



**REPUBLIC OF KENYA**

**COMPETENCY-BASED MODULAR CURRICULUM**

**FOR**

**HUMAN RESOURCE MANAGEMENT**

**KNQF LEVEL 6**

**(CYCLE 3)**

**PROGRAMME CODE: 0412 554A**



**TVET CDACC**

**P.O. BOX 15745-00100**

**NAIROBI**

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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**

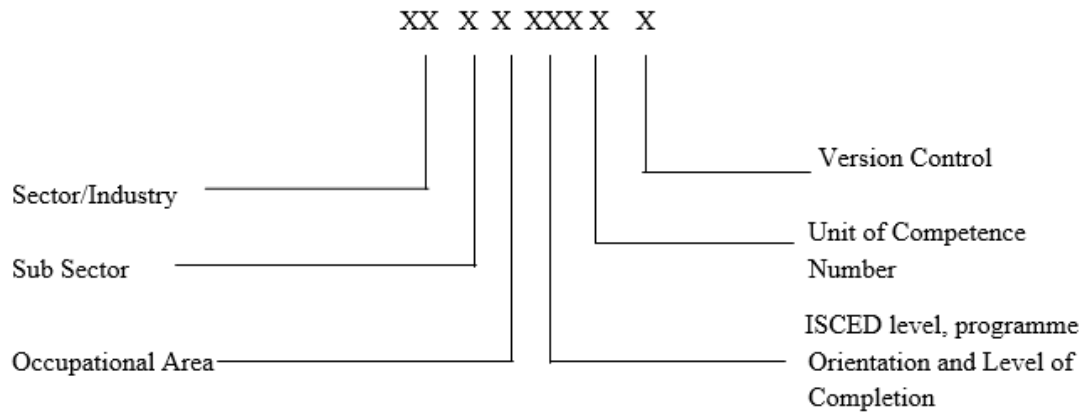
## TABLE OF CONTENT

<b>FOREWORD .....</b>	<b>3</b>
<b>ABBREVIATIONS ACRONYMS .....</b>	<b>7</b>
<b>KEY TO ISCED UNIT CODE .....</b>	<b>8</b>
<b>MODULE I.....</b>	<b>14</b>
<b>BUSINESS COMMUNICATION .....</b>	<b>15</b>
<b>WORK ETHICS AND PRACTICES .....</b>	<b>21</b>
<b>EMPLOYEE TRAINING AND DEVELOPMENT .....</b>	<b>27</b>
<b>EMPLOYEE RESOURCING .....</b>	<b>32</b>
<b>MODULE II .....</b>	<b>37</b>
<b>DIGITAL LITERACY .....</b>	<b>38</b>
<b>ENTREPRENEURIAL SKILLS.....</b>	<b>52</b>
<b>HUMAN RESOURCE RECORDS .....</b>	<b>58</b>
<b>EMPLOYEE PERFORMANCE MANAGEMENT.....</b>	<b>64</b>
<b>MODULE III.....</b>	<b>68</b>
<b>PRINCIPLES OF COMMERCIAL LAW .....</b>	<b>69</b>
<b>MANAGEMENT SKILLS.....</b>	<b>78</b>
<b>BUSINESS MATHEMATICS AND STATISTICS.....</b>	<b>83</b>
<b>EMPLOYEE RELATIONS .....</b>	<b>90</b>
<b>EMPLOYEE SEPARATION .....</b>	<b>97</b>
<b>MODULE IV .....</b>	<b>103</b>
<b>EMPLOYEE REWARDS .....</b>	<b>104</b>
<b>HUMAN RESOURCE OPERATIONS .....</b>	<b>108</b>
<b>FINANCIAL ACCOUNTING.....</b>	<b>113</b>
<b>ORGANIZATIONAL BEHAVIOUR.....</b>	<b>119</b>
<b>MODULE V .....</b>	<b>126</b>
<b>EMPLOYEE COUNSELLING.....</b>	<b>127</b>
<b>ECONOMICS .....</b>	<b>132</b>
<b>RESEARCH STUDY.....</b>	<b>139</b>
<b>LABOUR LAW.....</b>	<b>152</b>

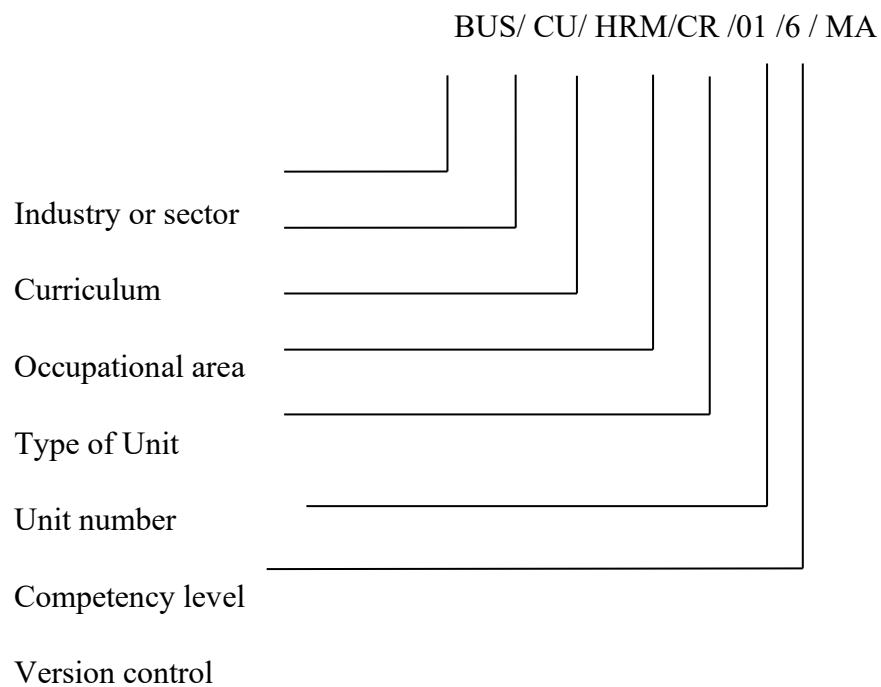
## **ABBREVIATIONS ACRONYMS**

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



## KEY TO TVET CDACC UNIT CODE





## COURSE OVERVIEW

The Human Resource Management Level 6 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 employee performance management, managing employee relations, undertaking employee separation, managing employee rewards, performing human resource operations, providing employee counselling and applying labour law.

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 13A	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

0413 451 15A	BUS/CU/HRM/CR/04/5/MA	Employee Performance Management	160	16
<b>Sub Total</b>			<b>400</b>	<b>40</b>
<b>MODULE III</b>				
<b>Unit Code</b>	<b>TVET CDACC UNIT CODE</b>	<b>Units Title</b>	<b>Unit Duration (Hours)</b>	<b>Credit Factor</b>
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
<b>Sub Total</b>			<b>460</b>	<b>46</b>
<b>MODULE IV</b>				
0413 551 18A	BUS/CU/HRM/CR/01/6/MA	Employee rewards	100	10
0413 551 19A	BUS/CU/HRM/CR/02/6/MA	Human Resource Operations	120	12
0411 551 08A	BUS/CU/HRM/CC/01/6/MA	Financial Accounting	120	12
0413 551 10A	BUS/CU/HRM/CC/02/6/MA	Organizational Behaviour	110	11
<b>Sub Total</b>			<b>450</b>	<b>45</b>
<b>MODULE V</b>				
0413 551 20A	BUS/CU/HRM/CR/03/6/MA	Employee Counselling	100	10
0413 551 09A	BUS/CU/HRM/CC/03/6/MA	Principles of economics	100	10
0416 551 11A	BUS/CU/HRM/CC/04/6/MA	Research Study	100	10

0421 551 21A	BUS/CU/HRM/CR/04/6/MA	Labour Law	140	14
<b>Sub Total</b>			440	440
0412 551 22A	BUS/CU/HRM/CR/05/6/MA	Industrial Attachment	480	48
<b>GRAND TOTAL</b>			<b>2710</b>	<b>271</b>

### 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 C (Plain)

**Or**

- b) Equivalent qualifications as determined by TVETA.

### Trainer Qualification

Qualifications of a trainer for this course include:

- a) Possession of at least Higher Diploma/ Level 7 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 weighting for each unit of learning shall be as follows:
  - i. 30:70 for the units in module I, II and III
  - ii. 40:60 for units in module IV and module V
- 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 6, 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**

## BUSINESS COMMUNICATION

**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
	<b>Total</b>	<b>80</b>

### 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	<ul style="list-style-type: none"><li>• Written assessment</li><li>• Oral assessment</li><li>• Third party reports</li></ul>

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	<ul style="list-style-type: none"> <li>Portfolio of evidence</li> <li>Project</li> <li>Practical</li> </ul>
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	<ul style="list-style-type: none"> <li>Written assessment</li> <li>Oral assessment</li> <li>Third party reports</li> <li>Portfolio of evidence</li> <li>Project</li> <li>Practical</li> </ul>
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	<ul style="list-style-type: none"> <li>Written assessment</li> <li>Oral assessment</li> <li>Third party reports</li> <li>Portfolio of evidence</li> <li>Project</li> <li>Practical</li> </ul>



Learning Outcome	Content	Suggested Assessment Methods
4. Safeguarding confidentiality of information	<p>4.1 Introduction to information confidentiality</p> <p>4.2 Physical securing of records and correspondences</p> <ul style="list-style-type: none"> <li>• Lock and key</li> <li>• Reinforced storage</li> <li>• Fireproofing</li> <li>• Lockable cabinets</li> <li>• Restricted access</li> </ul> <p>4.3 Monitoring of records and correspondences</p> <p>4.4 Methods of securing information</p> <p>4.5 Advantages and disadvantages of safeguarding confidentiality.</p> <p>4.6 Tracing of records and correspondences</p>	<ul style="list-style-type: none"> <li>• Written assessment</li> <li>• Oral assessment</li> <li>• Third party reports</li> <li>• Portfolio of evidence</li> <li>• Project</li> <li>• Practical</li> </ul>
5. Coordinate communication on social media platforms	<p>5.1 Social media requirements</p> <p>5.2 Social media policies and procedures</p> <p>5.3 Social media platforms in an organization</p> <p>5.4 Social media content sourcing</p> <p>5.5 Interacting with customers on social media</p> <p>5.6 Updating social media accounts</p> <p>5.7 Adherence to legal and ethical practices in social media platforms</p> <p>5.8 Social media monitoring tools</p>	<ul style="list-style-type: none"> <li>• Written assessment</li> <li>• Oral assessment</li> <li>• Third party reports</li> <li>• Portfolio of evidence</li> <li>• Project</li> <li>• Practical</li> </ul>

Learning Outcome	Content	Suggested Assessment Methods
	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	<ul style="list-style-type: none"> <li>• Written assessment</li> <li>• Oral assessment</li> <li>• Third party reports</li> <li>• Portfolio of evidence</li> <li>• Project</li> <li>• Practical</li> </ul>
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 7.4.1 Letter format 7.4.2 Memo format 7.5 Reports preparation	<ul style="list-style-type: none"> <li>• Written assessment</li> <li>• Oral assessment</li> <li>• Third party reports</li> <li>• Portfolio of evidence</li> <li>• Project</li> <li>• Practical</li> </ul>

### 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)
<b>A</b>	<b>Learning Materials</b>			
1.	Charts	• Flip Charts	5	1:6
2.	Report writing templates		5	1:6
<b>B</b>	<b>Learning Facilities &amp; Infrastructure</b>			
3.	Lecture/Theory Room	(9* 8 sq. metres)	1	1:30
4.	Internet Connection	WI-FI, Dial-Up, Cable, Fixed-wireless,	1	1:30
<b>C</b>	<b>Consumable Materials</b>			
5.	Markers	whiteboard markers and permanent markers	5	1:6
6.	Stationery	Printing Papers, Foolscaps	5 reams	1:6
7.	Files / folders		25	1:1
8.	Flash disks		5	1:6
<b>D</b>	<b>Tools And Equipment</b>			
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
	<b>Total</b>	<b>40</b>

