction to minute taking 6.9 Types of meetings 6.10 Structure of meetings 6.1.1 Notice 6.1.2 Agenda 6.1.3 Preparation of other relevant documents 6.1.4 Minute formats	• Written assessment • Oral assessment • Third party reports • Portfolio of evidence • Project • Practical
7 Prepare workplace report	7.1 Introduction to report writing 7.1.1 Definition 7.1.2 Principles e.g. conciseness, clarity etc. 7.2 Importance of reports 7.3 Forms and types of reports 7.3.1 Oral reports 7.3.2 Written reports 7.3.3 Recorded etc. 7.4 Reports formats	• Written assessment • Oral assessment • Third party reports • Portfolio of evidence • Project • Practical

Learning Outcome	Content	Suggested Assessment Methods
	7.4.1 Letter format 7.4.2 Memo format 7.5 Reports preparation	

Suggested Delivery Methods

- Discussion
- Roleplaying
- Simulation
- Direct instruction
- Demonstration
- Field trips

Recommended Resources for 30 Trainees

S/No.	Category/Item	Description/ Specifications	Quantity	Recommended Ratio (Item: Trainee)
A	**Learning Materials**			
1.	Charts	• Flip Charts	5	1:6
2.	Report writing templates		5	1:6
B	**Learning Facilities & Infrastructure**			
3.	Lecture/Theory Room	(9* 8 sq. metres)	1	1:30
4.	Internet Connection	WI-FI, Dial-Up, Cable, Fixed-wireless,	1	1:30
C	**Consumable Materials**			
5.	Markers	whiteboard markers and permanent markers	5	1:6
6.	Stationery	Printing Papers,	5 reams	1:6

		Foolscaps			
7.	Files / folders		25	1:1
8.	Flash disks		5	1:6
D	**Tools And Equipment**			
9.	Computers/Laptops	Any model	30	1:1
10.	Projector	LED.LCD, Laser	1	1:30
11.	Whiteboard	Glass, melamine, porcelain	1	1:30
12.	Staplers		2	1:15
13.	Paper punch		2	1:15
14.	Metallic cabinet		1	1:30
15.	Scanner		2	1:15
16.	Printer		1	1:30
17.	Print toners		2	1:15
18.	Shredding machine		1	1:30

References

McGraw-Hill Education. (2012). *Effective business communication*. Mcgraw-Hill.

WORK ETHICS AND PRACTICES

UNIT CODE: 0417 451 02A

TVET CDACC UNIT CODE: BUS/CU/HRM/BC/03/5/MA

UNIT DURATION: 40 Hours

Relationship to Occupational Standards

This unit addresses the Unit of Competency: Apply Work Ethics and Practices.

Unit Description

This unit covers competencies required to effectively apply work ethics. It involves the ability to: apply self-management skills, promote ethical work practices and values, promote teamwork, maintain professional and personal development, apply problem-solving skills, and promote customer care.

Summary of Learning Outcomes

	ELEMENTS	DURATION (HOURS)
1	Apply self-management skills	10
2	Promote ethical practices and values	4
3	Promote teamwork	10
4	Maintain professional and personal development	10
5	Apply problem-solving skills	4
6	Promote customer care	2
	Total	**40**

Learning Outcomes, Content and Suggested Assessment Methods

Learning Outcome	Content	Suggested Assessment Methods
1. Apply self-management skills	1.1 Formulating personal vision, mission, and goals 1.2 Self-esteem development	• Written assessment • Oral assessment • Third party reports

	1.3 Emotional intelligence and coping with work stress 1.4 Assertiveness development 1.5 Accountability and responsibility for one's action 1.6 Time management 1.7 Setting performance targets 1.8 Self-awareness 1.9 Motivation, initiative and proactivity 1.10 Monitor and evaluate performance targets	• Portfolio of evidence • Project • Practical
2. Promote ethical work practices and values	2.1 Integrity 2.2 Organizational codes of conduct 2.3 Industry policies and procedures 2.4 Professionalism	• Written assessment • Oral assessment • Third party reports • Portfolio of evidence • Project • Practical
3. Promote Teamwork	3.1 Teams 3.1.1 Small work group 3.1.2 Staff in a section/department 3.1.3 Inter-agency group 3.1.4 Virtual teams 3.2 Team roles and objectives 3.3 Team activities 3.4 Team performance and evaluation 3.5 Conflicts and conflict resolution 3.5.1 Interpersonal conflict 3.5.2 Intrapersonal conflict 3.5.3 Intergroup conflict 3.5.4 Intragroup conflict	• Written assessment • Oral assessment • Third party reports • Portfolio of evidence • Project • Practical

	3.6 Gender and diversity	
	3.7 Healthy workplace relationships	
	3.7.1 Man/Woman	
	3.7.2 Trainer/trainee	
	3.7.3 Employee/employer	
	3.7.4 Client/service provider	
	3.7.5 Husband/wife	
	3.7.6 Boy/girl	
	3.7.7 Parent/child	
	3.7.8 Sibling relationships	
	3.8 Adaptability and flexibility	
4. Maintain professional and personal development	4.1 Personal growth and development 4.1.1 Growth in the job 4.1.3 Career mobility 4.1.4 Gains and exposure the job gives 4.1.5 Net workings 4.1.6 Benefits that accrue to the individual as a result of noteworthy performance. 4.2 Training and career opportunities 4.2.1 Participation in training programs 4.2.2 Serving as Resource Persons in conferences and workshops 4.2.3 Capacity building 4.3 Training resources 4.3.1 Human 4.3.2 Financial 4.3.3 Technology	● Written assessment ● Oral assessment ● Third party reports ● Portfolio of evidence ● Project ● Practical

	4.4 Licenses and certificates for professional growth and development 4.5 Recognition in career advancement 4.6 Pursuing personal and organizational goals 4.7 Work-life balance 4.8 Dynamism and on-the-job learning	
5. Apply Problem-solving skills	5.1 Creative, innovative and practical solutions. 5.1.1 New ideas 5.1.2 Original ideas 5.1.3 Different ideas 5.1.4 Methods/procedures 5.1.5 Processes 5.1.6 New tools 5.2. Independence and initiative in problem identification and solving 5.3. Problem-solving process 5.4. Methods of solving problems Problem analysis and assumptions testing	● Written assessment ● Oral assessment ● Third party reports ● Portfolio of evidence ● Project ● Practical

6. Promote Customer Care	6.1 Identifying customer needs 6.2 Customer feedback methods 6.2.1　Verbal 6.2.2　Written 6.2.3　Informal 6.2.4　Formal 6.3 Resolving customer concerns 6.4 Customer outreach programs Customer retention	• Written assessment • Oral assessment • Third party reports • Portfolio of evidence • Project • Practical

Suggested Methods of Instruction

- Demonstrations
- Simulation/Role play
- Group Discussion
- Presentations
- Projects
- Assignments

Recommended Resources for 30 trainees

S/No.	Category/Item	Description/ Specifications	Quantity	Recommended Ratio (Item: Trainee)
A	**Learning Materials**			
1.	Charts	• Flip Charts	5	1:6
B	**Learning Facilities & Infrastructure**			
2.	Lecture/Theory Room	(9* 8 sq. metres)	1	1:30
3.	Internet Connection	WI-FI, Dial-Up, Cable, Fixed-wireless,	1	1:30
C	**Consumable Materials**			

4.	Markers	whiteboard markers and permanent markers	5	1:6
5.	Stationery	Printing Papers, Foolscaps	5 reams	1:6
6.	Files / folders		30	1:1
7.	Flash disks		5	1:6
D	**Tools And Equipment**			
8.	Computers/Laptops	Any model	30	1:1
9.	Projector	LED.LCD, Laser	1	1:30
10.	Whiteboard	Glass, melamine, porcelain	1	1:30
11.	Staplers		2	1:15
12.	Paper punch		2	1:15
13.	Metallic cabinet		1	1:30
14.	Scanner		2	1:15
15.	Printer		1	1:30
16.	Print toners		2	1:15
17.	Shredding machine		1	1:30

References:

Cottrell, S. (2015). *Skills for success. Personal development and employability*. Palgrave MacMillan

Hill, c. w., & Jones, G.R (2012). *Strategic management: An integrated approach.* Cengage Learning.

EMPLOYEE TRAINING AND DEVELOPMENT

UNIT CODE: 0413 451 12A
TVET CDACC UNIT CODE: BUS/CU/HRM/CR/01/5/MA

Duration of Unit: 200 Hours

Relationship to Occupational Standards: This unit addresses the unit of competency:

Coordinate Employee Training and Development.

UNIT DESCRIPTION:

This unit specifies the competencies required to carry out Training and Development within Human Resource function in an organization. It includes Carrying out Training Needs Assessment, Preparing Training Programs, Coordinating Internal Training and Evaluating the Training Outputs.