### 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	<ul style="list-style-type: none"><li>• Written assessment</li><li>• Oral assessment</li><li>• Third party reports</li></ul>

	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	<ul style="list-style-type: none"> <li>• Portfolio of evidence</li> <li>• Project</li> <li>• Practical</li> </ul>
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	<ul style="list-style-type: none"> <li>• Written assessment</li> <li>• Oral assessment</li> <li>• Third party reports</li> <li>• Portfolio of evidence</li> <li>• Project</li> <li>• Practical</li> </ul>
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	<ul style="list-style-type: none"> <li>• Written assessment</li> <li>• Oral assessment</li> <li>• Third party reports</li> <li>• Portfolio of evidence</li> <li>• Project</li> <li>• Practical</li> </ul>

	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	<ul style="list-style-type: none"> <li>● Written assessment</li> <li>● Oral assessment</li> <li>● Third party reports</li> <li>● Portfolio of evidence</li> <li>● Project</li> <li>● Practical</li> </ul>

	<p>4.4 Licenses and certificates for professional growth and development</p> <p>4.5 Recognition in career advancement</p> <p>4.6 Pursuing personal and organizational goals</p> <p>4.7 Work-life balance</p> <p>4.8 Dynamism and on-the-job learning</p>	
5. Apply Problem-solving skills	<p>5.1 Creative, innovative and practical solutions.</p> <p>5.1.1 New ideas</p> <p>5.1.2 Original ideas</p> <p>5.1.3 Different ideas</p> <p>5.1.4 Methods/procedures</p> <p>5.1.5 Processes</p> <p>5.1.6 New tools</p> <p>5.2. Independence and initiative in problem identification and solving</p> <p>5.3. Problem-solving process</p> <p>5.4. Methods of solving problems</p> <p>Problem analysis and assumptions testing</p>	<ul style="list-style-type: none"> <li>● Written assessment</li> <li>● Oral assessment</li> <li>● Third party reports</li> <li>● Portfolio of evidence</li> <li>● Project</li> <li>● Practical</li> </ul>



6. Promote Customer Care	6.1 Identifying customer needs	<ul style="list-style-type: none"> <li>• Written assessment</li> <li>• Oral assessment</li> <li>• Third party reports</li> <li>• Portfolio of evidence</li> <li>• Project</li> <li>• Practical</li> </ul>
	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	

### 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)
<b>A</b>	<b>Learning Materials</b>			
1.	Charts	• Flip Charts	5	1:6
<b>B</b>	<b>Learning Facilities &amp; Infrastructure</b>			
2.	Lecture/Theory Room	(9* 8 sq. metres)	1	1:30
3.	Internet Connection	WI-FI, Dial-Up, Cable, Fixed- wireless,	1	1:30
<b>C</b>	<b>Consumable Materials</b>			

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
<b>D</b>	<b>Tools And Equipment</b>			
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
	<b>TOTAL</b>	<b>200</b>

### 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 .2.5 Complaints register	<ul style="list-style-type: none"><li>• Practical assessment</li><li>• Written assessment</li><li>• Observation</li><li>• Portfolio of Evidence</li></ul>

	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	<ul style="list-style-type: none"> <li>• Third party report</li> <li>• Oral questions</li> </ul>
2 Prepare Employee Training Program	2.1 Training objectives 2.2 Training methods <ul style="list-style-type: none"> <li>2.2.1 Demonstration</li> <li>2.2.2 Projects</li> <li>2.2.3 Case study</li> <li>2.2.4 Simulation</li> <li>2.2.5 Role plays</li> <li>2.2.6 Exchange programs</li> </ul> 2.3 Training resources 2.4 Training schedule 2.5 Budgetary allocation 2.6 Training program	<ul style="list-style-type: none"> <li>• Practical assessment</li> <li>• Written assessment</li> <li>• Observation</li> <li>• Portfolio of Evidence</li> <li>• Third party report</li> <li>• Oral questions</li> </ul>
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.	<ul style="list-style-type: none"> <li>• Practical assessment</li> <li>• Written assessment</li> <li>• Observation</li> <li>• Portfolio of Evidence</li> <li>• Third party report</li> <li>• Oral questions</li> </ul>
4. Evaluate The Training Output	4.1 Training impact assessment objectives 4.2 Training impact assessment tools	<ul style="list-style-type: none"> <li>• Practical assessment</li> </ul>

	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	<ul style="list-style-type: none"> <li>• Written assessment</li> <li>• Observation</li> <li>• Portfolio of Evidence</li> <li>• Third party report</li> <li>• Oral questions</li> </ul>
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	<ul style="list-style-type: none"> <li>• Practical assessment</li> <li>• Observation</li> <li>• Portfolio of Evidence</li> <li>• Project</li> <li>• Written assessment</li> <li>• Oral assessment</li> </ul>

#### 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
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				(Item: Trainee)
<b>A</b>	<b>Learning Materials</b>			
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>B</b>	<b>Learning Facilities &amp; infrastructure</b>			
1.	Lecture/theory room		1	1:30
2.	Computer Laboratory		1	1:30
<b>C</b>	<b>Consumable materials</b>			
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	-
<b>D</b>	<b>Tools and Equipment</b>			
1.	Printers		2 pcs	2:30
2.	Computers	With Windows /Linux/Macintosh Operating System, Microsoft Office Software, Google Workspace	30pcs	1:1

		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 13A

**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
	Induct New Employees	18
	Manage Employee Separation	18
	<b>Total</b>	<b>160</b>

### 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	<ul style="list-style-type: none"><li>• Practical assessment</li><li>• Written assessment</li><li>• Portfolio of Evidence</li></ul>



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	<ul style="list-style-type: none"> <li>• Third party report</li> <li>• Oral questions</li> </ul>
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	<ul style="list-style-type: none"> <li>• Practical assessment</li> <li>• Written assessment</li> <li>• Portfolio of Evidence</li> <li>• Third party report</li> <li>• Oral questions</li> </ul>
3. Conduct Employee Recruitment	3.1 Recruitment methods 3.2 Recruitment methods selection 3.3 Selected recruitment method application 3.4 Receiving applications	<ul style="list-style-type: none"> <li>• Practical assessment</li> <li>• Written assessment</li> </ul>

Learning Outcome	Content	Suggested Assessment Methods
	3.5 Types of recruitments 3.6 Recruitment process	<ul style="list-style-type: none"> <li>• Portfolio of Evidence</li> <li>• Third party report</li> <li>• Oral questions</li> </ul>
4. Conduct Applicants' Selection	4.1 Shortlisting of candidates 4.2 Invitations for interviews 4.3 Employment Interviews 4.1 Phone interview 4.2 Face to face interview 4.3 Online interview 4.4 Employee selection procedure 4.5 Employment interview tests	<ul style="list-style-type: none"> <li>• Practical assessment</li> <li>• Written assessment</li> <li>• Portfolio of Evidence</li> <li>• Third party report</li> <li>• Oral questions</li> </ul>
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	<ul style="list-style-type: none"> <li>• Practical assessment</li> <li>• Written assessment</li> <li>• Portfolio of Evidence</li> <li>• Third party report</li> <li>• Oral questions</li> </ul>
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	<ul style="list-style-type: none"> <li>• Practical assessment</li> <li>• Written assessment</li> <li>• Portfolio of Evidence</li> <li>• Third party report</li> </ul>

Learning Outcome	Content	Suggested Assessment Methods
		<ul style="list-style-type: none"> <li>• Oral questions</li> </ul>
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	<ul style="list-style-type: none"> <li>• Practical assessment</li> <li>• Written assessment</li> <li>• Portfolio of Evidence</li> <li>• Third party report</li> <li>• Oral questions</li> </ul>

#### 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)
<b>A</b>	<b>Learning Materials</b>			
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>B</b>	<b>Learning Facilities &amp; infrastructure</b>			
1.	Lecture/theory room		1	1:30
2.	Computer Laboratory		1	1:30
<b>C</b>	<b>Consumable materials</b>			
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	-
<b>D</b>	<b>Tools and Equipment</b>			
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
	<b>Total</b>	<b>40</b>

### Learning Outcomes, Content, and Suggested Assessment Methods

Learning Outcome	Content	Suggested Assessment Methods
1. Operate Computer	1.1 Meaning and importance of digital literacy	<ul style="list-style-type: none"><li>• Practical assessment</li></ul>

Learning Outcome	Content	Suggested Assessment Methods
Devices	1.2 Functions and Uses of Computers 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	<ul style="list-style-type: none"> <li>• Project</li> <li>• Portfolio of evidence</li> <li>• Third party report</li> <li>• Written assessment</li> <li>• Oral assessment</li> </ul>

Learning Outcome	Content	Suggested Assessment Methods
	<p>an operating system</p> <p>1.13 Computer Internet Connection Options</p> <p>1.13.1 Mobile Networks/Data Plans</p> <p>1.13.2 Wireless Hotspots</p> <p>1.13.3 Cabled (Ethernet/Fiber)</p> <p>1.13.4 Dial-Up</p> <p>1.13.5 Satellite</p> <p>1.14 Computer external devices management</p> <p>1.14.1 Device connections</p> <p>1.14.2 Device controls (volume controls and display properties)</p>	
<p>2. Solve Tasks Using Office Suite</p>	<p>2.1 Meaning and Importance of Word Processing</p> <p>2.2 Examples of Word Processors</p> <p>2.3 Working with word document</p> <p>2.3.1 Open and close word processor</p> <p>2.3.2 Create a new document</p> <p>2.3.3 Save a document</p> <p>2.3.4 Switch between open documents</p> <p>2.4 Enhancing productivity</p> <p>2.4.1 Set basic options/preferences</p> <p>2.4.2 Help resources</p> <p>2.4.3 Use magnification/zoom tools</p>	<ul style="list-style-type: none"> <li>• Practical assessment</li> <li>• Project</li> <li>• Portfolio of evidence</li> <li>• Third party report</li> <li>• Written assessment</li> <li>• Oral assessment</li> </ul>



Learning Outcome	Content	Suggested Assessment Methods
	<p>2.4.4 Display, hide built-in tool bar</p> <p>2.4.5 Using navigation tools</p> <p>2.5 Typing Text</p> <p>2.6 Document editing (copy, cut, paste commands, spelling and Grammar check)</p> <p>2.7 Document formatting</p> <p>2.7.1 Formatting text</p> <p>2.7.2 Formatting paragraph</p> <p>2.7.3 Formatting styles</p> <p>2.7.4 Alignment</p> <p>2.7.5 Creating tables</p> <p>2.7.6 Formatting tables</p> <p>2.8 Graphical objects</p> <p>2.8.1 Insert object (picture, drawn object)</p> <p>2.8.2 Select an object</p> <p>2.8.3 Edit an object</p> <p>2.8.4 Format an object</p> <p>2.9 Document Print setup</p> <p>2.9.1 Page layout,</p> <p>2.9.2 Margins set up</p> <p>2.9.3 Orientation.</p> <p>2.10 Word Document Printing</p> <p>2.11 Meaning &amp; Importance of electronic spreadsheets</p> <p>2.12 Components of Spreadsheets</p>	

Learning Outcome	Content	Suggested Assessment Methods
	<p>2.13 Application areas of spreadsheets</p> <p>2.14 Using spreadsheet application</p> <p>2.14.1 Parts of Excel screen: ribbon, formula bar, active cell, name box, column letter, row number, Quick Access Toolbar.</p> <p>2.14.2 Cell Data Types</p> <p>2.14.3 Block operations</p> <p>2.14.4 Arithmetic operators (formula bar (-, +, *, /)).</p> <p>2.14.5 Cell Referencing</p> <p>2.15 Data Manipulation</p> <p>2.15.1 Using Functions (Sum, Average, SumIF, Count, Max, Max, IF, Rank, Product, mode etc)</p> <p>2.15.2 Using Formulae</p> <p>2.15.3 Sorting data</p> <p>2.15.4 Filtering data</p> <p>2.15.5 Visual representation using charts</p> <p>2.16 Worksheet printing</p> <p>2.17 Electronic Presentations</p> <p>2.18 Meaning and Importance of electronic presentations</p> <p>2.19 Examples of Presentation Software</p> <p>2.20 Using the electronic presentation application</p>	