Summary of Learning Outcomes

	ELEMENTS	DURATION (HOURS)
1	Carry Out Training Needs Assessment	33
2	Prepare Employee Training Program	40
3	Coordinate Employee Training	27
4	Evaluate The Training Output	27
5	Maintain Employee Training Records	73
	TOTAL	**200**

Learning Outcomes, Content and Suggested Assessment Methods

Learning Outcome	Content	Suggested Assessment Methods
1. Carry Out Training Needs Assessment	1.1 Training Objectives 1.2 Training needs assessment tools .2.1 Questionnaires .2.2 Surveys .2.3 Performance appraisal reports .2.4 Interviews	• Practical assessment • Written assessment

		.2.5 Complains register .2.6 Accident reports records 1.3 Performance appraisal reports 1.4 Gaps in the performance appraisal report 1.5 Training Needs Assessment Report 1.6 Training Needs Assessment Process	• Portfolio of Evidence • Third party report • Oral questions
2	Prepare Employee Training Program	2.1 Training objectives 2.2 Training methods 　2.2.1 Demonstration 　2.2.2 Projects 　2.2.3 Case study 　2.2.4 Simulation 　2.2.5 Role plays 　2.2.6 Exchange programs 2.3 Training resources 2.4 Training schedule 2.5 Budgetary allocation 2.6 Training program	• Practical assessment • Written assessment • Portfolio of Evidence • Third party report • Oral questions
3	Coordinate Employee Training	3.1 Training resources. 3.2 Delivery of training 3.3 Evaluation of the training 3.4 Prepare training evaluation report.	• Practical assessment • Written assessment • Portfolio of Evidence • Third party report • Oral questions

4. Evaluate The Training Output	4.1 Training impact assessment objectives
	4.2 Training impact assessment tools
	    4.2.1 Individual training reports
	    4.2.2 Monitoring and evaluation reports
	    4.2.3 Coaching and mentoring reports
	4.3 Training impact assessment report.
	4.4 Reviewing Training program
		• Practical assessment
		• Written assessment
		• Portfolio of Evidence
		• Third party report
		• Oral questions

5. Maintain Employee Training Records	5.1 Documentation of training sessions
	  1.2 training records
	    1.2.1 Attendance sheet
	    1.2.2 Training course registration
	    1.2.3 Training certificates
	    1.2.4 Training evaluation forms
	    1.2.5 Training logs
	    1.2.6 Training plans
	  1.3 record storage
	  1.4 tracking and updating training records
	  monitoring of training compliance
		• Practical assessment
		• Portfolio of Evidence
		• Project
		• Written assessment
		• Oral assessment

Suggested Methods of Delivery
- Demonstration
- Practical work by trainees
- Group discussions
- Role play
- Case study
- Assignments

Recommended Resources for 30 Trainees

S/No.	Category/Item	Description/ Specifications	Quantity	Recommended Ratio (Item: Trainee)
A	**Learning Materials**			
1.	Textbooks		5 pcs	1:6
2.	PowerPoint presentations	For trainer's use		
3.	Projector		1	1;30
4.	Whiteboard		1	1;30
5.	Report writing templates			
6.	Rolls flip charts		1	1;30
7.	Assorted color of whiteboard markers	For trainers Use		
B	**Learning Facilities & infrastructure**			
1.	Lecture/theory room		1	1:30
2.	Computer Laboratory		1	1:30
C	**Consumable materials**			
1.	Assorted whiteboard markers		30	1:1
2.	Internet connection		200 mbps	-
3.	Antivirus Software			-
4.	Printing Papers		Enough	-
5.	External storage media		1 tb	-
D	**Tools and Equipment**			
1.	Printers		2 pcs	2:30
2.	Computers	With Windows /Linux/Macintosh Operating System, Microsoft Office	30pcs	1:1

		Software, Google Workspace Account, Antivirus Software			
3.	Mobile phones		10	10:30	

References

1. Textbooks
2. E-learning resources
3. HRM Journals
4. Magazines

EMPLOYEE RESOURCING

UNIT CODE: 0413 451 09A

TVET CDACC UNIT CODE: BUS/CU/HRM/CR/02/5/MA

Duration of Unit: 160 Hours

Relationship to Occupational Standards

This unit addresses the Unit of Competency: Conduct Employee Resourcing

UNIT DESCRIPTION

This unit specifies the competencies required to conduct employee hiring. It involves carrying out human resource planning, conducting recruitment, selection and placement and inducting of new employees.

Summary of Learning Outcomes

	ELEMENTS	**DURATION (HOURS)**
1	Carry out Human Resource Planning	18
2	Conduct Job Analysis	30
3	Conduct Employee Recruitment	18
4	Conduct Applicants' Selection	23
5	Conduct Employee Placement	35
6	Induct New Employees	18
7	Manage Employee Separation	18
	TOTAL	**160**

Learning Outcomes, Content and Suggested Assessment Methods

Learning Outcome	**Content**	**Suggested Assessment Methods**

1. Carry Out Human Resource Planning	1.1 Man power demand and supply forecasting
	
	   1.1.1 Workload forecasting
	
	   1.1.2 Executive judgement
		• Practical assessment
		• Written assessment
		• Portfolio of Evidence
		• Third party report

Learning Outcome	Content	Suggested Assessment Methods

	1.1.3 Expansion
	1.1.4 Statistical technique
	1.2 Short term and long term hiring plans
	2.1 Qualification
	1.3 Recruitment solutions
	    1.3.1 Talent pool
	    1.3.2 Referral bonuses
	    1.3.3 Employer brand
	    1.3.4 Permanent placement
	    1.3.5 Professional staffing
	    1.3.6 Assessment
	1.4 Methods of manpower planning
	1.5 Procedure of manpower planning
	1.6 Training inventory
	1.7 Age inventory
	1.8 Head count
		• Oral questions

2. Conduct Job Analysis	2.1 Job analysis determination. 2.2 Job analysis methods/techniques 2.3 Job description and specification 2.4 Job analysis reports 2.5 Job description and review 2.6 Limitations job analysis	• Practical assessment • Written assessment • Portfolio of Evidence • Third party report • Oral questions
3. Conduct Employee Recruitment	3.1 Recruitment methods 3.2 Recruitment methods selection 3.3 Selected recruitment method application	• Practical assessment • Written assessment

Learning Outcome	Content	Suggested Assessment Methods
	3.4 Receiving applications 3.5 Types of recruitments 3.6 Recruitment process	• Portfolio of Evidence • Third party report • Oral questions
4. Conduct Applicants' Selection	4.1 Shortlisting of candidates 4.2 Invitations for interviews 4.3 Employment Interviews 3.1 Phone interview 3.2 Face to face interview 3.3 Online interview 4.4 Employee selection procedure 4.5 Employment interview tests	• Practical assessment • Written assessment • Portfolio of Evidence • Third party report • Oral questions
5. Conduct Employee Placement	5.1 Successful candidates are informed 5.2 Employment Offer letters 5.3 Employment contract 5.4 Job placement, Job description and specification 5.5 Job analysis report update 5.6 Job description and specification review	• Practical assessment • Written assessment • Portfolio of Evidence • Third party report • Oral questions
6. Induct New Employees	6.1 Preparation for induction 6.2 Issuance of induction materials 6.3 Employee induction procedure 6.4 Importance of employee induction 6.5 Types of employee induction	• Practical assessment • Written assessment • Portfolio of Evidence • Third party report

Learning Outcome	Content	Suggested Assessment Methods
		• Oral questions
7. Manage Employee Separation	7.1 Employee's separation methods 7.2 Separation process 7.3 Exiting employees identification 7.4 Reasons of employee separation 7.5 Letter of termination	• Practical assessment • Written assessment • Portfolio of Evidence • Third party report • Oral questions

Suggested Methods of Delivery

- Demonstration
- Practical work by trainees
- Group discussions
- Role play
- Case study
- Assignments

Recommended Resources for 30 Trainees

S/No.	Category/Item	Description/ Specifications	Quantity	Recommended Ratio (Item: Trainee)
A	**Learning Materials**			
1.	Textbooks		5 pcs	1:6
2.	PowerPoint presentations	For trainer's use		
3.	Projector		1	1:30
4.	Whiteboard		1	1:30
5.	Report writing templates			
6.	Rolls flip charts		1	1:30

	7.	Assorted color of whiteboard markers	For trainers Use		
B		**Learning Facilities & infrastructure**			
	1.	Lecture/theory room		1	1:30
	2.	Computer Laboratory		1	1:30
C		**Consumable materials**			
	1.	Assorted whiteboard markers		30	1:1
	2.	Internet connection		200 mbps	-
	3.	Antivirus Software			-
	4.	Printing Papers		Enough	-
	5.	External storage media		1 tb	-
D		**Tools and Equipment**			
	4.	Printers		2 pcs	2:30
	5.	Computers	With Windows /Linux/Macintosh Operating System, Microsoft Office Software, Google Workspace Account, Antivirus Software	30pcs	1:1
	6.	Mobile phones		10	10:30

References

1. Textbooks
2. E-learning resources
3. HRM Journals

MODULE II

DIGITAL LITERACY

UNIT CODE: 0611 451 01A

TVET CDACC UNIT CODE: BUS/CU/HRM/BC/01/5/MA

Duration of Unit: 40 Hours

Relationship to Occupational Standards.

This unit addresses the Unit of Competency: Apply Digital Literacy

Unit Description

This unit covers the competencies required to demonstrate digital literacy. It involves operating computer devices, solving tasks using the office suite, managing data and information, performing online communication and collaboration, applying cybersecurity skills, and performing jobs online.

Summary of Learning Outcomes

	ELEMENTS	DURATION (HOURS)
1	Operate computer devices	6
2	Solve tasks using office site	14
3	Manage data and information	6
4	Perform online communication and collaboration	4
5	Apply cybersecurity skills	4
6	Perform online jobs	4
7	Apply job entry techniques	2
	Total	**40**

Learning Outcomes, Content, and Suggested Assessment Methods

Learning Outcome	Content	Suggested Assessment Methods
1. Operate Computer Devices	1.1 Meaning and importance of digital literacy 1.2 Functions and Uses of Computers	• Practical assessment

Learning Outcome	Content	Suggested Assessment Methods
	1.3 Classification of computers 1.4 Components of a computer system 1.5 Computer Hardware 1.5.1 The System Unit E.g. Motherboard, CPU, casing 1.5.2 Input Devices e.g. Pointing, keying, scanning, voice/speech recognition, direct data capture devices. 1.5.3 Output Devices e.g. hardcopy output and softcopy output 1.5.4 Storage Devices e.g. main memory e.g. RAM, secondary storage (Solid state devices, Hard Drives, CDs & DVDs, Memory cards, Flash drives 1.5.5 Computer Ports e.g. HDMI, DVI, VGA, USB type C etc. 1.6 Classification of computer software 1.7 Operating system functions 1.8 Procedure for turning/off a computer 1.9 Mouse use techniques 1.10 Keyboard Parts and Use Technique 1.11 Desktop Customization 1.12 File and Files Management using an operating system	• Project • Portfolio of evidence • Third party report • Written assessment • Oral assessment

Learning Outcome	Content	Suggested Assessment Methods
	1.13 Computer Internet Connection Options 1.13.1 Mobile Networks/Data Plans 1.13.2 Wireless Hotspots 1.13.3 Cabled (Ethernet/Fiber) 1.13.4 Dial-Up 1.13.5 Satellite 1.14 Computer external devices management 1.14.1 Device connections 1.14.2 Device controls (volume controls and display properties)	
2. Solve Tasks Using Office Suite	2.1 Meaning and Importance of Word Processing 2.2 Examples of Word Processors 2.3 Working with word document 2.3.1 Open and close word processor 2.3.2 Create a new document 2.3.3 Save a document 2.3.4 Switch between open documents 2.4 Enhancing productivity 2.4.1 Set basic options/preferences 2.4.2 Help resources 2.4.3 Use magnification/zoom tools 2.4.4 Display, hide built-in tool bar	• Practical assessment • Project • Portfolio of evidence • Third party report • Written assessment • Oral assessment

Learning Outcome	Content	Suggested Assessment Methods
	2.4.5 Using navigation tools 2.5 Typing Text 2.6 Document editing (copy, cut, paste commands, spelling and Grammar check) 2.7 Document formatting 2.7.1 Formatting text 2.7.2 Formatting paragraph 2.7.3 Formatting styles 2.7.4 Alignment 2.7.5 Creating tables 2.7.6 Formatting tables 2.8 Graphical objects 2.8.1 Insert object (picture, drawn object) 2.8.2 Select an object 2.8.3 Edit an object 2.8.4 Format an object 2.9 Document Print setup 2.9.1 Page layout, 2.9.2 Margins set up 2.9.3 Orientation. 2.10 Word Document Printing 2.11 Meaning & Importance of electronic spreadsheets 2.12 Components of Spreadsheets 2.13 Application areas of spreadsheets	

Learning Outcome	Content	Suggested Assessment Methods
	2.14　Using spreadsheet application	
	2.14.1　Parts of Excel screen: ribbon, formula bar, active cell, name box, column letter, row number, Quick Access Toolbar.	
	2.14.2　Cell Data Types	
	2.14.3　Block operations	
	2.14.4　Arithmetic operators (formula bar (-, +, *, /).	
	2.14.5　Cell Referencing	
	2.15　Data Manipulation	
	2.15.1　Using Functions (Sum, Average, SumIF, Count, Max, Max, IF, Rank, Product, mode etc)	
	2.15.2　Using Formulae	
	2.15.3　Sorting data	
	2.15.4　Filtering data	
	2.15.5　Visual representation using charts	
	2.16　Worksheet printing	
	2.17　Electronic Presentations	
	2.18　Meaning and Importance of electronic presentations	
	2.19　Examples of Presentation Software	
	2.20　Using the electronic presentation application	
	2.20.1　Parts of the PowerPoint screen	

Learning Outcome	Content	Suggested Assessment Methods
	(slide navigation pane, slide pane, notes, the ribbon, quick access toolbar, and scroll bars).	
	2.20.2 Open and close presentations	
	2.20.3 Creating Slides (Insert new slides, duplicate, or reuse slides.)	
	2.20.4 Text Management (insert, delete, copy, cut and paste, drag and drop, format, and use spell check).	
	2.20.5 Use magnification/zoom tools	
	2.20.6 Apply or change a theme.	
	2.20.7 Save a presentation	
	2.20.8 Switch between open presentations	
	2.21 Developing a presentation	
	2.21.1 Presentation views	
	2.21.1.1 Slides	
	2.21.1.2 Master slide	
	2.21.2 Text	
	2.21.3 Editing text	
	2.21.4 Formatting	
	2.21.5 Tables	
	2.22 Chart	
	2.22.1 Using charts	
	2.22.2 Organization charts	
	2.23 Graphical objects	
	2.23.1 Insert	

Learning Outcome	Content	Suggested Assessment Methods
	2.23.2 manipulate 2.23.3 Drawings 2.24 Prepare outputs 2.24.1 Applying slide effects and transitions 2.24.2 Check and deliver 2.24.3 Spell check a presentation 2.24.4 Slide orientation 2.24.5 Slide shows, navigation 2.25 Print presentations (slides and handouts)	
3. Manage Data and Information	3.1 Meaning of Data and information 3.2 Importance and Uses of data and information 3.3 Types of internet services 3.3.1 Communication Services 3.3.2 Information Retrieval Services 3.3.3 File Transfer 3.3.4 World Wide Web Services 3.3.5 Web Services 3.3.6 Automatic Network Address Configuration 3.3.7 Newsgroup 3.3.8 Ecommerce 3.4 Types of Internet Access Applications 3.5 Web browsing concepts	• Portfolio of Evidence • Project • Written assessment • Practical assessment • Oral assessment

Learning Outcome	Content	Suggested Assessment Methods
	3.5.1 Key concept 3.5.2 Security and safety 3.6 Web browsing 3.6.1 Using the web browser 3.6.2 Tools and setting 3.6.3 Clearing Cache and cookies 3.6.4 URIs 3.6.5 Bookmarks 3.6.6 Web outputs 3.7 Web based information 3.7.1 Search 3.7.2 Critical evaluation of information 3.7.3 Copyright, data protection 3.8 Downloads Management 3.9 Performing Digital Data Backup (Online and Offline) 3.10 Emerging issues in internet	
4. Perform Online Communication And Collaboration	4.1 Netiquette principles 4.2 Communication concepts 4.2.1 Online communities 4.2.2 Communication tools 4.2.3 Email concepts 4.3 Using email 4.3.1 Sending email 4.3.2 Receiving email 4.3.3 Tools and settings	• Portfolio of Evidence • Project • Written assessment • Practical assessment • Oral assessment

Learning Outcome	Content	Suggested Assessment Methods
	4.3.4 Organizing email 4.4 Digital content copyright and licenses 4/5 Online collaboration tools 4,5.1 Online Storage (Google Drive) 4.5.2 Online productivity applications (Google Docs & Forms) 4.5.3 Online meetings (Google Meet/Zoom) 4.5.4 Online learning environments 4.5.5 Online calendars (Google Calendars) 4.5.6 Social networks (Facebook/Twitter - Settings & Privacy) 4.6 Preparation for online collaboration 4.6.2 Common setup features 4.6.3 Setup 4.7 Mobile collaboration 4.7.2 Key concepts 4.7.3 Using mobile devices 4.7.4 Applications 4.7.5 Synchronization	
5. Apply Cybersecurity Skills	5.1 Data protection and privacy 5.1.1 Confidentiality of data/information 5.1.2 Integrity of data/information 5.1.3 Availability of data/information 5.2 Internet security threats	• Portfolio of Evidence • Project • Written assessment

Learning Outcome	Content	Suggested Assessment Methods
	5.2.1 Malware attacks 5.2.2 Social engineering attacks 5.2.3 Distributed denial of service (DDoS) 5.2.4 Man-in-the-middle attack (MitM) 5.2.5 Password attacks 5.2.6 IoT Attacks 5.2.7 Phishing Attacks 5.2.8 Ransomware 5.3 Computer threats and crimes 5.4 Cybersecurity control measures 5.4.1 Physical Controls 5.4.2 Technical/Logical Controls (Passwords, PINs, Biometrics) 5.4.3 Operational Controls 5.5 Laws governing protection of ICT in Kenya 5.5.1 The Computer Misuse and Cybercrimes Act No. 5 of 2018 5.5.2 The Data Protection Act No. 24 Of 2019	• Practical assessment • Oral assessment

6. Perform Online Jobs	6.1 Introduction to online working
	
	6.2 Types of online Jobs
	
	6.3 Online job platforms
	
	  6.3.1 Remotask
	
	  6.3.2 Data annotation tech
	
	  6.3.3 Cloud worker
		• Practical assessment
		• Portfolio of Evidence
		• Project
		• Written

Learning Outcome	Content	Suggested Assessment Methods
	6.3.4 Upwork 6.3.5 Oneforma 6.3.6 Appen 6.4 Online account and profile management 6.5 Identifying online jobs/job bidding 6.6 Online digital identity 6.7 Executing online tasks 6.8 Management of online payment accounts.	assessment • Oral assessment

7. Apply job entry techniques	7.1 Types of job opportunities
	   7.1.1 Self-employment
	   7.1.2 Service provision
	   7.1.3 product development
	   7.1.4 salaried employment
	 7.2 Sources of job opportunities
	 7.3 Resume/ curriculum vitae
	   7.3.1 What is a CV
	   7.3.2 How long should a CV be
	   7.3.3 What to include in a AC
	   7.3.4 Format of CV
	   7.3.5 How to write a good CV
	   7.3.6 Don't s of writing a CV
	 7.4 Job application letter
	   7.4.1 What to include
	   7.4.2 Addressing a cover letter
		• Practical assessment
		 • Portfolio of Evidence
		 • Project
		 • Written assessment
		 • Oral assessment

Learning Outcome	Content	Suggested Assessment Methods

	7.4.3 Signing off a cover letter
	
	7.5 Portfolio of Evidence
	
	  7.5.1 Academic credentials
	
	  7.5.2 Letters of commendations
	
	  7.5.3 Certification of participations
	
	  7.5.4 Awards and decorations
	
	7.6 Interview skills
	
	  7.6.1 Listening skills
	
	  7.6.2 Grooming
	
	  7.6.3 Language command
	
	  7.6.4 Articulation of issues
	
	  7.6.5 Body language
	
	  7.6.6 Time management
	
	  7.6.7 Honesty
	
	7.7 Generally knowledgeable in current affairs and technical area	

Suggested Methods Instruction

- Practical
- Demonstrations
- Project
- Group discussion
- Direct instruction

Recommended Resources for 30 Trainees

S/No.	Category/Item	Description/ Specifications	Quantity	Recommended Ratio (Item: Trainee)
A	**Learning Materials**			

	1.	Textbooks		5 pcs	1:6
	2.	PowerPoint presentations	For trainer's use		
	3.	Projector		1	1;30
	4.	Whiteboard		1	1;30
	5.	Report writing templates			
	6.	Rolls flip charts		1	1;30
	7.	Assorted color of whiteboard markers	For trainers Use		
B		**Learning Facilities & infrastructure**			
	1.	Lecture/theory room		1	1:30
	2.	Computer Laboratory		1	1:30
C		**Consumable materials**			
	1.	Assorted whiteboard markers		30	1:1
	2.	Internet connection		200 mbps	-
	3.	Antivirus Software			-
	4.	Printing Papers		Enough	-
	5.	External storage media		1 tb	-
D		**Tools and Equipment**			
	1.	Printers		2 pcs	2:30
	2.	Computers	With Windows /Linux/Macintosh Operating System, Microsoft Office Software, Google Workspace Account, Antivirus Software	30pcs	1:1

3.	Mobile phones		10	10:30

References:

Digital literacy framework by future Learn. www.futurelearn.com

Pegrum, M., Hockly, N., & Dudeney,G (2022). *Digital literacies* (2nd ed.). Routledge

ENTREPRENEURIAL SKILLS

UNIT CODE: 0413 451 03A

TVET CDACC UNIT CODE: BUS/CU/HRM/BC/04/5/MA

UNIT DURATION: 40 Hours

Relationship to Occupational Standards

This unit addresses the Unit of Competency: Apply Entrepreneurial Skills

Unit Description

This unit covers the competencies required to demonstrate an understanding of entrepreneurship. It involves applying financial literacy, applying entrepreneurial concepts identifying entrepreneurship opportunities, applying business legal aspects, and innovating business strategies and developing business plans.