Learning Outcome	Content	Suggested Assessment Methods
	<p>2.20.1 Parts of the PowerPoint screen (slide navigation pane, slide pane, notes, the ribbon, quick access toolbar, and scroll bars).</p> <p>2.20.2 Open and close presentations</p> <p>2.20.3 Creating Slides (Insert new slides, duplicate, or reuse slides.)</p> <p>2.20.4 Text Management (insert, delete, copy, cut and paste, drag and drop, format, and use spell check).</p> <p>2.20.5 Use magnification/zoom tools</p> <p>2.20.6 Apply or change a theme.</p> <p>2.20.7 Save a presentation</p> <p>2.20.8 Switch between open presentations</p> <p>2.21 Developing a presentation</p> <p>2.21.1 Presentation views</p> <p>2.21.1.1 Slides</p> <p>2.21.1.2 Master slide</p> <p>2.21.2 Text</p> <p>2.21.3 Editing text</p> <p>2.21.4 Formatting</p> <p>2.21.5 Tables</p> <p>2.22 Chart</p> <p>2.22.1 Using charts</p> <p>2.22.2 Organization charts</p> <p>2.23 Graphical objects</p>	

Learning Outcome	Content	Suggested Assessment Methods
	2.23.1 Insert 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	<ul style="list-style-type: none"> <li>• Observation</li> <li>• Portfolio of Evidence</li> <li>• Project</li> <li>• Written assessment</li> <li>• Practical assessment</li> <li>• Oral assessment</li> </ul>

<b>Learning Outcome</b>	<b>Content</b>	<b>Suggested Assessment Methods</b>
	3.5 Web browsing concepts 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	<ul style="list-style-type: none"> <li>• Observation</li> <li>• Portfolio of Evidence</li> <li>• Project</li> <li>• Written assessment</li> <li>• Practical assessment</li> </ul>

Learning Outcome	Content	Suggested Assessment Methods
	4.3.3 Tools and settings 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	<ul style="list-style-type: none"> <li>• Oral assessment</li> </ul>
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	<ul style="list-style-type: none"> <li>• Observation</li> <li>• Portfolio of Evidence</li> <li>• Project</li> </ul>

Learning Outcome	Content	Suggested Assessment Methods
	5.2 Internet security threats 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	<ul style="list-style-type: none"> <li>• Written assessment</li> <li>• Practical assessment</li> <li>• Oral assessment</li> </ul>
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	<ul style="list-style-type: none"> <li>• Practical assessment</li> <li>• Portfolio of Evidence</li> <li>• Project</li> </ul>

Learning Outcome	Content	Suggested Assessment Methods
	6.3.3 Cloud worker 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.	<ul style="list-style-type: none"> <li>• Written assessment</li> <li>• Oral assessment</li> </ul>
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'ts of writing a CV 7.4 Job application letter 7.4.1 What to include	<ul style="list-style-type: none"> <li>• Practical assessment</li> <li>• Portfolio of Evidence</li> <li>• Project</li> <li>• Written assessment</li> <li>• Oral assessment</li> </ul>



Learning Outcome	Content	Suggested Assessment Methods
	<p>7.4.2 Addressing a cover letter</p> <p>7.4.3 Signing off a cover letter</p> <p>7.5 Portfolio of Evidence</p> <p>7.5.1 Academic credentials</p> <p>7.5.2 Letters of commendations</p> <p>7.5.3 Certification of participations</p> <p>7.5.4 Awards and decorations</p> <p>7.6 Interview skills</p> <p>7.6.1 Listening skills</p> <p>7.6.2 Grooming</p> <p>7.6.3 Language command</p> <p>7.6.4 Articulation of issues</p> <p>7.6.5 Body language</p> <p>7.6.6 Time management</p> <p>7.6.7 Honesty</p> <p>7.7 Generally knowledgeable in current affairs and technical area</p>	

### 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)
<b>A</b>	<b>Learning Materials</b>			
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>B</b>	<b>Learning Facilities &amp; infrastructure</b>			
1.	Lecture/theory room		1	1:30
2.	Computer Laboratory		1	1:30
<b>C</b>	<b>Consumable materials</b>			
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	-
<b>D</b>	<b>Tools and Equipment</b>			
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](http://www.futurelearn.com)

Pegrum, M., Hockly, N., & Dudeney, G (2022). *Digital literacies* (2<sup>nd</sup> 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
	<b>Total</b>	<b>40</b>

### 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	<ul style="list-style-type: none"><li>• Project</li><li>• Written assessment</li><li>• Third party report</li><li>• Interviews</li></ul>

	<p>1.1.5 Government Benefits</p> <p>1.2 Sources of business funds</p> <p>1.2.1 Equity Financing</p> <p>1.2.2 Debt Financing,</p> <p>1.2.3 Personal Savings/Investment</p> <p>1.2.4 Retained Earnings</p> <p>1.2.5 Grants and Subsidies</p> <p>1.2.6 Crowdfunding</p> <p>1.2.7 supplier Credit:</p> <p>1.2.8 Leasing and Asset Financing</p> <p>1.3 Personal finance management</p> <p>1.4 Savings management</p> <p>1.5 Debt management</p> <p>1.6 Investment decisions</p> <p>1.7 Insurance services</p>	<ul style="list-style-type: none"> <li>• POE evaluation</li> </ul>
2. Apply entrepreneurial concept	<p>2.1 Difference between entrepreneurs and business persons</p> <p>2.2 Types of entrepreneurs</p> <p>2.2.1 Innovators</p> <p>2.2.2 Imitators</p> <p>2.2.3 Craft</p> <p>2.2.4 Opportunistic</p> <p>2.2.5 Speculators</p> <p>2.3 Ways of becoming an entrepreneur</p> <p>2.4 Characteristics of Entrepreneurs</p> <p>2.4.1 Creative</p> <p>2.4.2 Innovative</p> <p>2.4.3 Planner</p> <p>2.4.4 Risk taker</p> <p>2.4.5 Networker</p>	<ul style="list-style-type: none"> <li>• Project</li> <li>• Written assessment</li> <li>• Third party report</li> <li>• Interviews</li> <li>• POE evaluation</li> </ul>

	<p>2.4.6Confident</p> <p>2.4.7Flexible</p> <p>2.4.8Persistent</p> <p>2.4.9Patient</p> <p>2.4.10Independent</p> <p>2.4.11Future oriented</p> <p>2.4.12Goal oriented</p> <p>2.5 Salaried employment and self-employment</p> <p>2.6 Requirements for entry into self-employment</p> <p>2.6.1Technical skills</p> <p>2.6.2Management skills</p> <p>2.6.3Entrepreneurial skills</p> <p>2.6.4Resources</p> <p>2.6.5Infrastructure</p> <p>2.7 Roles of an Entrepreneur in an enterprise</p> <p>2.8 Contributions of Entrepreneurship</p>	
3. Identify entrepreneurship opportunities	<p>3.1 Sources of business ideas</p> <p>3.2 Factors to consider when evaluating business opportunity</p> <p>3.3 Evaluation of entrepreneurial opportunities</p> <p>3.4 Generation of business ideas and opportunities</p> <p>3.5 Business life cycle</p>	<ul style="list-style-type: none"> <li>• Project</li> <li>• Written assessment</li> <li>• Third party report</li> <li>• Interviews</li> <li>• POE evaluation</li> </ul>
4. Apply business legal aspects	<p>4.1 Forms of business ownership</p> <p>4.1.1Sole proprietorship</p> <p>4.1.2Partnership</p>	<ul style="list-style-type: none"> <li>• Project</li> <li>• Written assessment</li> <li>• Third party report</li> </ul>

	4.1.3 Limited companies 4.1.4 Cooperatives 4.2 Business registration and licensing processing 4.3 Types of contracts and agreements 4.4 Employment laws 4.5 Taxation laws	<ul style="list-style-type: none"> <li>• Interviews</li> <li>• POE evaluation</li> </ul>
5. Innovate business Strategies	5.1 Innovative business strategies 5.2 Creativity in business development 5.3 Innovative business standards <ul style="list-style-type: none"> <li>5.3.1 New products</li> <li>5.3.2 New methods of production</li> <li>5.3.3 New markets</li> <li>5.3.4 New sources of supplies</li> <li>5.3.5 Change in industrialization</li> </ul> 5.4 Entrepreneurial Linkages 5.5 ICT in business growth and development	<ul style="list-style-type: none"> <li>• Project</li> <li>• Written assessment</li> <li>• Third party report</li> <li>• Interviews</li> <li>• POE evaluation</li> </ul>
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	<ul style="list-style-type: none"> <li>• Project</li> <li>• Written assessment</li> <li>• Third party report</li> <li>• Interviews</li> <li>• POE evaluation</li> </ul>

#### **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)
<b>A</b>	<b>Learning Materials</b>			
1.	Charts	• Flip Charts	5	1:6
<b>B</b>	<b>Learning Facilities &amp; Infrastructure</b>			
2.	Lecture/Theory Room	(9* 8 sq. metres)	1	1:30
3.	Internet Connection	WI-FI, Dial-Up, Cable, Fixed- wireless,	1	1:30
<b>C</b>	<b>Consumable Materials</b>			
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



<b>D</b>	<b>Tools And Equipment</b>			
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* (10<sup>th</sup> 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
	<b>Total</b>	<b>160</b>

### 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 1.2.3 Compensation and benefits	<ul style="list-style-type: none"><li>• Practical assessment</li><li>• Portfolio of Evidence</li><li>• Project</li></ul>

<b>Learning Outcome</b>	<b>Content</b>	<b>Suggested Assessment Methods</b>
	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	<ul style="list-style-type: none"> <li>• Written assessment</li> <li>• Oral assessment</li> </ul>
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 2.2.8 Document management software	<ul style="list-style-type: none"> <li>• Practical assessment</li> <li>• Portfolio of Evidence</li> <li>• Project</li> <li>• Written assessment</li> <li>• Oral assessment</li> </ul>

<b>Learning Outcome</b>	<b>Content</b>	<b>Suggested Assessment Methods</b>
	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	<ul style="list-style-type: none"> <li>• Practical assessment</li> <li>• Portfolio of Evidence</li> <li>• Project</li> <li>• Written assessment</li> <li>• Oral assessment</li> </ul>
4.Retrieve Human	1.1 Records retrieval policy 1.2 Document retrieval procedure	<ul style="list-style-type: none"> <li>• Practical assessment</li> </ul>

<b>Learning Outcome</b>	<b>Content</b>	<b>Suggested Assessment Methods</b>
Resource Records	1.3 Execution of human resource records. 1.4 Monitoring of record circulation	<ul style="list-style-type: none"> <li>• Portfolio of Evidence</li> <li>• Project</li> <li>• Written assessment</li> <li>• Oral assessment</li> </ul>
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	<ul style="list-style-type: none"> <li>• Practical assessment</li> <li>• Portfolio of Evidence</li> <li>• Project</li> <li>• Written assessment</li> <li>• Oral assessment</li> </ul>
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 1.7 Periodical Review of Records appraisal criteria	<ul style="list-style-type: none"> <li>• Practical assessment</li> <li>• Portfolio of Evidence</li> <li>• Project</li> <li>• Written assessment</li> <li>• Oral assessment</li> </ul>

#### **Suggested Methods of Delivery**

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

#### **Recommended Resources for 30 trainees**

<b>S/No.</b>	<b>Category/Item</b>	<b>Description/ Specifications</b>	<b>Quantity</b>	<b>Recommended Ratio  (Item: Trainee)</b>
<b>A</b>	<b>Learning Materials</b>			
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>B</b>	<b>Learning Facilities &amp; infrastructure</b>			
1.	Lecture/theory room		1	1:30
2.	Computer Laboratory		1	1:30
<b>C</b>	<b>Consumable materials</b>			
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	-
<b>D</b>	<b>Tools and Equipment</b>			
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

## 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
	<b>Total</b>	<b>160</b>

### 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	<ul style="list-style-type: none"><li>• Practical assessment</li><li>• Written assessment</li><li>• Portfolio of Evidence</li><li>• Third party report</li><li>• Oral questions</li></ul>



<b>Learning Outcome</b>	<b>Content</b>	<b>Suggested Assessment Methods</b>
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	<ul style="list-style-type: none"> <li>• Practical assessment</li> <li>• Written assessment</li> <li>• Portfolio of Evidence</li> <li>• Third party report</li> <li>• Oral questions</li> </ul>
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	<ul style="list-style-type: none"> <li>• Practical assessment</li> <li>• Written assessment</li> <li>• Portfolio of Evidence</li> <li>• Third party report</li> <li>• Oral questions</li> </ul>

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)
<b>A</b>	<b>Learning Materials</b>			
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>B</b>	<b>Learning Facilities &amp; infrastructure</b>			
1.	Lecture/theory room		1	1:30
2.	Computer Laboratory		1	1:30
<b>C</b>	<b>Consumable materials</b>			
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	-
<b>D</b>	<b>Tools and Equipment</b>			
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. Textbooks
2. E-learning resources
3. HRM Journals
4. 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
	<b>TOTAL</b>	<b>100</b>

### Learning Outcomes, Content and Suggested Assessment Methods

Learning outcome	Content	Suggested Methods	Assessment
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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	<ul style="list-style-type: none"> <li>• Practical assessment</li> <li>• Written assessment</li> <li>• Portfolio of Evidence</li> <li>• Third party report</li> <li>• Oral questions</li> </ul>
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	<ul style="list-style-type: none"> <li>• Practical assessment</li> <li>• Written assessment</li> <li>• Portfolio of Evidence</li> <li>• Third party report</li> <li>• Oral questions</li> </ul>

	<p>2.3 Jurisdiction of Courts.</p> <p>2.3.1 Original</p> <p>2.3.2 Appellate</p> <p>2.3.3 Territorial.</p> <p>2.3.4 Pecuniary</p> <p>2.4 Procedure of appointment and removal of magistrates and judges</p> <p>2.5 Tribunals</p> <p>2.6 The role of the JSC, AG, LSK, and ODPP in the Kenyan legal system.</p>	
3 Apply Law Of Tort	<p>3.1 Nature of tortious liability</p> <p>3.2 Tort, crime vs breach of contract</p> <p>3.3 Capacity to sue /be sued by the law of tort.</p> <p>3.4 Types of tort.</p> <p>3.4.1 Negligence</p> <p>3.4.2 Defamation</p> <p>3.4.3 Nuisance</p> <p>3.4.4 Trespass</p> <p>3.5 General defences in tort</p> <p>3.6 Elements of tort</p>	<ul style="list-style-type: none"> <li>• Practical assessment</li> <li>• Written assessment</li> <li>• Portfolio of Evidence</li> <li>• Third party report</li> <li>• Oral questions</li> </ul>
4 Apply Law Of Contract	<p>4.1 Essential of a valid contract</p> <p>4.1.1 Offer</p> <p>4.1.2 Acceptance</p> <p>4.1.3 Capacity</p> <p>4.1.4 Intention</p> <p>4.1.5 Consideration</p>	<ul style="list-style-type: none"> <li>• Practical assessment</li> <li>• Written assessment</li> <li>• Portfolio of Evidence</li> <li>• Third party report</li> <li>• Oral questions</li> </ul>

	<p>4.1.6 Legality</p> <p>4.2 Types of Contracts</p> <p>4.2.1 Specialty/written</p> <p>4.2.2 Simple contracts</p> <p>4.2.3 Contracts under seal</p> <p>4.2.4 Contracts requiring written evidence</p> <p>4.2.5 Evidence in Writing</p> <p>4.3 Methods of discharging a contract.</p> <p>4.3.1 Express agreement</p> <p>4.3.2 Performance</p> <p>4.3.3 Breach</p> <p>4.3.4 Impossibility/doctrine of frustration</p> <p>4.3.5 Operation of law</p> <p>4.4 Remedies of breach of a contract</p> <p>4.4.1 Equitable doctrine of part performance</p> <p>4.5 Terms of contract</p> <p>4.5.1 Express</p> <p>4.5.2 Implied</p>	
5 Apply law of agency	<p>5.1 Formation and classification of agents</p> <p>5.1.1 General agent</p> <p>5.1.2 Special agent</p> <p>5.2 Agents' authority</p> <p>5.3 Duties of agents</p> <p>5.3.1 Performance</p> <p>5.3.2 Obedience</p> <p>5.3.3 Care and skill</p> <p>5.3.4 Estoppel</p>	<ul style="list-style-type: none"> <li>• Practical assessment</li> <li>• Written assessment</li> <li>• Portfolio of Evidence</li> <li>• Third party report</li> <li>• Oral questions</li> </ul>



	<p>5.3.5 Account</p> <p>5.3.6 Personal performance</p> <p>5.4 Rights of Agents</p> <p>5.4.1 Rights to sue</p> <p>5.4.2 Right to lien</p> <p>5.5 Methods of terminating an agency.</p> <p>5.5.1 Agreement</p> <p>5.5.2 Withdraw</p> <p>5.5.3 Death</p> <p>5.5.4 Performance</p> <p>5.5.5 Lapse of time</p> <p>5.5.6 Insanity</p> <p>5.5.7 Bankruptcy</p>	
6 Apply Law of Sale of Goods	<p>6.1 Sale and agreement to sell</p> <p>6.2 Capacity to buy and sell.</p> <p>6.3 Terms of Sale of Goods.</p> <p>6.3.1 Conditions</p> <p>6.3.2 Warranties</p> <p>6.4 Caveat emptor</p> <p>6.4.1 Meaning Of Caveat Emptor</p> <p>6.4.2 Exception To Caveat Emptor</p> <p>6.5 Factors affecting the transfer of title.</p> <p>6.6 Rights of parties in the sale of goods.</p> <p>6.7 Auction process.</p> <p>6.8 Duties of the seller</p> <p>6.9 Duties of the buyer.</p>	<ul style="list-style-type: none"> <li>• Practical assessment</li> <li>• Written assessment</li> <li>• Portfolio of Evidence</li> <li>• Third party report</li> <li>• Oral questions</li> </ul>

7 Apply Hire Purchase Contracts.	<p>7.1 Nature of Hire Purchase</p> <p>7.2 Hire purchase agreement.</p> <p>7.3 Conditions of Terminating Hire Purchase Agreement.</p> <p>7.4 Completion of hire purchase agreement.</p>	<ul style="list-style-type: none"> <li>• Practical assessment</li> <li>• Written assessment</li> <li>• Portfolio of Evidence</li> <li>• Third party report</li> <li>• Oral questions</li> </ul>
8 Apply Law Of Negotiable Instruments	<p>8.1 Negotiable instruments.</p> <p>8.1.1 Cheques</p> <p>8.1.2 Bill of exchange</p> <p>8.1.3 Promissory note</p> <p>8.2 Characteristics of negotiable instruments.</p> <p>8.3 Elements of negotiable instruments.</p>	<ul style="list-style-type: none"> <li>• Practical assessment</li> <li>• Written assessment</li> <li>• Portfolio of Evidence</li> <li>• Third party report</li> <li>• Oral questions</li> </ul>
9 Apply Law Of Insurance	<p>9.1 Insurance contracts</p> <p>9.1.1 Elements of insurance.</p> <p>9.2 Principles of insurance.</p> <p>9.2.1 Utmost good faith.</p> <p>9.2.2 Subrogation</p> <p>9.2.3 Indemnity</p> <p>9.2.4 Proximate cause</p> <p>9.2.5 Third party insurance</p> <p>9.2.6 Re-instatement.</p> <p>9.2.7 Salvage.</p> <p>9.2.8 Contribution and appointment.</p>	<ul style="list-style-type: none"> <li>• Practical assessment</li> <li>• Written assessment</li> <li>• Portfolio of Evidence</li> <li>• Third party report</li> <li>• Oral questions</li> </ul>

	9.3 Formation of insurance contract 9.4 Requirement for insurance contract. 9.5 Discharge of insurance contract.	
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 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	<ul style="list-style-type: none"> <li>• Practical assessment</li> <li>• Written assessment</li> <li>• Portfolio of Evidence</li> <li>• Third party report</li> <li>• Oral questions</li> </ul>

### Suggested Methods of Delivery

- Demonstration
- Practical work by trainee
- Fieldwork and benchmarking
- Group discussions
- Case studies
- Role play

### Recommended Resources for 30 Trainees

S/No.	Category/Item	Description/Specifications	Quantity	Recommended Ratio (Item: Trainee)
<b>A</b>	<b>Learning Materials</b>			
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>B</b>	<b>Learning Facilities &amp; infrastructure</b>			
1.	Lecture/theory room		1	1:30
2.	Computer Laboratory		1	1:30
<b>C</b>	<b>Consumable materials</b>			
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	-
<b>D</b>	<b>Tools and Equipment</b>			
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:**

**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
	<b>Total</b>	<b>60</b>

### Learning Outcomes, Content and Suggested Assessment Methods

Learning Outcome	Content	Suggested Assessment Methods
1. Apply planning principle	Goals and objectives 1.1.1 Innovation and adaptability 1.1.2 Customer satisfaction 1.1.3 Employee engagement and development 1.1.4 Achieve sustainable growth	<ul style="list-style-type: none"><li>• Interviews</li><li>• Written assessment</li><li>• POE</li><li>• Practical assessment</li><li>• Project</li><li>• Third party report</li></ul>

	1.1.5 Ensure financial growth and profitability 1.1.6 Identify opportunities for growth and diversification 1.2 Work plans 1.2.1 Creating timelines 1.2.2 Break down the project into specific tasks 1.2.3 Identifying resources required 1.2.4 Identifying potential risks and challenges 1.2.5 Process for seeking approvals 1.3 Monitoring of work progress 1.4 Principles of planning 1.4.1 Vision and mission 1.4.2 Data-driven decision making 1.4.3 Flexible plans 1.4.4 Transparency in decision making 1.4.5 Fair and equitable decision making 1.5 Steps in planning process 1.6 Barriers to planning 1.7 Guidelines to avoiding barriers 1.8 Management by objectives 1.9 Types of plans 1.9.1 Tactical plans 1.9.2 Strategic plans 1.9.3 Operational plans	
2. Apply organizing principle	2.1 Office goals and objectives 2.2 Office tasks and responsibilities 2.3 Monitoring of progress	<ul style="list-style-type: none"> <li>• Interviews</li> <li>• Written assessment</li> <li>• POE</li> </ul>

	2.4 Process of organization 2.5 Organizing components 2.6 Authority and responsibility 2.7 Organization structures 2.7.1 Product line structure 2.7.2 Matrix structure 2.7.3 Geographical-based structure 2.8 Delegation 2.9 Centralization and decentralization 2.10 Principles of organization	<ul style="list-style-type: none"> <li>• Practical assessment</li> <li>• Project</li> <li>• Third party report</li> </ul>
3. Apply directing principle	3.1 Orders and instructions 3.2 Staff Supervision 3.3 Exchange of opinions and ideas 3.4 Characteristics of successful leaders 3.5 Leadership roles 3.6 Theories 3.7 Leadership styles 3.7.1 Bureaucratic leadership 3.7.2 Charismatic leadership 3.7.3 Situational leadership 3.7.4 Autocratic leadership 3.7.5 Communication structures	<ul style="list-style-type: none"> <li>• Interviews</li> <li>• Written assessment</li> <li>• POE</li> <li>• Practical assessment</li> <li>• Project</li> <li>• Third party report</li> </ul>
4. Apply coordinating principle	4.1 Work schedules creation 4.2 Roles and responsibilities 4.3 Rewards and recognition	<ul style="list-style-type: none"> <li>• Interviews</li> <li>• Written assessment</li> <li>• POE</li> <li>• Practical assessment</li> <li>• Project</li> <li>• Third party report</li> </ul>