Summary of Learning Outcomes

S/No	ELEMENTS	DURATION (HOURS)
1	Apply financial literacy skills	6
2	Apply the entrepreneurial concepts	4
3	Identify entrepreneurship opportunities	6
4	Apply business legal aspects	6
5	Innovate business strategies	6
6	Develop a business plan	12
	Total	**40**

Learning Outcomes, Content and Suggested Assessment Methods

Learning Outcome	Content	Suggested Assessment Methods
1. Apply financial literacy skills	1.1 Sources of personal funds 1.1.1 Salary/Wages 1.1.2 Investments 1.1.3 Savings 1.1.4 Inheritance	• Project • Written assessment • Third party report • Interviews

	1.1.5 Government Benefits	• POE evaluation
	1.2 Sources of business funds	
	1.2.1Equity Financing	
	1.2.2Debt Financing,	
	1.2.3PersonalSavings/Investment	
	1.2.4Retained Earnings	
	1.2.5Grants and Subsidies	
	1.2.6Crowdfunding	
	1.2.7supplier Credit:	
	1.2.8Leasing and Asset Financing	
	1.3 Personal finance management	
	1.4 Savings management	
	1.5 Debt management	
	1.6 Investment decisions	
	1.7 Insurance services	
2.Apply entrepreneurial concept	2.1 Difference between entrepreneurs and business persons	• Project
	2.2 Types of entrepreneurs	• Written assessment
	2.2.1Innovators	• Third party report
	2.2.2Imitators	• Interviews
	2.2.3Craft	• POE evaluation
	2.2.4Opportunistic	
	2.2.5Speculators	
	2.3 Ways of becoming an entrepreneur	
	2.4 Characteristics of Entrepreneurs	
	2.4.1Creative	
	2.4.2Innovative	
	2.4.3Planner	
	2.4.4Risk taker	
	2.4.5Networker	

	2.4.6 Confident	
	2.4.7 Flexible	
	2.4.8 Persistent	
	2.4.9 Patient	
	2.4.10 Independent	
	2.4.11 Future oriented	
	2.4.12 Goal oriented	
	2.5 Salaried employment and self-employment	
	2.6 Requirements for entry into self-employment	
	2.6.1 Technical skills	
	2.6.2 Management skills	
	2.6.3 Entrepreneurial skills	
	2.6.4 Resources	
	2.6.5 Infrastructure	
	2.7 Roles of an Entrepreneur in an enterprise	
	2.8 Contributions of Entrepreneurship	
3. Identify entrepreneurship opportunities	3.1 Sources of business ideas 3.2 Factors to consider when evaluating business opportunity 3.3 Evaluation of entrepreneurial opportunities 3.4 Generation of business ideas and opportunities 3.5 Business life cycle	• Project • Written assessment • Third party report • Interviews • POE evaluation

4. Apply business legal aspects	4.1 Forms of business ownership
	    4.1.1 Sole proprietorship
	    4.1.2 Partnership
		• Project
		• Written assessment
		• Third party report

	4.1.3Limited companies 4.1.4Cooperatives 4.2 Business registration and licensing processing 4.3 Types of contracts and agreements 4.4 Employment laws 4.5 Taxation laws	• Interviews • POE evaluation

5.Innovate business Strategies	5.1 Innovative business strategies
	5.2 Creativity in business development
	5.3 Innovative business standards
	    5.3.1New products
	    5.3.2New methods of production
	    5.3.3New markets
	    5.3.4New sources of supplies
	    5.3.5Change in industrialization
	5.4Entrepreneurial Linkages
	5.5 ICT in business growth and
	    development
		• Project
		• Written assessment
		• Third party report
		• Interviews
		• POE evaluation

6.Develop Business Plan	6.1 Description of business idea 6.2 Business description 6.3 Marketing plan 6.4 Organizational/Management plan 6.5 Production/operation plan 6.6 Financial plan 6.7 Executive summary 6.8 Business plan presentation 6.9 Business idea incubation	• Project • Written assessment • Third party report • Interviews • POE evaluation

Suggested Methods of Instruction

- Direct instruction with active learning strategies

- Project (Business plan)

- Case studies

- Field trips

- Group Discussions

- Demonstration

- Question and answer

- Problem solving

- Experiential

- Team training

- Guest speakers

Recommended Resources for 30 trainees

S/No.	Category/Item	Description/ Specifications	Quantity	Recommended Ratio (Item: Trainee)
A	**Learning Materials**			
1.	Charts	• Flip Charts	5	1:6
B	**Learning Facilities & Infrastructure**			
2.	Lecture/Theory Room	(9* 8 sq. metres)	1	1:30
3.	Internet Connection	WI-FI, Dial-Up, Cable, Fixed-wireless,	1	1:30
C	**Consumable Materials**			
4.	Markers	whiteboard markers and permanent markers	5	1:6
5.	Stationery	Printing Papers, Foolscaps	5 reams	1:6
6.	Files / folders		30	1:1

			5	1:6
7.	Flash disks		5	1:6
D	**Tools And Equipment**			
8.	Computers/Laptops	Any model	30	1:1
9.	Projector	LED.LCD, Laser	1	1:30
10.	Whiteboard	Glass, melamine, porcelain	1	1:30
11.	Staplers		2	1:15
12.	Paper punch		2	1:15
13.	Metallic cabinet		1	1:30
14.	Scanner		2	1:15
15.	Printer		1	1:30
16.	Print toners		2	1:15
17.	Shredding machine		1	1:30

References

Kuratko, D. F (2016). *Entrepreneurship: Theory and practice* (10th ed.). Cengage Learning

Scarborough, N.M., & Cornwall, J.R. (2018). *Essentials of entrepreneurship and small business management.* Pearson

HUMAN RESOURCE RECORDS

UNIT CODE: 0413 451 14A

TVET CDACC UNIT CODE: BUS/CU/HRM/CR/03/5/MA

Duration of Unit: 160 Hours

Relationship to Occupational Standards.

This unit addresses the Unit of Competency: Manage Human Resource Records.

UNIT DESCRIPTION:

This unit covers the competencies required to manage human resource records. It involves creating human resource files, establishing human resource records and filing system, maintaining human resource records, retrieving human resource records, managing human resource information system and conducting human resource records appraisal.

Summary of Learning Outcomes

	ELEMENTS	DURATION (HOURS)
1	Create Human Resource Files	31
2	Establish Human Resource Records and Filing Systems	20
3	Maintain Human Resource Records	31
4	Retrieve Human Resource Records	20
5	Operate Human Resource Information System	21
6	Conduct Human Resource Records Appraisal	37
	Total	**160**

Learning Outcomes, Content and Suggested Assessment Methods

Learning Outcome	Content	Suggested Assessment Methods

1. Create Human Resource Files	1.1 Record management policy
	1.2 Types of human resource records
	  1.2.1 Bio data
	  1.2.2 Employment details
		• Practical assessment
		• Portfolio of Evidence

Learning Outcome	Content	Suggested Assessment Methods
	1.2.3 Compensation and benefits 1.2.4 Performance and development 1.2.5 Employment history 1.2.6 Attendance 1.2.7 Payroll records 1.2.8 Training and development 1.2.9 Legal and compliance records 1.2.10 Correspondences and communication 1.2.11 Termination and separation documents 1.3 Collection of human resource data 1.3.1 Methods of data collection 1.3.2 Data analysis methods 1.4 Data accuracy 1.5 Recording form 1.6 Creation of physical/digital human resource record	• Project • Written assessment • Oral assessment
2. Establish Human Resource Records and Filing Systems	2.1 Filing systems 2.2.1 Alphabetical 2.2.2 Numerical 2.2.3 Decimal 2.2.4 Geographical 2.2 Filing system Resources 2.2.5 File cabinets 2.2.6 File folders 2.2.7 Label makers	• Practical assessment • Portfolio of Evidence • Project • Written assessment • Oral assessment

Learning Outcome	Content	Suggested Assessment Methods
	2.2.8 Document management software 2.2.9 Cloud storage services 2.2.10 Scanner 2.2.11 Shredder 2.2.12 Indexing system 2.3 Assessment of Filing space 2.4 Establishing Filing systems 2.4.1 Subject/category 2.4.2 Alphabetical 2.4.3 Numerical 2.4.4 Chronological 2.4.5 Geographical 2.4.6 Digital/Physical 2.4.7 Hybrid	
3.Maintain Human Resource Records	1.1 Human Resource records indexing 1.2 Creation of Storage systems 1.2.1 Lateral file cabinet 1.2.2 Vertical file cabinet 1.2.3 Mobile file cabinet 1.2.4 Fireproof file storage cabinet 1.2.5 Shelving system – open or closed 1.2.6 Digital storage 1.3 Allocation of storage system resources 1.4 Physical securing of records 1.5 Employee training on confidentiality 1.6 Documents archival procedure	• Practical assessment • Portfolio of Evidence • Project • Written assessment • Oral assessment

Learning Outcome	Content	Suggested Assessment Methods
4.Retrieve Human Resource Records	1.1 Records retrieval policy 1.2 Document retrieval procedure 1.3 Execution of human resource records. 1.4 Monitoring of record circulation	• Practical assessment • Portfolio of Evidence • Project • Written assessment • Oral assessment
5. Operate Human Resource Information System	5.1 Creation of Human resource database 5.2 Automation of Human resource processes 5.3 Maintenance of Human resource information system 5.4 Reviewing of Human resource information system	• Practical assessment • Portfolio of Evidence • Project • Written assessment • Oral assessment
6. Conduct Human Resource Records Appraisal	1.1 categorization of Human Resource records 1.2 Determination of records retention period. 1.3 Human resource record retention schedule. 1.4 Classification of disposition records 1.5 Securing of human resource records 1.6 Monitoring access of human resource records	• Practical assessment • Portfolio of Evidence • Project • Written assessment • Oral assessment

Learning Outcome	Content	Suggested Assessment Methods
	1.7 Periodical Review of Records appraisal criteria	

Suggested Methods of Delivery

❑ Demonstration
❑ Practical work by trainees
❑ Group discussions
❑ Role play
❑ Case study
❑ Assignments

Recommended Resources for 30 trainees

S/No.	Category/Item	Description/ Specifications	Quantity	Recommended Ratio (Item: Trainee)
A	**Learning Materials**			
1.	Textbooks		5 pcs	1:6
2.	PowerPoint presentations	For trainer's use		
3.	Projector		1	1;30
4.	Whiteboard		1	1;30
5.	Report writing templates			
6.	Rolls flip charts		1	1;30
7.	Assorted color of whiteboard markers	For trainers Use		
B	**Learning Facilities & infrastructure**			
1.	Lecture/theory room		1	1:30
2.	Computer Laboratory		1	1:30
C	**Consumable materials**			

	1.	Assorted whiteboard markers		30	1:1
	2.	Internet connection		200 mbps	-
	3.	Antivirus Software			-
	4.	Printing Papers		Enough	-
	5.	External storage media		1 tb	-
D		**Tools and Equipment**			
	1.	Printers		2 pcs	2:30
	2.	Computers	With Windows /Linux/Macintosh Operating System, Microsoft Office Software, Google Workspace Account, Antivirus Software	30pcs	1:1
	3.	Mobile phones		10	10:30

References

2. Text books
3. Journals
4. E-books
5. Magazines

EMPLOYEE PERFORMANCE MANAGEMENT

UNIT CODE: 0413 451 15A

TVET CDACC UNIT CODE: BUS/CU/HRM/CR/04/5/MA

Duration of Unit: 160 Hours

Relationship to Occupational Standards: This unit addresses the Unit of Competency: Coordinate Employee Performance Management.

UNIT DESCRIPTION:

This unit specifies the competencies required to coordinate performance management. It involves coordinating development of organizational work plan, coordinating performance evaluation and coordinating performance appraisal.

Summary of Learning Outcomes

	ELEMENTS	DURATION (HOURS)
1	Coordinate Development of Organizational Work Plan	27
2	Coordinate Performance Evaluation	53
3	Coordinate Performance Appraisal	80
	Total	**160**

Learning Outcomes, Content and Suggested Assessment Methods

Learning Outcome	Content	Suggested Assessment Methods
1. Coordinate Development of Organizational Work Plan	1.1 Departmental objectives 1.2 Setting individual targets 1.3 Resources requirement	• Practical assessment • Written assessment • Portfolio of Evidence • Third party report • Oral questions

Learning Outcome	Content	Suggested Assessment Methods

2. Coordinate Performance Evaluation	2.1 Monitoring individual performance
	2.2 Evaluation of performance target
	   2.2.1 Job classification
	   2.2.2 Factor comparison
	   2.2.3 Job ranking
	   2.2.4 Market pricing
	   2.2.5 Paired comparison ranking
	   2.2.6 Analytical matching
	2.3 Performance evaluation report
		• Practical assessment
		• Written assessment
		• Portfolio of Evidence
		• Third party report
		• Oral questions

3. Coordinate Performance Appraisal	1.1 Methods of performance appraisal
	   1.1.1 Management by Objectives
	   1.1.2 Rating method
	   1.1.3 360-degree feedback
	   1.1.4 Critical incident appraisal
	   1.1.5 Work standards approach
	   1.1.6 Ranking method
	   1.1.7 Open- ended method
	   1.1.8 Essay appraisal
	1.2 Performance appraisal process
	1.3 Performance appraisal feedback
	1.4 Motivation, sanction and interventions
	1.5 limitations of performance appraisal
		• Practical assessment
		• Written assessment
		• Portfolio of Evidence
		• Third party report
		• Oral questions

Learning Outcome	Content	Suggested Assessment Methods
	1.6 Employee performance improvement strategies 1.6.1 Coaching 1.6.2 Mentoring 1.6.3 Training 1.6.4 Recognition 1.6.5 Collaboration and teamwork 1.7 Goal setting	

Suggested Methods of Delivery

- Demonstration
- Practical work by trainees
- Group discussions
- Role play
- Case study
- Assignments

Recommended Resources for 30 Trainees

S/No.	Category/Item	Description/ Specifications	Quantity	Recommended Ratio (Item: Trainee)
A	**Learning Materials**			
1.	Textbooks		5 pcs	1:6
2.	PowerPoint presentations	For trainer's use		
3.	Projector		1	1:30
4.	Whiteboard		1	1:30
5.	Report writing templates			
6.	Rolls flip charts		1	1:30

7.	Assorted color of whiteboard markers	For trainers Use		
B	**Learning Facilities & infrastructure**			
1.	Lecture/theory room		1	1:30
2.	Computer Laboratory		1	1:30
C	**Consumable materials**			
1.	Assorted whiteboard markers		30	1:1
2.	Internet connection		200 mbps	-
3.	Antivirus Software			-
4.	Printing Papers		Enough	-
5.	External storage media		1 tb	-
D	**Tools and Equipment**			
1.	Printers		2 pcs	2:30
2.	Computers	With Windows /Linux/Macintosh Operating System, Microsoft Office Software, Google Workspace Account, Antivirus Software	30pcs	1:1
3.	Mobile phones		10	10:30

References

Textbooks

E-learning resources

HRM Journals

Magazines

MODULE III

PRINCIPLES OF COMMERCIAL LAW

UNIT CODE: 0421 451 05A

TVET CDACC UNIT CODE: BUS/CU/HRM/CC/02/5/MA

Duration of Unit: 100 Hours

Relationship to Occupational Standards; this unit addresses the Unit of Competency: Apply Principles of Commercial Law

UNIT DESCRIPTION

This unit specifies the competencies required to apply principles of commercial law; It involves demonstrating an understanding of nature of law, Illustrating the structure of court system in Kenya, applying law of tort, law of contract, law of sale of goods, hire purchase contracts, law of agency, law of negotiable instruments, the law of insurance and the law of property.

Learning outcomes

	ELEMENTS	DURATION (HOURS)
1	Demonstrate Understanding of Nature of Law	10
2	Illustrate Structure of Court System In Kenya	8
3	Apply law of Tort	10
4	Apply law of Contract	10
5	Apply law of Agency	12
6	Apply law of Sale of Goods	10
7	Apply hire purchase contracts	10
8	Apply law of negotiable instruments	10
9	Apply law of insurance	10
10	Apply law of property	10
	TOTAL	**100**

Learning Outcomes, Content and Suggested Assessment Methods

Learning outcome	Content	Suggested Assessment Methods

1. Demonstrate Understanding of Nature of Law	1.1 Nature of law
	1.2 Purpose of law
	1.3 Sources of law.
	    1.3.1 Constitution
	    1.3.2 Legislation
	    1.3.3 Common law
	    1.3.4 Equity
	    1.3.5 African customary law
	    1.3.6 Islamic law
	1.4 Classifications of Commercial Law
	    1.4.1 Written and unwritten
	    1.4.2 National and international
	    1.4.3 Public and private
	    1.4.4 Substantive and procedural
	    1.4.5 Criminal and civil
	1.5 Comparison between Law and Morality
		• Practical assessment
		• Written assessment
		• Portfolio of Evidence
		• Third party report
		• Oral questions

2 Illustrate Structure Of Court System In Kenya	2.1 Court structure in Kenya
	2.2 Composition of Kenyan courts
	  2.2.1 Supreme Court
	  2.2.2 Court of Appeal
	  2.2.3 High Court
	  2.2.4 Employment and Labour
	      Relations Court
	  2.2.5 Environment and Land Court
	  2.2.6 Magistrates Court
	  2.2.7 Court Martial
	     2.2.8 Kadhis' Court
	2.3 Jurisdiction of Courts.
	     2.3.1 Original
	     2.3.2 Appellate
	     2.3.3 Territorial.
	     2.3.4 Pecuniary
	2.4 Procedure of appointment and
	    removal of magistrates and judges
	2.5 Tribunals
	2.6 The role of the JSC,
	    AG, LSK, and ODPP in the Kenyan
	    legal system.
		• Practical assessment
		• Written assessment
		• Portfolio of Evidence
		• Third party report
		• Oral questions

3	Apply Law Of Tort	3.1 Nature of tortuous liability
		3.2 Tort, crime vs breach of contract
		3.3 Capacity to sue /be sued by the law of tort.
		3.4 Types of tort.
		    3.4.1 Negligence
		    3.4.2 Defamation
		    3.4.3 Nuisance
		    3.4.4 Trespass
		3.5 General defences in tort
		3.6 Elements of tort
			• Practical assessment
			• Written assessment
			• Portfolio of Evidence
			• Third party report
			• Oral questions