#### 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)
<b>A</b>	<b>Learning Materials</b>			
1.	Charts	<ul style="list-style-type: none"> <li>• Flip Charts</li> <li>• Rules and Regulations</li> </ul>	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>B</b>	<b>Learning Facilities &amp; Infrastructure</b>			
1.	Lecture/Theory Room	(9* 8 sq. metres)	1	1:30
2.	Internet Connection	System	1	1:30
<b>C</b>	<b>Consumable Materials</b>			
1.	Markers	Whiteboard markers and permanent Markers	5	1:6
2.	Printing Papers	Sizes A4, A3, A2 etc	5 reams	1:6
<b>D</b>	<b>Tools And Equipment</b>			
1.	Desktops	Any model	30	1:1
2.	Printer	Inkjet, LaserJet	2	1:15

3.	Computers Software:	<ul style="list-style-type: none"> <li>•Windows/Linux/Macintosh Operating System</li> <li>•Microsoft Office Software</li> <li>•Google Workspace Account</li> <li>Antivirus Software</li> </ul>	1	1:1
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## 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 MATHEMATICS AND STATISTICS

**UNIT CODE:** 0588 451 06A

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

**Duration of Unit: 100 Hours**

**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
	<b>Total</b>	<b>100</b>

### Learning Outcomes, Content and Suggested Assessment Methods

Learning Outcome	Content	Suggested Assessment Methods
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<p>1. Work-out commercial mathematics</p>	<p>1.1 Types of discounts</p> <p>1.1.1 Cash discount</p> <p>1.1.2 Trade discount</p> <p>1.1.3 Quantity discount</p> <p>1.2 Commissions</p> <p>1.3 Methods of calculating wages</p> <p>1.3.1 Piece rate</p> <p>1.3.2 Hourly rate</p> <p>1.4 Computing wages and salaries</p> <p>1.5 Basics of simple and compound interest</p> <p>1.5.1 Finding principal, rate and time using simple and compound interest formula</p> <p>1.6 Profit margin and Mark-ups</p> <p>1.7 Gross pay and net pay calculation</p> <p>1.8 Depreciation and appreciation of assets</p> <p>1.9 Determining hire purchase price</p> <p>1.10 Computation of foreign exchange transactions</p>	<ul style="list-style-type: none"> <li>• Practical assessment</li> <li>• Portfolio of Evidence</li> <li>• Project</li> <li>• Written assessment</li> <li>• Oral assessment</li> </ul>
<p>2. Apply statistical equations</p>	<p>2. 1 Solving linear equations with one or more variables</p> <p>2.2 Solving quadratic equations</p> <p>2.2.1 Formula method</p> <p>2.2.2 Factorization</p> <p>2.3 Simultaneous equations solutions</p> <p>2.3.1 Substitution method</p> <p>2.3.2 Elimination method</p>	<ul style="list-style-type: none"> <li>• Practical assessment</li> <li>• Portfolio of Evidence</li> <li>• Project</li> <li>• Written assessment</li> <li>• Oral</li> </ul>

	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	assessment
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	<ul style="list-style-type: none"> <li>• Practical assessment</li> <li>• Portfolio of Evidence</li> <li>• Project</li> <li>• Written assessment</li> <li>• Oral assessment</li> </ul>
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 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	<ul style="list-style-type: none"> <li>• Practical assessment</li> <li>• Portfolio of Evidence</li> <li>• Project</li> <li>• Written assessment</li> <li>• Oral assessment</li> </ul>

	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	<ul style="list-style-type: none"> <li>• Practical assessment</li> <li>• Portfolio of Evidence</li> <li>• Project</li> <li>• Written assessment</li> <li>• Oral assessment</li> </ul>
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	<ul style="list-style-type: none"> <li>• Practical assessment</li> <li>• Portfolio of Evidence</li> <li>• Project</li> <li>• Written assessment</li> <li>• Oral assessment</li> </ul>

	6.4 Application of set theory	
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	<ul style="list-style-type: none"> <li>• Practical assessment</li> <li>• Portfolio of Evidence</li> <li>• Project</li> <li>• Written assessment</li> <li>• Oral assessment</li> </ul>
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 8.2.4 Marshal 8.3 Application of index numbers in decision making	<ul style="list-style-type: none"> <li>• Practical assessment</li> <li>• Portfolio of Evidence</li> <li>• Project</li> <li>• Written assessment</li> <li>• Oral assessment</li> </ul>

#### **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)
<b>A</b>	<b>Learning Materials</b>			
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>B</b>	<b>Learning Facilities &amp; infrastructure</b>			
1.	Lecture/theory room		1	1:30
2.	Computer Laboratory		1	1:30
<b>C</b>	<b>Consumable materials</b>			
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	-
<b>D</b>	<b>Tools and Equipment</b>			
1.	Printers		2 pcs	2:30
2.	Computers	With Windows /Linux/Macintosh Operating	30pcs	1:1



		System, Microsoft Office Software, Google Workspace Account, Antivirus Software		
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
	<b>Total</b>	<b>100</b>

### **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	<ul style="list-style-type: none"><li>• Practical assessment</li><li>• Observation</li><li>• Portfolio of Evidence</li><li>• Project</li><li>• Written assessment</li><li>• Oral assessment party report</li></ul>

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

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	<ul style="list-style-type: none"> <li>• Practical assessment</li> <li>• Observation</li> <li>• Portfolio of Evidence</li> <li>• Project</li> <li>• Written assessment</li> <li>• Oral assessment</li> </ul>
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	<ul style="list-style-type: none"> <li>• Practical assessment</li> <li>• Observation</li> <li>• Portfolio of Evidence</li> <li>• Project</li> <li>• Written assessment</li> <li>• Oral assessment</li> </ul>

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

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	<ul style="list-style-type: none"> <li>• Practical assessment</li> <li>• Written assessment</li> <li>• Observation</li> <li>• Portfolio of Evidence</li> <li>• Third party report</li> <li>• Oral questions</li> </ul>

### 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)
<b>A</b>	<b>Learning Materials</b>			
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>B</b>	<b>Learning Facilities &amp; infrastructure</b>			
1.	Lecture/theory room		1	1:30
2.	Computer Laboratory		1	1:30
<b>C</b>	<b>Consumable materials</b>			
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	-
<b>D</b>	<b>Tools and Equipment</b>			
1.	Printers		2 pcs	2:30
2.	Computers	With Windows /Linux/Macintosh Operating System, Microsoft Office Software, Google Workspace	30pcs	1:1

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

### References

2. Text books
3. Journals
4. E-books
5. 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
	<b>Total</b>	<b>100</b>

### 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	<ul style="list-style-type: none"><li>• Practical assessment</li><li>• Portfolio of Evidence</li><li>• Project</li></ul>

Learning Outcome	Content	Suggested Assessment Methods
	<p>1.2.4 Voluntary buyout</p> <p>1.2.5 Mutual agreement</p> <p>1.3 Involuntary separation methods</p> <p>1.3.1 Layoff</p> <p>1.3.2 Termination for cause</p> <p>1.3.3 Redundancy</p> <p>1.3.4 Contract non-renewal</p> <p>1.3.5 Retrenchment</p> <p>1.3.6 Involuntary retirement</p> <p>1.3.7 Dismissal</p> <p>1.4 Alternative work arrangement options</p> <p>1.5 Employees separation methods are documented</p>	<ul style="list-style-type: none"> <li>• Written assessment</li> <li>• Oral assessment</li> </ul>
2 Identify Employees Exiting the Service	<p>2.1 Employee Terms of service</p> <p>2.2 Determination of employee whose terms of employment are coming to an end</p> <p>2.3 Documentation of employees exiting the service</p> <p>2.4 Notices of exit issue</p> <p>2.5 Employees exiting the service due to natural causes</p> <p>2.5.1 Relocation</p> <p>2.5.2 Health issues</p> <p>2.5.3 Family responsibilities</p> <p>2.5.4 Education pursuits</p> <p>2.5.5 Career change</p> <p>2.5.6 Personal reasons</p>	<ul style="list-style-type: none"> <li>• Practical assessment</li> <li>• Portfolio of Evidence</li> <li>• Project</li> <li>• Written assessment</li> <li>• Oral assessment</li> </ul>

<b>Learning Outcome</b>	<b>Content</b>	<b>Suggested Assessment Methods</b>
	2.5.7 Death 2.5.8 Disability 2.6 Exit Reports preparation 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 <ul style="list-style-type: none"> <li>3.3.1 Resignation letter</li> <li>3.3.2 Clearance form</li> <li>3.3.3 Non- disclosure and confidentiality agreement</li> <li>3.3.4 Exit documentation checklist</li> </ul> 3.4 Collection of complete exit service documents 3.5 Receiving of exit documents from the next of kin of employees	<ul style="list-style-type: none"> <li>• Practical assessment</li> <li>• Portfolio of Evidence</li> <li>• Project</li> <li>• Written assessment</li> <li>• Oral assessment</li> </ul>
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.	<ul style="list-style-type: none"> <li>• Practical assessment</li> <li>• Portfolio of Evidence</li> <li>• Project</li> <li>• Written assessment</li> <li>• Oral assessment</li> </ul>
4. Conduct Exit Interviews	4.1 Exit interviews <ul style="list-style-type: none"> <li>4.1.1 Structured exit interview</li> <li>4.1.2 Unstructured exit interview</li> </ul>	<ul style="list-style-type: none"> <li>• Practical assessment</li> </ul>

Learning Outcome	Content	Suggested Assessment Methods
	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 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	<ul style="list-style-type: none"> <li>Portfolio of Evidence</li> <li>Project</li> <li>Written assessment</li> <li>Oral assessment</li> </ul>

#### 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)
<b>A</b>	<b>Learning Materials</b>			
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>B</b>	<b>Learning Facilities &amp; infrastructure</b>			
1.	Lecture/theory room		1	1:30
2.	Computer Laboratory		1	1:30
<b>C</b>	<b>Consumable materials</b>			
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	-
<b>D</b>	<b>Tools and Equipment</b>			
1.	Printers		2 pcs	2:30
2.	Computers	With Windows /Linux/Macintosh Operating System, Microsoft Office Software, Google Workspace Account,	30pcs	1:1

		Antivirus Software		
3.	Mobile phones		10	10:30

### References

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

## **MODULE IV**

## EMPLOYEE REWARDS

**UNIT CODE:** 0413 551 18A

**TVET CDACC UNIT CODE:** BUS/CU/HRM/CR/01/6/MA

**Duration of Unit: 100 Hours**

**Relationship to Occupational Standards:** This unit addresses the Unit of Competency: Manage Employee Rewards.

### UNIT DESCRIPTION:

This unit specifies the competencies required to manage employee rewards. It involves carrying out job analysis, conducting job evaluation and developing reward packages.

### Summary of Learning Outcomes

S/No	ELEMENTS	DURATION (HOURS)
1	Conduct Job Evaluation	30
2	Develop A Reward Package	40
3	Administer Employees' Wages and Salary	30
	<b>Total</b>	<b>100</b>

### Learning Outcomes, Content and Suggested Assessment Methods

Learning Outcome	Content	Suggested Assessment Methods
1. Conduct Job Evaluation	1.1 Methods of job evaluation 1.1.1 Analytical matching 1.1.2 Point factor evaluation 1.1.3 Internal benchmarking 1.1.4 Job classification 1.1.5 Job ranking 1.1.6 Paired comparison ranking 1.2 Job evaluation procedure 1.3 Job worth report	<ul style="list-style-type: none"><li>• Practical assessment</li><li>• Written assessment</li><li>• Portfolio of Evidence</li><li>• Third party report</li><li>• Oral questions</li></ul>



Learning Outcome	Content	Suggested Assessment Methods
	1.4 Communication and roll out	
2 Develop A Reward Package	2.1 Methods of reward packages 2.1.1 Time rates 2.1.2 Piece rates 2.1.3 Team based pay 2.1.4 Allowances 2.1.5 Bonuses 2.1.6 Incentives 2.2 Cluster of reward Packages 2.3 Approval 2.4 Communication and implementation to staff is done.	<ul style="list-style-type: none"> <li>• Practical assessment</li> <li>• Written assessment</li> <li>• Portfolio of Evidence</li> <li>• Third party report</li> <li>• Oral questions</li> </ul>
3. Administer Employees' Wages And Salary	3.1 Identification of employee wages and salary 3.2 Salary levels 3.3 Salary budgets 3.4 Grading systems 3.5 Pay systems 3.6 Pay structures	<ul style="list-style-type: none"> <li>• Practical assessment</li> <li>• Written assessment</li> <li>• Portfolio of Evidence</li> <li>• Third party report</li> <li>• Oral questions</li> </ul>

#### **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)
<b>A</b>	<b>Learning Materials</b>			
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>B</b>	<b>Learning Facilities &amp; infrastructure</b>			
8.	Lecture/theory room		1	1:30
9.	Computer Laboratory		1	1:30
<b>C</b>	<b>Consumable materials</b>			
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	-
<b>D</b>	<b>Tools and Equipment</b>			
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. Textbooks
2. E-learning resources
3. HRM Journals
4. Magazines

## HUMAN RESOURCE OPERATIONS

**UNIT CODE:** 0413 551 19A

**TVET CDACC UNIT CODE:** BUS/CU/HRM/CR/02/6/MA

**Duration of Unit: 120 Hours.**

**Relationship to Occupational Standards:** This unit addresses the Unit of Competency: Manage Human Resource Operations.

### UNIT DESCRIPTION:

This unit specifies the competencies required to Perform Human Resource Operations. It involves Managing Staff Leave, Coordinating Employee Health and Safety, Handling Disciplinary Cases and Maintains Human Resource Records.

### Summary of Learning Outcomes

S/No	ELEMENTS	DURATION (HOURS)
1	Manage Staff Leave	16
2	Coordinate Employee Health and Safety	28
3	Handle Disciplinary Cases	28
4	Maintain Human Resource Records	24
5	Manage Human Resource Information System (HRIS)	24
	<b>Total</b>	<b>120</b>

### Learning Outcomes, Content and Suggested Assessment Methods

Learning Outcome	Content	Suggested Assessment Methods
1. Manage Staff Leave	1.1 Issuance of leave sheets 1.2 Leave approval 1.2.1 Maternity 1.2.2 Paternity 1.2.3 Sick 1.2.4 Annual 1.2.5 Terminal 1.2.6 Study	<ul style="list-style-type: none"><li>• Practical assessment</li><li>• Written assessment</li><li>• Observation</li><li>• Portfolio of Evidence</li><li>• Third party report</li><li>• Oral questions</li></ul>

Learning Outcome	Content	Suggested Assessment Methods
	1.2.7 Compassionate 1.3 Approved leave sheets 1.4 Reasons for staff leaves 1.5 Types of staff leaves	
2. Employee Health And Safety	2.1 Health and safety policy 2.2 Occupation health and safety committee 2.3 Assessment of Risk areas and hazards 2.4 Risk and hazard mitigation measures 2.5 Implementation of risk mitigation 2.6 Types of health and safety	<ul style="list-style-type: none"> <li>• Observation</li> <li>• Portfolio of Evidence</li> <li>• Third party report</li> <li>• Oral questions</li> </ul>
3. Handle Disciplinary Cases	3.1 Disciplinary procedure 3.2 Ad-hoc disciplinary committee 3.3 Disciplinary Action report 3.4 Implementation of Disciplinary Action recommendations 3.5 Documentation of Disciplinary Action report 3.6 Types of disciplines 3.7 Causes of indiscipline 3.8 Disciplinary action/Methods	<ul style="list-style-type: none"> <li>• Practical assessment</li> <li>• Written assessment</li> <li>• Portfolio of Evidence</li> <li>• Third party report</li> <li>• Oral questions</li> </ul>
4. Maintain Human Resource Records	4.1 Types and classifications of human resource records 4.1.1 Training records	<ul style="list-style-type: none"> <li>• Practical assessment</li> <li>• Written assessment</li> </ul>

Learning Outcome	Content	Suggested Assessment Methods
	4.1.2 Benefits records 4.1.3 Employee records 4.1.4 Attendance records 4.1.5 Unemployment records 4.1.6 Payment records 4.1.7 Health and safety records 4.2 Indexing of records 4.3 Records back-up 4.4 Records appraisal and obsolete records 4.5 Benefits of human resource records 4.6 Limitations of human resource records	<ul style="list-style-type: none"> <li>Portfolio of Evidence</li> <li>Third party report</li> <li>Oral questions</li> </ul>
5. Manage Human Resource Information System (HRIS)	5.1 Human resource database 5.2 Automation of Human resource processes 5.3 Maintenance of Human resource information system 5.4 Human resource information system review 5.5 Types of (HRIS) 5.6 Application of (HRIS) 5.7 Barriers of (HRIS)	<ul style="list-style-type: none"> <li>Practical assessment</li> <li>Practical assessment</li> <li>Written assessment</li> <li>Portfolio of Evidence</li> <li>Third party report</li> <li>Oral questions</li> </ul>

#### 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)
<b>A</b>	<b>Learning Materials</b>			
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>B</b>	<b>Learning Facilities &amp; infrastructure</b>			
1.	Lecture/theory room		1	1:30
2.	Computer Laboratory		1	1:30
<b>C</b>	<b>Consumable materials</b>			
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	-
<b>D</b>	<b>Tools and Equipment</b>			
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. Textbooks
2. E-learning resources
3. HRM Journals
4. Magazines



## FINANCIAL ACCOUNTING

**UNIT CODE:** 0411 551 08A

**TVET CDACC UNIT CODE:** BUS/CU/HRM/CC/01/6/MA

**Duration of unit: 120 hours**

**Relationship to occupational standards**

This unit addresses the unit of competency: Apply Financial Accounting Skills.

### UNIT DESCRIPTION

This unit specifies the competencies required to apply financial accounting skills. It involves applying accounting concepts, conventions and policies, preparing books of original entries, posting transactions to the ledger, preparing cash books, correcting accounting errors, preparing bank reconciliation statements, maintaining non-current assets register, maintaining receivables and payables ledgers and preparing sole trader statements.

### Summary of Learning Outcomes

S/No	ELEMENTS	DURATION (HOURS)
1	Apply accounting concepts, conventions and policies	10
2	Prepare books of original entries	12
3	Post transaction to the ledger	16
4	Prepare cash books	12
5	Correct accounting errors	16
6	Prepare bank reconciliation statements	10
7	Maintain non-current assets' register	16
8	Maintain receivables and payables ledgers	14
9	Prepare sole trader statements	14
	<b>Total</b>	<b>120</b>

### Learning Outcomes, Content and Suggested Assessment Methods

Learning outcomes	Content	Assessment methods
1. Apply accounting concepts, conventions and policies	1.1 Accounting concepts, conventions and policies <ul style="list-style-type: none"> <li>1.1.1 Going concern</li> <li>1.1.2 Accrual</li> <li>1.1.3 Prudence</li> <li>1.1.4 Matching</li> </ul> 1.2 Accounting equation 1.3 Users of accounting information	<ul style="list-style-type: none"> <li>• Practical assessments</li> <li>• Projects</li> <li>• Poe evaluation</li> <li>• Third party reports</li> <li>• Written tests</li> </ul>
3. Post transaction to the ledger	3.1 Classification of ledgers <ul style="list-style-type: none"> <li>• General ledger</li> <li>• Sales ledger</li> <li>• Purchases ledger</li> </ul> 3.2 ledger accounts identification 3.3 Posting of transactions to ledgers 3.4 Balancing off ledger accounts 3.5 Trial Balance Preparation of Trial Balance	<ul style="list-style-type: none"> <li>• Practical</li> <li>• Projects</li> <li>• Poe evaluation</li> <li>• Third party reports</li> <li>• Written tests</li> </ul>
4. Prepare cash books	4.1 Cash books <ul style="list-style-type: none"> <li>4.1.1 Two column cashbook</li> <li>4.1.1 Three column cashbook</li> <li>4.1.2 Petty cashbook</li> </ul> 4.2 Classification of cash receipts 4.3 Recording of cash receipts 4.4 Discounts <ul style="list-style-type: none"> <li>4.4.1 Cash discounts</li> <li>4.4.2 Trade discounts</li> <li>4.4.3 Quantity discounts</li> </ul>	<ul style="list-style-type: none"> <li>• Practical</li> <li>• Projects</li> <li>• Poe evaluation</li> <li>• Third party reports</li> <li>• Written tests</li> </ul>

5. Correct accounting errors	5.1 Errors affecting the trial balance 5.2 Errors that do not affect the trial balance 5.3 Correction of errors 5.4 Suspense account 5.5 Reported gross/net profit 5.6 The final statement of financial position	<ul style="list-style-type: none"> <li>• Practical</li> <li>• Projects</li> <li>• Poe evaluation</li> <li>• Third party reports</li> <li>• Written tests</li> </ul>
6. Prepare bank reconciliation statements	6.1 Cash book and bank statement balance discrepancies: <ul style="list-style-type: none"> <li>6.1.2 Items appearing in the cashbook but not in the bank statement</li> <li>6.1.3 Items appearing in the bank statement but not in the cash book</li> <li>6.1.4 Errors</li> </ul> 6.2 Update the cash book 6.3 Bank reconciliation statement	<ul style="list-style-type: none"> <li>• Practical</li> <li>• Projects</li> <li>• Poe evaluation</li> <li>• Third party reports</li> <li>• Written tests</li> </ul>
7. Maintain non-current assets' register	7.1 Determining costs of assets as per Accounting standards 7.2 Depreciation computation 7.3 Depreciation recording as per accounting guidelines 7.4 Accounting treatment on depreciation 7.5 Acquisition of Non-current assets 7.6 Disposal of non-current assets 7.7 Determining asset balances	<ul style="list-style-type: none"> <li>• Practical</li> <li>• Projects</li> <li>• Poe evaluation</li> <li>• Third party reports</li> <li>• Written tests</li> </ul>

8. Maintain receivables and payables ledgers	3.1 Bad debts written off 3.2 Provision for bad debts 3.3 Adjusting receivable balances 3.4 Adjusting Payable balances 3.5 Control accounts: 3.5.1 Sales ledger control account 3.5.2 Purchases ledger control account	<ul style="list-style-type: none"> <li>• Practical</li> <li>• Projects</li> <li>• Poe evaluation</li> <li>• Third party reports</li> <li>• Written tests</li> </ul>
9. Prepare sole trader statements	9.1. Income and expenditure 9.2. Year-end adjustments 9.3. Accruals 9.4 Prepayments 9.5 Provisions 9.6 Statement of profit or loss 9.7 Statement of financial position items 9.8 Statement of financial position	<ul style="list-style-type: none"> <li>• Practical</li> <li>• Projects</li> <li>• Poe evaluation</li> <li>• Third party reports</li> <li>• Written tests</li> </ul>

#### Suggested delivery methods

- Demonstration
- Practical work by trainee
- Fieldwork and benchmarking
- Group discussions
- Case studies
- Role play

#### List of Recommended Resources for 30 trainees

S/No.	Category/Item	Description/Specifications	Quantity	Recommended Ratio (Item: Trainee)

<b>A</b>	<b>Learning Materials</b>			
1.	Charts	<ul style="list-style-type: none"> <li>• Flip Charts</li> <li>• Rules and Regulations</li> </ul>	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>B</b>	<b>Learning Facilities &amp; Infrastructure</b>			
5.	Lecture/Theory Room	(9* 8 sq. metres)	1	1:30
6.	Internet Connection	System	1	1:30
<b>C</b>	<b>Consumable Materials</b>			
7.	Markers	Whiteboard markers and permanent Markers	5	1:6
8.	Printing Papers	Sizes A4, A3, A2 etc	5 reams	1:6
<b>D</b>	<b>Tools And Equipment</b>			
9.	Desktops	Any model	30	1:1
10.	Printer	Inkjet, LaserJet	2	1:15
11.	Computers Software:	<ul style="list-style-type: none"> <li>•Windows/Linux/Macintosh Operating System</li> <li>•Microsoft Office Software</li> <li>•Google Workspace Account</li> <li>Antivirus Software</li> </ul>	1	1:1

## References

- Organization operating procedures

- Industry/workplace codes of practice

## ORGANIZATIONAL BEHAVIOUR

**UNIT CODE:** 0413 551 10A

**TVET CDACC UNIT CODE:** BUS/CU/HRM/CC/02/6/MA

**Duration of Unit: 110 Hours**

**Relationship to Occupational Standards:** This unit addresses the Unit of Competency: Manage Organization Behaviour.

### UNIT DESCRIPTION

This unit specifies the competencies required to manage organizational behavior. It involves analyzing individual and group behavior, evaluating different motivational theories and motivational strategies, evaluating various leadership styles, facilitating change management, managing conflict and negotiations, managing organization change and culture, managing groups and teams, managing perceptions, personalities and emotions and managing values and attitudes in the work place.