4	Apply Law Of Contract	4.1 Essential of a valid contract
		    4.1.1 Offer
		    4.1.2 Acceptance
		    4.1.3 Capacity
		    4.1.4 Intention
		    4.1.5 Consideration
		    4.1.6 Legality
		4.2 Types of Contracts
		    4.2.1 Specialty/written
		    4.2.2 Simple contracts
		    4.2.3 Contracts under seal
		    4.2.4 Contracts requiring written evidence
		    4.2.5 Evidence in Writing
		4.3 Methods of discharging a contract.
		    4.3.1 Express agreement
		    4.3.2 Performance
			• Portfolio of Evidence
			• Third party report
			• Oral questions
			• Practical assessment
			• Written assessment

		4.3.3 Breach	
		4.3.4 Impossibility/doctrine of frustration	
		4.3.5 Operation of law	
		4.4 Remedies of breach of a contract	
		4.4.1 Equitable doctrine of part performance	
		4.5 Terms of contract	
		4.5.1 Express	
		4.5.2 Implied	

5	Apply Law Of Agency	5.1 Formation and classification of agents
		    5.1.1 General agent
		    5.1.2 Special agent
		5.2 Agents' authority
		5.3 Duties of agents
		    5.3.1 Performance
		    5.3.2 Obedience
		    5.3.3 Care and skill
		    5.3.4 Estoppel
		    5.3.5 Account
		    5.3.6 Personal performance
		5.4 Rights of Agents
		    5.4.1 Rights to sue
		    5.4.2 Right to lien
		5.5 Methods of terminating an agency.
		    5.5.1 Agreement
		    5.5.2 Withdraw
		    5.5.3 Death
		    5.5.4 Performance
			• Practical assessment
			• Written assessment
			• Portfolio of Evidence
			• Third party report
			• Oral questions

	5.5.5 Lapse of time 5.5.6 Insanity 5.5.7 Bankruptcy	

6 Apply Law of Sale of Goods	6.1 Sale and agreement to sell
	
	6.2 Capacity to buy and sell.
	
	6.3 Terms of Sale of Goods.
	
	    6.3.1 Conditions
	
	    6.3.2 Warranties
	
	6.4 Caveat emptor
	
	  6.4.1 Meaning Of Caveat Emptor
	
	  6.4.2 Exception To Caveat Emptor
	
	6.5 Factors affecting the transfer of title.
	
	6.6 Rights of parties in the sale of goods.
	
	6.7 Auction process.
	
	6.8 Duties of the seller
	
	6.9 Duties of the buyer.
		• Practical assessment
		
		• Written assessment
		
		• Portfolio of Evidence
		
		• Third party report
		
		• Oral questions

7 Apply Hire Purchase Contracts.	7.1 Nature of Hire Purchase 7.2 Hire purchase agreement. 7.3 Conditions of Terminating Hire Purchase Agreement. 7.4 Completion of hire purchase agreement.	• Practical assessment • Written assessment • Portfolio of Evidence • Third party report • Oral questions

8	Apply Law Of Negotiable Instruments	8.1 Negotiable instruments.
		
		    8.1.1 Cheques
		
		    8.1.2 Bill of exchange
		
		    8.1.3 Promissory note
		
		8.2 Characteristics of negotiable instruments.
		
		8.3 Elements of negotiable instruments.
			• Practical assessment
			• Written assessment
			• Portfolio of Evidence
			• Third party report
			• Oral questions

9	Apply Law Of Insurance	9.1 Insurance contracts
		
		    9.1.1 Elements of insurance.
		
		9.2 Principles of insurance.
		
		    9.2.1 Utmost good faith.
		
		    9.2.2 Subrogation
		
		    9.2.3 Indemnity
		
		    9.2.4 Proximate cause
		
		    9.2.5 Third party insurance
		
		    9.2.6 Re-instatement.
		
		    9.2.7 Salvage.
		
		    9.2.8 Contribution and appointment.
		
		9.3 Formation of insurance contract
		
		9.4 Requirement for insurance contract.
		
		9.5 Discharge of insurance contract.
			• Practical assessment
			• Written assessment
			• Portfolio of Evidence
			• Third party report
			• Oral questions

10	Apply Law of Property.	10.1 Classifications of property
		
		    10.1.1 Real and personal
		
		    10.1.2 Movable
		
		    10.1.3 Immovable
		
		    10.1.4 Tangible
			• Practical assessment
			• Written assessment
			• Portfolio of Evidence
			• Third party report
			• Oral questions

	10.1.5 Intangible		
	10.2 Land interest.		
	10.3 Intellectual property.		
	10.3.1 Patents		
	10.3.2 Trademarks		
	10.3.3 Copyrights		
	10.3.4 Industrial designs		

Suggested Methods of Delivery

2. Demonstration
3. Practical work by trainee
4. Fieldwork and benchmarking
5. Group discussions
6. Case studies
7. Role play

Recommended Resources for 30 Trainees

S/No.	Category/Item	Description/ Specifications	Quantity	Recommended Ratio (Item: Trainee)
A	**Learning Materials**			
1.	Textbooks		5 pcs	1:6
2.	PowerPoint presentations	For trainer's use		
3.	Projector		1	1;30
4.	Whiteboard		1	1;30
5.	Report writing templates			
6.	Rolls flip charts		1	1;30
7.	Assorted color of whiteboard markers	For trainers Use		
B	**Learning Facilities & infrastructure**			

	1.	Lecture/theory room		1	1:30
	2.	Computer Laboratory		1	1:30
C		**Consumable materials**			
	1.	Assorted whiteboard markers		30	1:1
	2.	Internet connection		200 mbps	-
	3.	Antivirus Software			-
	4.	Printing Papers		Enough	-
	5.	External storage media		1 tb	-
D		**Tools and Equipment**			
	1.	Printers		2 pcs	2:30
	2.	Computers	With Windows /Linux/Macintosh Operating System, Microsoft Office Software, Google Workspace Account, Antivirus Software	30pcs	1:1
	3.	Mobile phones		10	10:30

References

1. Organization operating procedures
2. Industry/workplace codes of practice
3. Text books
4. Human resource management journals
5. Magazines
6. E-learning resources

MANAGEMENT SKILLS

UNIT CODE: 0413 451 07A

TVET CDACC UNIT CODE: BUS/CU/HRM/CC/03/5/MA

Duration of unit:60hrs

Relationship to occupational standards

This unit addresses the unit of competency: Apply Management Skills.

UNIT DESCRIPTION

This unit describes competencies required to effectively apply management principles in the workplace. It covers applying planning principles, organizing principles, directing principles and coordinating principles.

Learning outcomes

	ELEMENTS	DURATION (HOURS)
1	Apply planning principle	15
2	Apply organizing principle	15
3	Apply directing principle	15
4	Apply coordinating principle	15
	Total	**60**

Learning Outcomes, Content and Suggested Assessment Methods

Learning Outcome	Content	Suggested Assessment Methods
1. Apply planning principle	Goals and objectives .1.1 Innovation and adaptability .1.2 Customer satisfaction .1.3 Employee engagement and development .1.4 Achieve sustainable growth .1.5 Ensure financial growth and profitability	Interviews Written assessment POE Practical assessment Project Third party report

	.1.6 Identify opportunities for growth and diversification	
	Work plans	
	2.1 Creating timelines	
	2.2 Break down the project into specific tasks	
	2.3 Identifying resources required	
	2.4 Identifying potential risks and challenges	
	2.5 Process for seeking approvals	
	Monitoring of work progress	
	Principles of planning	
	4.1 Vision and mission	
	4.2 Data-driven decision making	
	4.3 Flexible plans	
	4.4 Transparency in decision making	
	4.5 Fair and equitable decision making	
	Steps in planning process	
	Barriers to planning	
	Guidelines to avoiding barriers	
	Management by objectives	
	Types of plans	
	9.1 Tactical plans	
	9.2 Strategic plans	
	Operational plans	
2. Apply organizing principle	Office goals and objectives Office tasks and responsibilities Monitoring of progress Process of organization Organizing components	Interviews Written assessment POE Practical assessment

	Authority and responsibility Organization structures .1 Product line structure .2 Matrix structure .3 Geographical-based structure Delegation Centralization and decentralization Principles of organization	Project Third party report
3.Apply directing principle	Orders and instructions Staff Supervision Exchange of opinions and ideas Characteristics of successful leaders Leadership roles Theories Leadership styles Bureaucratic leadership Charismatic leadership Situational leadership Autocratic leadership Communication structures	Interviews Written assessment POE Practical assessment Project Third party report
Apply coordinating principle	4.1 Work schedules creation 4.2 Roles and responsibilities 4.3 Rewards and recognition	Interviews Written assessment POE Practical assessment Project Third party report

Suggested Methods of Instruction

- Demonstration

- Practical work by trainee

- Fieldwork and benchmarking

- Group discussions
- Role plays
- Case studies

Recommended Resources for 30 trainees

S/No.	Category/Item	Description/ Specifications	Quantity	Recommended Ratio (Item: Trainee)
A	**Learning Materials**			
1.	Charts	• Flip Charts • Rules and Regulations	5	1:6
2.	External Storage Media	Flash disks, Compact Disks; Re-Writable	5	1:6
3.	Smart board (Where Applicable)	LCD or projector	1	1:30
4.	Whiteboard	Glass, melamine, porcelain	1	1:30
B	**Learning Facilities & Infrastructure**			
1.	Lecture/Theory Room	(9* 8 sq. metres)	1	1:30
2.	Internet Connection	System	1	1:30
C	**Consumable Materials**			
1.	Markers	Whiteboard markers and permanent Markers	5	1:6
2.	Printing Papers	Sizes A4, A3, A2 etc	5 reams	1:6
D	**Tools And Equipment**			
1.	Desktops	Any model	30	1:1
2.	Printer	Inkjet, LaserJet	2	1:15
3.	Computers Software:	•Windows/Linux/Macintosh Operating System	1	1:1

		•Microsoft Office Software •Google Workspace Account Antivirus Software		

References

- Organization operating procedures
- Industry/workplace codes of practice
- Cooperative societies act
- Sacco societies act
- Text books
- Cooperative society journals
- Magazines
- E-learning resources
- Occupational standards

BUSINESS MATHEMATHICS AND STATISTICS

UNIT CODE: 0588 451 06A

TVET CDACC UNIT CODE: BUS/CU/HRM/CC/04/5/MA

Duration of Unit: 100hours

Relationship to Occupational Standards: this unit addresses the Unit of Competency: Apply Business Calculations and Statistics.