### Summary of Learning Outcomes

S/No	ELEMENTS	DURATION (HOURS)
1	Analyse Individual and Group Behaviour	10
2	Evaluate Different Motivational Theories and Motivational Strategies	12
3	Evaluate Various Leadership Styles	16
4	Manage Conflict and Negotiations at Work Place	17
5	Manage Organization Change and Culture	15
6	Manage Groups and Teams at the Work Place	10
7	Manage Perceptions, Personalities and Emotions in the Work Place	12
8	Manage Values and Attitudes in the Work Place	8
9	Manage Work Place Stress	10
	<b>Total</b>	<b>110</b>

### Learning Outcomes, Content and Suggested Assessment Methods

Learning outcome	Content	Suggested Assessment Methods
1. Analyze Individual And Group Behavior	1.1 Importance of organization behavior 1.2 Theories of organization behavior 1.2.1. Human relations 1.2.2. Decision making 1.2.3. Servant leadership 1.3 Application of organization theories 1.4 Limitation of organization theories	<ul style="list-style-type: none"> <li>• Practical Assessment</li> <li>• Projects</li> <li>• Portfolio of evidence</li> <li>• Third party report</li> <li>• Written Test</li> <li>• Oral questions</li> </ul>
2. Evaluate Different Motivational Theories And Motivational Strategies	2.1 Motivation theories 2.1.1 Maslow's hierarchy of need 2.1.2 Herzberg two factor theory 2.1.3 Vrooms expectancy 2.1.4 BF Skinners reinforcement theory 2.2 Types of motivation 2.3 Process of motivation 2.4 Motivational strategies 2.5 Characteristics/Nature of motivation	<ul style="list-style-type: none"> <li>• Practical Assessment</li> <li>• Projects</li> <li>• Portfolio of evidence</li> <li>• Third party report</li> <li>• Written Test</li> <li>• Oral questions</li> </ul>
3. Evaluate Various Leadership Styles	3.1 Types of leadership styles 3.1.1 Participative 3.1.2 Autocratic 3.1.3 Laisses faire	<ul style="list-style-type: none"> <li>• Practical Assessment</li> <li>• Projects</li> <li>• Portfolio of</li> </ul>



	3.1.4 Transformational 3.2 Characteristics of a Leadership 3.3 Leadership skills 3.4 Contemporary issues in Leadership 3.5 Theories of Leadership 3.5.1 Trait theory 3.5.2 Path goal 3.5.3 Behavioral 3.5.4 Contingency	evidence <ul style="list-style-type: none"> <li>• Third party report</li> <li>• Written Test</li> <li>• Oral questions</li> </ul>
4. Manage Conflict And Negotiations At Work Place	4.1 Conflict and negotiations 4.2 Causes of conflict 4.3 Conflict management methods 4.3.1 Negotiations 4.3.2 Mediation 4.3.3 Conciliation 4.3.4 Diplomacy 4.3.5 Peace building 4.3.6 Arbitration 4.3.7 Avoidance 4.3.8 Collaborations 4.4 Negotiations strategies 4.5 Conflict resolution procedure	<ul style="list-style-type: none"> <li>• Practical Assessment</li> <li>• Projects</li> <li>• Portfolio of evidence</li> <li>• Third party report</li> <li>• Written Test</li> <li>• Oral questions</li> </ul>
5. Manage Organization Change And Culture	5.1 Characteristics of organization culture 5.2 Types of organization culture 5.2.1 Clan culture 5.2.2 Adhocracy 5.2.3 Market 5.2.4 Hierarchy 5.3 Methods of creating and sustaining	<ul style="list-style-type: none"> <li>• Practical Assessment</li> <li>• Projects</li> <li>• Portfolio of evidence</li> <li>• Third party report</li> </ul>

	<p>organization culture</p> <p>5.4 Liabilities of organization culture</p> <p>5.5 Change management strategies</p> <p>5.5.1 Kotter's change management theory.</p> <p>5.5.2 Lewin's Change Management Model.</p> <p>5.5.3 McKinsey 7 S Model</p> <p>5.5.4 Nudge Theory</p> <p>5.6 Resistance to change</p> <p>5.7 The change process</p>	<ul style="list-style-type: none"> <li>• Written Test</li> <li>• Oral questions</li> </ul>
6. Manage Groups And Teams At The Work Place	<p>4.1 Group dynamics</p> <p>4.2 Stages of group and team formation</p> <p>4.3 Effective teams.</p> <p>4.4 Ways of managing groups and teams</p> <p>4.5 Barriers to effective groups and teams</p> <p>4.6 Diversity at the work place</p> <p>4.7 Meaning of groups and teams</p> <p>4.8 Importance of groups and teams</p>	<ul style="list-style-type: none"> <li>• Practical Assessment</li> <li>• Projects</li> <li>• Portfolio of evidence</li> <li>• Third party report</li> <li>• Written Test</li> <li>• Oral questions</li> </ul>
7 Manage Perceptions, Personalities And Emotions In The Work Place	<p>1.1.Types of personalities</p> <p>1.1.1. Introvert</p> <p>1.1.2. Extrovert</p> <p>1.1.3. Optimist</p> <p>1.1.4. pessimist</p> <p>1.2.Effect of perceptions, personalities and emotions Meaning of terms</p> <p>1.3.Factors affecting perceptions, personalities and emotions.</p>	<ul style="list-style-type: none"> <li>• Practical Assessment</li> <li>• Projects</li> <li>• Portfolio of evidence</li> <li>• Third party report</li> <li>• Written Test</li> <li>• Oral questions</li> </ul>

	1.4.Management of perceptions, personalities and emotions 1.5.Personalities and emotions to performance	
8. Manage Values And Attitudes In The Work Place	8.1 Identification of values and attitudes 8.2 Effects of values and attitudes in the work place 8.3 Contemporary/emerging attitude issues in work place 8.4 Importance of values and attitudes	<ul style="list-style-type: none"> <li>• Practical Assessment</li> <li>• Projects</li> <li>• Portfolio of evidence</li> <li>• Third party report</li> <li>• Written Test</li> <li>• Oral questions</li> </ul>
9. Manage Work Place Stress	1.1 Causes of stress 1.2 Types of stress 1.3 Negative and positive impact of stress 1.4 Ways of managing stress in the work place 1.5 Effects of stress at work place	<ul style="list-style-type: none"> <li>• Practical Assessment</li> <li>• Projects</li> <li>• Portfolio of evidence</li> <li>• Third party report</li> <li>• Written Test</li> <li>• Oral questions</li> </ul>

#### **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)
<b>A</b>	<b>Learning Materials</b>			
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>B</b>	<b>Learning Facilities &amp; infrastructure</b>			
1.	Lecture/theory room		1	1:30
2.	Computer Laboratory		1	1:30
<b>C</b>	<b>Consumable materials</b>			
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	-
<b>D</b>	<b>Tools and Equipment</b>			
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. HRM Journals
5. Magazines
6. E-learning resources

## **MODULE V**

## EMPLOYEE COUNSELLING

**UNIT CODE:** 0413 551 20A

**TVET CDACC UNIT CODE:** BUS/CU/HRM/CR/03/6/MA

**Duration of Unit: 100 Hours**

**Relationship to Occupational Standards:** This unit addresses the Unit of Competency: Provide employee counselling.

### UNIT DESCRIPTION

This unit specifies the competencies required to Provide Employee Counselling. It involves Managing Employee Conflict, Providing Employee Support and Evaluating Performance Improvement.

### Summary of Learning Outcomes

S/No	ELEMENTS	DURATION (HOURS)
1	Manage Employee	35
2	Provide Employee Support	35
3	Evaluate Performance Improvement	30
	<b>Total</b>	<b>100</b>

### Learning Outcomes, Content and Suggested Assessment Methods

Learning Outcome	Content	Suggested Assessment Methods
1. Manage Employee Conflicts	1.1 Policies and procedure 1.2 Conflict identification 1.3 Conflict resolution techniques 1.3.1 Mediation 1.3.2 Consensus Building 1.3.3 Negotiation 1.3.4 Collaboration 1.3.5 Avoiding	<ul style="list-style-type: none"><li>• Practical assessment</li><li>• Written assessment</li><li>• Portfolio of Evidence</li><li>• Third party report</li></ul>

<b>Learning Outcome</b>	<b>Content</b>	<b>Suggested Assessment Methods</b>
	1.3.6 Accommodation 1.4 Causes of employees conflicts 1.5 Conflict resolution procedure 1.6 Guidance and counselling procedure 1.7 Types of employees conflict	<ul style="list-style-type: none"> <li>• Oral questions</li> </ul>
2. Provide Employee Support	2.1 Wellness programs <ul style="list-style-type: none"> <li>2.1.1 Sensitization</li> <li>2.1.2 Physical fitness</li> <li>2.1.3 Health Insurance</li> <li>2.1.4 Employee assistance programs</li> <li>2.1.5 Wellness retreats</li> </ul> 2.2 Work life balance initiatives <ul style="list-style-type: none"> <li>2.2.1 Flexible work arrangement</li> <li>2.2.2 Remote work</li> <li>2.2.3 Leaves</li> </ul> 2.3 Resources for employee development <ul style="list-style-type: none"> <li>2.3.1 Training</li> <li>2.3.2 Mentoring and coaching</li> <li>2.3.3 Professional development plans</li> <li>2.3.4 Opportunities for career progression</li> <li>2.3.5 Benefits of employees support</li> </ul>	<ul style="list-style-type: none"> <li>• Practical assessment</li> <li>• Written assessment</li> <li>• Portfolio of Evidence</li> <li>• Third party reports</li> <li>• Oral questions</li> </ul>



<b>Learning Outcome</b>	<b>Content</b>	<b>Suggested Assessment Methods</b>
3 Evaluate Performance Improvement	3.1 Employee performance gaps 3.2 Constructive feedback and coaching 3.3 Performance improvement plans	<ul style="list-style-type: none"> <li>• Practical assessment</li> <li>• Written assessment</li> <li>• Portfolio of Evidence</li> <li>• Third party report</li> <li>• Oral questions</li> </ul>

#### **Suggested Methods of Delivery**

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

#### **Recommended Resources for 30 Trainees**

<b>S/No.</b>	<b>Category/Item</b>	<b>Description/ Specifications</b>	<b>Quantity</b>	<b>Recommended Ratio (Item: Trainee)</b>
<b>A</b>	<b>Learning Materials</b>			
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>B</b>	<b>Learning Facilities &amp; infrastructure</b>			
1.	Lecture/theory room		1	1:30
2.	Computer Laboratory		1	1:30
<b>C</b>	<b>Consumable materials</b>			
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	-
<b>D</b>	<b>Tools and Equipment</b>			
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. Textbooks
2. E - learning resources