UNIT DESCRIPTION

This unit specifies the competencies required to Apply Business Mathematics and Statistics to Solve Business Problems. It involves Applying Statistical Equations, Applying Statistical Matrices, Working out Commercial Mathematics, Carrying out Elementary Statistics, and Carrying out Descriptive Statistics, Applying Set Theory, Applying Basic Probability Theory and Using Index Numbers.

Summary of Learning Outcomes

S/No	ELEMENTS	DURATION (HOURS)
1	Work-Out Commercial Mathematics	10
2	Apply Statistical Equations	10
3	Apply Statistical Matrices	18
4	Carry Out Elementary Statistics	14
5	Carry Out Descriptive Statistics	12
6	Apply Set Theory	10
7	Apply Basic Probability Theory	10
8	Use Index Numbers	16
	TOTAL	**100**

Learning Outcomes, Content and Suggested Assessment Methods

Learning Outcome	Content	Suggested Assessment Methods

1. Work-Out Commercial Mathematics	1.1 Types of discounts
	
	    1.1.1 Cash discount
	    1.1.2 Trade discount
	    1.1.3 Quantity discount
	1.2 Commissions
	
	1.3 Methods of calculating wages
	
	    1.3.1 Piece rate
	
	    1.3.2 Hourly rate
	
	1.4 Computing wages and salaries
	
	1.5 Basics of simple and compound interest
	
	    1.5.1 Finding principal, rate and time using simple and compound interest formula
	
	1.6 Profit margin and Mark-ups
	
	1.7 Gross pay and net pay calculation
	
	1.8 Depreciation and appreciation of assets
	
	1.9 Determining hire purchase price
	
	1.10 Computation of foreign exchange transactions
		• Practical assessment
		• Portfolio of Evidence
		• Project
		• Written assessment
		• Oral assessment

2. Apply Statistical Equations	2.1 Solving linear equations with one or more variables
	
	2.2 Solving quadratic equations
	
	    2.2.1 Formula method
	
	    2.2.2 Factorization
	
	2.3 Simultaneous equations solutions
	
	    2.3.1 Substitution method
		• Practical assessment
		• Portfolio of Evidence
		• Project
		• Written assessment
		• Oral assessment

	2.3.2 Elimination method	
	2.3.3 Matrix method	
	2.4 Computation of breakeven analysis	
	2.5 Calculus	
	2.5.1 Differentiation	
	2.5.2 Integration	
	2.6 Total revenue, total cost and profit equations formulation	

3. Apply Statistical Matrices	3.1 Notations
	
	3.2 Operations of matrices
	
	    3.2.1 Addition
	
	    3.2.2 Subtraction
	
	    3.2.3 Division
	
	    3.2.4 Multiplication
	
	3.3 Solving a 2*2 matrix
	
	3.4 Determinants of a 2*2 matrix
	
	3.5 Inverse of a 2*2 matrix
	
	3.6 Application of matrices in solving business operations
		• Practical assessment
		• Portfolio of Evidence
		• Project
		• Written assessment
		• Oral assessment

4. 4. Carry Out Elementary Statistics	4.1 Introduction to data collection
	
	4.2 Methods of data collection
	
	    4.2.1 Primary
	
	    4.2.2 Secondary Data
	
	4.3 Sampling techniques
	
	    4.3.1 Probability
	
	    4.3.2 non-probability
		• Practical assessment
		• Portfolio of Evidence
		• Project
		• Written assessment
		• Oral assessment

	4.4. Methods of data presentation
	
	  4.4.1 Tables and diagrams
	
	    4.4.1.1.Frequency distribution table
	
	    4.4.1.2.Bar charts
	
	    4.4.1.3 Pie charts
	
	    4.4.1.4 Histogram
	
	    4.4.1.5 frequency polygons
	
	  4.4.2 Types of graphs
	
	    4.4.2.1 Basic time series graphs
	
	    4.4.2.2 z-charts
	
	    4.4.2.3 Lorenz curves
	
	    4.4.2.4 Semi-log graphs
	
	4.5 Cumulative frequency curves (OGIVE)	

5. Carry Out Descriptive Statistics	5.1 Measures of central tendency
	
	  5.1.1 Mean
	
	  5.1.2 Mode
	
	  5.1.3 median
	
	5.2 Measures of dispersion
	
	  5.2.1 Variance
	
	  5.2.2 Standard deviation
	
	5.3 Measures of skewness
	
	5.4 Measures of kurtosis
		• Practical assessment
		• Portfolio of Evidence
		• Project
		• Written assessment
		• Oral assessment

6. Apply Set Theory	6.1 Basic set definitions
	
	   6.1.1.Set
	
	   6.1.2 Element
	
	   6.1.3 Empty set
	
	6.2 Operations on sets
	
	   6.2.1 Union
	
	   6.2.2 Intersection
	
	   6.2.3 Difference
	
	   6.2.4 Symmetric difference
	
	6.3 Venn diagrams
	
	6.4 Application of set theory
		• Practical assessment
		• Portfolio of Evidence
		• Project
		• Written assessment
		• Oral assessment

7. Apply Basic Probability Theory	7.1 Probability events
	
	7.2 Types of events
	
	   7.2.1 Simple
	
	   7.2.2 Compound
	
	   7.2.3 Mutually exclusive
	
	   7.2.4 Independent
	
	   7.2.5 dependent
	
	7.3 Application of rules of probability
	
	7.4 Application of Bayes' Theorem
	
	7.5 Drawing probability trees
	
	7.6 Application of probability
		• Practical assessment
		• Portfolio of Evidence
		• Project
		• Written assessment
		• Oral assessment

8. Use Index Numbers	8.1 Formulae for computing index numbers
	8.2 Computation of index numbers
	   8.2.1 Lapser's
	   8.2.2 Paasche's
	   8.2.3 Fisher's ideal
		• Practical assessment
		• Portfolio of Evidence
		• Project

			• Written assessment
	8.2.4 Marshal 8.3 Application of index numbers in decision making		• Oral assessment

Suggested Methods of Delivery

❑ Practical work by trainees

❑ Group discussions

❑ Role play

❑ Case study

❑ Assignments

Recommended Resources for 30 trainees

S/No.	Category/Item	Description/ Specifications	Quantity	Recommended Ratio (Item: Trainee)
A	**Learning Materials**			
1.	Textbooks		5 pcs	1:6
2.	PowerPoint presentations	For trainer's use		
3.	Projector		1	1;30
4.	Whiteboard		1	1;30
5.	Report writing templates			
6.	Rolls flip charts		1	1;30
7.	Assorted color of whiteboard markers	For trainers Use		
B	**Learning Facilities & infrastructure**			
1.	Lecture/theory room		1	1:30
2.	Computer Laboratory		1	1:30
C	**Consumable materials**			
1.	Assorted whiteboard markers		30	1:1
2.	Internet connection		200 mbps	-
3.	Antivirus Software			-
4.	Printing Papers		Enough	-
5.	External storage media		1 tb	-
D	**Tools and Equipment**			
1.	Printers		2 pcs	2:30

2.	Computers	With Windows /Linux/Macintosh Operating System, Microsoft Office Software, Google Workspace Account, Antivirus Software	30pcs	1:1
3.	Mobile phones		10	10:30

EMPLOYEE RELATIONS

UNIT CODE: 0413 451 16A

TVET CDACC UNIT CODE: BUS/CU/HRM/CR/05/5/MA

Duration of Unit: 100 Hours

Relationship to Occupational Standards.

This unit addresses the Unit of Competency: Manage Employee Relations.

UNIT DESCRIPTION:

This unit covers the competencies required to provide employee relation services. It involves registering employee grievances, coordinating employee welfare programs and maintaining employee communication channels.

Summary of Learning Outcomes

S/No	ELEMENTS	DURATION (HOURS)
1	Manage Collective Bargaining	22
2	Conduct Career Progression	30
3	Coordinate Employees' Welfare Programs	24
4	Handle Grievances and Disputes	24
	Total	**100**

Learning Outcomes, Content and Suggested Assessment Methods

Learning Outcome	Content	Suggested Assessment Methods
1. Handle grievances and disputes	1.1 Employee grievance procedure 1.1.1 Meaning of Grievances 1.1.2 Causes of employees grievances 1.1.3 Employees grievance procedure 1.2 identifying Channels for submitting grievances	• Practical assessment • Portfolio of Evidence • Project • Written assessment • Oral assessment • Third party report

Learning Outcome	Content	Suggested Assessment Methods
	1.2.1 Direct report to line managers/supervisor/ employee relations	
	1.2.2 Suggestion box	
	1.2.3 Union or employee representative	
	1.2.4 Formal grievance forms	
	1.2.5 Whistle blower	
	1.2.6 Ombudsman	
	1.3 Documentation of Employee Grievances	
	1.4 Classification of employee grievances	
	1.4.1 Nature of grievance: Individual Vs collective	
	1.4.2 Subject matter: Salary and wage related, work environment, disciplinary harassment and discrimination, work load related, benefits and leaves	
	1.4.3 Severity: Minor Vs Major	
	1.4.4 Frequency: occasional or persistent Nature of	

Learning Outcome	Content	Suggested Assessment Methods
	grievance: Individual Vs collective	
2. Manage Collective Bargaining	2.1 Collective Bargaining agreement 2.2 Collective bargaining procedure 2.3 Collective bargaining agreement 2.3.1 Meaning 2.3.2 Content 2.3.3 Negotiation skills 2.4 Limitations of collective bargaining 2.5 Types of collective bargaining	• Practical assessment • Portfolio of Evidence • Project • Written assessment • Oral assessment
3. Coordinate Employee Welfare Programs	3.1 Employees welfare programs 3.1.1 Health and wellness program 3.1.2 Work life balance program 3.1.3 Financial wellbeing program 3.1.4 Paid time off 3.1.5 Flexible time arrangement 3.1.6 Family friendly benefits 3.1.7 Education assistance	• Practical assessment • Portfolio of Evidence • Project • Written assessment • Oral assessment

Learning Outcome	Content	Suggested Assessment Methods

	3.2 Employee welfare programs communication channels
	
	3.2.1 Employee handbook and manuals
	
	    3.2.2 Intranet and websites
	
	    3.2.3 Internal newsletters and announcement
	
	    3.2.4 Posters and flyers
	
	    3.2.5 Company meetings
	
	    3.2.6 Social media and digital platforms
	
	    3.2.7 Employee resource groups
	
	3.2.8 Workshop and training sessions
	
	3.3 Employee welfare programs communication channel needs are identified,
	
	3.4 Employee welfare programs channels reviews and updates.
	
	3.5 Employee welfare programs communication channels monitoring and evaluation
	
	3.6 Promotion of employee welfare program communication channels.	

Learning Outcome	Content	Suggested Assessment Methods
	3.7 Documentation of employee welfare program participation.	
4. Conduct Career Progression	1.7 Guidelines of career Progression 1.8 Identify vacancies 1.9 Identifying employee eligible for promotion 1.10 Promotion process 1.11 Career progression methods	• Practical assessment • Written assessment • Portfolio of Evidence • Third party report • Oral questions

Suggested Methods of Delivery

❑ Demonstration
❑ Practical work by trainees
❑ Group discussions
❑ Role play
❑ Case study
❑ Assignments

Recommended Resources for 30 trainees

S/No.	Category/Item	Description/ Specifications	Quantity	Recommended Ratio (Item: Trainee)
A	**Learning Materials**			
1.	Textbooks		5 pcs	1:6
2.	PowerPoint presentations	For trainer's use		
3.	Projector		1	1;30
4.	Whiteboard		1	1;30

	5.	Report writing templates			
	6.	Rolls flip charts		1	1;30
	7.	Assorted color of whiteboard markers	For trainers Use		
B		**Learning Facilities & infrastructure**			
	1.	Lecture/theory room		1	1:30
	2.	Computer Laboratory		1	1:30
C		**Consumable materials**			
	1.	Assorted whiteboard markers		30	1:1
	2.	Internet connection		200 mbps	-
	3.	Antivirus Software			-
	4.	Printing Papers		Enough	-
	5.	External storage media		1 tb	-
D		**Tools and Equipment**			
	1.	Printers		2 pcs	2:30
	2.	Computers	With Windows /Linux/Macintosh Operating System, Microsoft Office Software, Google Workspace Account, Antivirus Software	30pcs	1:1
	3.	Mobile phones		10	10:30

References
6. Text books
7. Journals

8. E-books
9. magazines

EMPLOYEE SEPARATION

UNIT CODE: 0413 451 17A

TVET CDACC UNIT CODE: BUS/CU/HRM/CR/06/5/MA

Duration of Unit: 100 Hours

Relationship to Occupational Standards.

This unit addresses the Unit of Competency: Undertake Employee Separation

UNIT DESCRIPTION:

This unit covers the competencies required to undertake employee separation. It involves classifying existing employees, identify employees exiting the service, issuing exit documents, processing retirement benefits and claims, and conducting exit interviews

Summary of Learning Outcomes

S/No	ELEMENTS	DURATION (HOURS)
1	Classify Existing Employees.	18
2	Identify Employees Exiting The Service	24
3	Issue Exit Documents	18
4	Process Employee Retirement Benefits and Claims	18
5	Conduct Exit Interviews	22
	Total	**100**

Learning Outcomes, Content and Suggested Assessment Methods

Learning Outcome	Content	Suggested Assessment Methods
1. Classify Exiting Employees	1.1 Organization separation policy 1.2 Voluntary separation methods 1.2.1 Resignation 1.2.2 Voluntary Retirement 1.2.3 Early retirement 1.2.4 Voluntary buyout 1.2.5 Mutual agreement	• Practical assessment • Portfolio of Evidence • Project • Written assessment

Learning Outcome	Content	Suggested Assessment Methods

	1.3 Involuntary separation methods
	
	    1.3.1 Layoff
	
	    1.3.2 Termination for cause
	
	    1.3.3 Redundancy
	
	    1.3.4 Contract non-renewal
	
	    1.3.5 Retrenchment
	
	    1.3.6 Involuntary retirement
	
	    1.3.7 Dismissal
	
	1.4 Alternative work arrangement options
	
	1.5 Employees separation methods are documented
		• Oral assessment

2 Identify Employees Exiting the Service	2.1 Employee Terms of service
	
	2.2 Determination of employee whose terms of employment are coming to an end
	
	2.3 Documentation of employees exiting the service
	
	2.4 Notices of exit issue
	
	2.5 Employees exiting the service due to natural causes
	
	    2.5.1 Relocation
	
	    2.5.2 Health issues
	
	    2.5.3 Family responsibilities
	
	    2.5.4 Education pursuits
	
	    2.5.5 Career change
	
	    2.5.6 Personal reasons
	
	    2.5.7 Death
	
	    2.5.8 Disability
	
	2.6 Exit Reports preparation
		• Practical assessment
		• Portfolio of Evidence
		• Project
		• Written assessment
		• Oral assessment

Learning Outcome	Content	Suggested Assessment Methods
	2.7 Exit Reports submission	

3 Issue Exit Documents	3.1 Notification of Exiting employees
	
	3.2 Issuance of termination letters
	
	3.3 Exit service documents
	
	    3.3.1 Resignation letter
	
	    3.3.2 Clearance form
	
	    3.3.3 Non- disclosure and confidentiality agreement
	
	    3.3.4 Exit documentation checklist
	
	3.4 Collection of complete exit service documents
	
	3.5 Receiving of exit documents from the next of kin of employees
		• Practical assessment
		• Portfolio of Evidence
		• Project
		• Written assessment
		• Oral assessment

3. Process Employee Retirement Benefits and Claims	3.1 Filling of Pension forms 3.2 Submission of Gratuity documents 3.3 Filling of gratuity forms 3.4 Submission of gratuity documents 3.5 Payment of benefits and claims.	• Practical assessment • Portfolio of Evidence • Project • Written assessment • Oral assessment

4. Conduct Exit Interviews	4.1 Exit interviews
	
	    4.1.1 Structured exit interview
	
	    4.1.2 Unstructured exit interview
	
	    4.1.3 Telephone or virtual exit interview
	
	    4.1.4 Group exit interview
	
	    4.1.5 Exit survey with ratings
	
	4.2 Exit interviews tools
		• Practical assessment
		• Portfolio of Evidence
		• Project

Learning Outcome	Content	Suggested Assessment Methods

	4.3 Exit interviews procedure
	
	4.4 Exit interviews data analysis.
	
	    4.4.1 Quantitative method
	
	    4.4.2 Qualitative method
	
	4.5 Preparation of exit report
	
	4.6 Submission of Exit interview reports
		• Written assessment
		
		• Oral assessment

Suggested Methods of Delivery

- ❑ Demonstration
- ❑ Practical work by trainees
- ❑ Group discussions
- ❑ Role play
- ❑ Case study
- ❑ Assignments

Recommended Resources for 30 trainees

S/No.	Category/Item	Description/ Specifications	Quantity	Recommended Ratio (Item: Trainee)
A	**Learning Materials**			
1.	Textbooks		5 pcs	1:6
2.	PowerPoint presentations	For trainer's use		
3.	Projector		1	1;30
4.	Whiteboard		1	1;30
5.	Report writing templates			
6.	Rolls flip charts		1	1;30
7.	Assorted color of whiteboard markers	For trainers Use		
B	**Learning Facilities & infrastructure**			

1.	Lecture/theory room			1	1:30
2.	Computer Laboratory			1	1:30
C	**Consumable materials**				
1.	Assorted whiteboard markers			30	1:1
2.	Internet connection			200 mbps	-
3.	Antivirus Software				-
4.	Printing Papers			Enough	-
5.	External storage media			1 tb	-
D	**Tools and Equipment**				
1.	Printers			2 pcs	2:30
2.	Computers	With Windows /Linux/Macintosh Operating System, Microsoft Office Software, Google Workspace Account, Antivirus Software		30pcs	1:1
3.	Mobile phones			10	10:30

References

1. Text books
2. Journals
3. E-books
4. magazines

Suggested Methods of Delivery

8. Demonstration
9. Practical work by trainee
10. Fieldwork and benchmarking
11. Group discussions
12. Case studies

13. Role play

Recommended Resources for 30 Trainees

S/No.	Category/Item	Description/ Specifications	Quantity	Recommended Ratio (Item: Trainee)
A	**Learning Materials**			
8.	Textbooks		5 pcs	1:6
9.	PowerPoint presentations	For trainer's use		
10.	Projector		1	1;30
11.	Whiteboard		1	1;30
12.	Report writing templates			
13.	Rolls flip charts		1	1;30
14.	Assorted color of whiteboard markers	For trainers Use		
B	**Learning Facilities & infrastructure**			
3.	Lecture/theory room		1	1:30
4.	Computer Laboratory		1	1:30
C	**Consumable materials**			
6.	Assorted whiteboard markers		30	1:1
7.	Internet connection		200 mbps	-
8.	Antivirus Software			-
9.	Printing Papers		Enough	-
10.	External storage media		1 tb	-
D	**Tools and Equipment**			
4.	Printers		2 pcs	2:30
5.	Computers	With Windows /Linux/Macintosh Operating	30pcs	1:1

		System, Microsoft Office Software, Google Workspace Account, Antivirus Software			
6.	Mobile phones			10	10:30

References

7. Organization operating procedures

8. Industry/workplace codes of practice

9. Text books

10. Human resource management journals

11. Magazines

12. E-learning resources