3. HRM Journals
4. Magazines

## ECONOMICS

**UNIT CODE:** 0413 551 09A

**TVET CDACC UNIT CODE:** BUS/CU/HRM/CC/03/6/MA

### Relationship to Occupational Standards

This unit addresses the unit of competency: Apply Economics Skills

**Duration of Unit:** 100 hours

### Unit Description

This unit specifies the competencies required to apply economics skills. It involves; demonstrating understanding of economic concepts, applying concept of demand in market analysis, applying concept of supply in market analysis, setting prices of the products, applying theory of consumer behaviour, applying production theory, applying theory of costs, differentiating market structures, demonstrating understanding of national income, demonstrate understanding of money and banking, demonstrate understanding of inflation and unemployment and demonstrate understanding of international trade

### Summary of Learning Outcomes

S/No	ELEMENTS	DURATION (HOURS)
1	Apply fundamental of economic concepts	8
2	Apply demand concept in market analysis	6
3	Apply supply concept in market analysis	6
4	Set product prices	10
5	Apply consumer behavior theory	6
6	Apply production theory	10
7	Apply cost theory	8
8	Differentiate market structures	6
9	Determine national income	10
10	Demonstrate understanding of money and banking	10
11	Demonstrate understanding of inflation and unemployment	12
12	Demonstrate understanding of international trade	8
	<b>Total</b>	<b>100</b>

### Learning Outcomes, Content and Suggested Assessment Methods

Learning outcomes	Content	Suggested Assessment Methods
1. Apply fundamental of Economic Concepts	1.1 Economic concepts. 1.1.1 Economic resources 1.1.2 Human wants 1.1.3 Scarcity and choice 1.1.4 Opportunity cost 1.1.5 Production possibility curves/frontiers 1.1.6 Wealth 1.1.7 Welfare 1.2 Economic methodology 1.3 Economic resources 1.4 Economic systems. 1.5 Effective resource utilization.	<ul style="list-style-type: none"> <li>• Case studies</li> <li>• Written assessment</li> <li>• Oral assessment</li> <li>• Projects</li> <li>• Portfolio of evidence</li> </ul>
2 Apply demand concept in market analysis	2.1 Market demand dynamics. 2.2 Factors affecting demand. 2.3 Demand curves 2.4 Elasticity of demand	<ul style="list-style-type: none"> <li>• Case studies</li> <li>• Practical</li> <li>• Written assessment</li> <li>• Oral assessment</li> <li>• Third-party report</li> <li>• Projects</li> <li>• Portfolio of evidence</li> </ul>
3 Apply Consumer Behavior Theory	3.1 Consumer behavior approaches. 3.1.1 Cardinal	<ul style="list-style-type: none"> <li>• Case studies</li> <li>• Practical</li> </ul>

	3.1.2 Ordinal 3.2 Consumer utility 3.2.1 marginal utility 3.2.2 law of diminishing marginal utility 3.3 Consumer equilibrium 3.4 Indifference curves	<ul style="list-style-type: none"> <li>• Written assessment</li> <li>• Oral assessment</li> <li>• Third-party report</li> <li>• Projects</li> <li>• Portfolio of evidence</li> </ul>
4 Apply Production Theory	4.1 Factors of production and their rewards 4.1.1 Land 4.1.2 Labour 4.1.3 Capital 4.1.4 Entrepreneurship 4.2 Mobility of factors of production 4.3 Stages of production 4.3.2 Primary 4.3.3 Secondary 4.3.4 Tertiary 4.4 Direct and Indirect Production 4.5 Merits and demerits of direct and indirect production 4.6 Division of labour and specialization. 4.1 Long run and short run production period	<ul style="list-style-type: none"> <li>• Case studies</li> <li>• Practical</li> <li>• Written assessment</li> <li>• Oral assessment</li> <li>• Third-party report</li> <li>• Projects</li> <li>• Portfolio of evidence</li> </ul>
5 Apply Cost Theory	5.1 Classification of production costs 5.1.1 Fixed costs 5.1.2 Variable costs 5.1.3 Total cost 5.1.4 Opportunity costs 5.1.5 Marginal cost	<ul style="list-style-type: none"> <li>• Case studies</li> <li>• Practical</li> <li>• Written assessment</li> <li>• Oral assessment</li> <li>• Third-party report</li> <li>• Projects</li> </ul>

	5.2 Short run costs analysis 5.2.1 long run costs analysis 5.2.2 Cost curves analysis. 5.3 Optimal size of the firm. 5.3.1 Economies of scale.	<ul style="list-style-type: none"> <li>Portfolio of evidence</li> </ul>
6 Differentiate Market Structures	6.1 Meaning of the term market 6.2 Types of market structures and their characteristics 6.2.1 Perfect competition 6.2.2 Monopoly 6.2.3 Monopolistic 6.2.4 Oligopoly 6.2.5 Duopoly 6.3 Price and output determination in the long run and in the short run.	<ul style="list-style-type: none"> <li>Case studies</li> <li>Practical</li> <li>Written assessment</li> <li>Oral assessment</li> <li>Third-party report</li> <li>Projects</li> <li>Portfolio of evidence</li> </ul>
7 Determine national income	7.1 Concept of national income 7.1.1 Gross Domestic Product (GDP) 7.1.2 Gross national product (GNP) and net national product (NNP) 7.1.3 Net national income (NNI) at market price and factor cost 7.1.4 Disposable income 7.2 Methods used to measure national income 7.3 Income approach 7.4 Output approach 7.5 Expenditure approach 7.6 Problems of national income 7.7 Importance of national income	<ul style="list-style-type: none"> <li>Case studies</li> <li>Practical</li> <li>Written assessment</li> <li>Oral assessment</li> <li>Third-party report</li> <li>Projects</li> <li>Portfolio of evidence</li> </ul>

	<p>statistics</p> <p>7.8 National income equilibrium.</p>	
8 Understand money and banking	<p>8.1 Definition of terms:</p> <p>8.1.1 Money</p> <p>8.1.2 Banking</p> <p>8.2 Characteristics of money</p> <p>8.3 Functions of money</p> <p>8.4 Functions of commercial banks</p> <p>8.5 Function of central bank</p> <p>Functions of non-banking financial institutions</p>	<ul style="list-style-type: none"> <li>• Case studies</li> <li>• Practical</li> <li>• Written assessment</li> <li>• Oral assessment</li> <li>• Third-party report</li> <li>• Projects</li> <li>• Portfolio of evidence</li> </ul>
9 Determine Inflation and unemployment	<p>9.1 Types of inflation</p> <p>9.1.1 Cost push</p> <p>9.1.2 Demand pull</p> <p>9.2 Causes of inflation</p> <p>9.3 Effects of inflation</p> <p>9.4 Measures to control inflation</p> <p>9.4.1 Fiscal policy</p> <p>9.4.2 Monetary</p> <p>9.4.3 Direct intervention</p> <p>9.5 Meaning of unemployment</p> <p>9.6 Types of unemployment</p> <p>9.7 Causes of unemployment</p> <p>9.8 Measures to control unemployment</p>	<ul style="list-style-type: none"> <li>• Case studies</li> <li>• Practical</li> <li>• Written assessment</li> <li>• Oral assessment</li> <li>• Third-party report</li> <li>• Projects</li> <li>• Portfolio of evidence</li> </ul>
10 Understand international trade.	<p>10.1 Concept of international trade;</p> <p>10.1.1 Meaning,</p> <p>10.1.2 Advantages and disadvantages.</p> <p>10.2 International balance of payments.</p> <p>10.3 International Balance of trade.</p>	<ul style="list-style-type: none"> <li>• Case studies</li> <li>• Practical</li> <li>• Written assessment</li> <li>• Oral assessment</li> </ul>



	9.9 International Terms of trade .	<ul style="list-style-type: none"> <li>• Third-party report</li> <li>• Projects</li> <li>• Portfolio of evidence</li> </ul>
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### Suggested Methods of Instruction

- Practical
- Projects
- Poe evaluation
- Third party reports
- Written test

### Recommended Resources for 30 Trainees

S/No.	Category/Item	Description/ Specifications	Quantity	Recommended Ratio (Item: Trainee)
<b>A</b>	<b>Learning Materials</b>			
1.	Charts	<ul style="list-style-type: none"> <li>• Flip Charts</li> </ul>	5	1:6
<b>B</b>	<b>Learning Facilities &amp; Infrastructure</b>			
2.	Lecture/Theory Room	(9* 8 sq. metres)	1	1:30
3.	Internet Connection	WI-FI, Dial-Up, Cable, Fixed- wireless,	1	1:30
<b>C</b>	<b>Consumable Materials</b>			
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

<b>D</b>	<b>Tools And Equipment</b>			
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

## RESEARCH STUDY

**UNIT CODE:** 0416 551 11A

**TVET CDACC UNIT CODE:** BUS/CU/HRM/CC/04/6/MA

**Duration of Unit: 100 Hours**

**Relationship to Occupational Standards.:** this unit addresses the Unit of Competency: Conduct Research Project

### UNIT DESCRIPTION

This unit covers the competencies required to carry out research study. It includes: writing research study introduction, reviewing research literature, designing research study methodology, analyzing research study findings, summarizing research study findings and compiling research report.

### Summary of Learning Outcomes

S/No	ELEMENTS	DURATION (HOURS)
1	Write research study introduction	23
2	Review research literature	20
3	Design research study methodology	18
4	Analysis study findings	12
5	Summarize research study findings	12
6	Compile research report	15
	<b>Total</b>	<b>100</b>

### Learning Outcomes, Content and Suggested Assessment Methods

Learning Outcome	Content	Suggested Assessment Methods
1. Write Research Study Introduction	1.1 Developing research title. 1.2 Research variables 1.2.1 Independent variables	<ul style="list-style-type: none"><li>• Practical assessment</li><li>• Written assessment</li><li>• Portfolio of Evidence</li><li>• Third party report</li></ul>

	<p>1.2.2 Dependent variables</p> <p>1.2.3 Moderating variables</p> <p>1.3 Formulate research objectives</p> <p>1.4 Formulate research questions</p> <p>1.5 Background to the study</p> <p>1.5.1 Global</p> <p>1.5.2 Regional</p> <p>1.5.3 Local</p> <p>1.6 Statement of the problem</p> <p>1.7 Significance of the study</p> <p>1.8 Scope of the study</p> <p>1.8.1 Study focus</p> <p>1.8.2 Study population</p> <p>1.8.3 Study variables</p> <p>1.9 Limitations of the study</p>	<ul style="list-style-type: none"> <li>• Oral questions</li> </ul>
2. Research Literature	<p>2.1 Relevant theories of the study</p> <p>2.2 Empirical literature review</p> <p>2.3 Conceptual framework</p> <p>2.4 Research gaps</p>	<ul style="list-style-type: none"> <li>• Practical assessment</li> <li>• Written assessment</li> <li>• Portfolio of Evidence</li> <li>• Third party report</li> <li>• Oral questions</li> </ul>

<p>3. Design Research Study Methodology</p>	<p>3.1 Research designs</p> <p>3.2 Target population</p> <p>    3.2.1 Finite</p> <p>    3.2.2 Infinite</p> <p>3.3 Sampling techniques</p> <p>    3.3.1 Probability</p> <p>    3.3.2 Non-probability</p> <p>3.4 Data collection tools</p> <p>    3.4.1 Questionnaires</p> <p>    3.4.2 Interview schedules</p> <p>    3.4.3 Observations</p> <p>3.5 Data analysis techniques</p> <p>    3.5.1 Quantitative</p> <p>    3.5.2 Qualitative</p> <p>3.6 Data presentation methods</p> <p>    3.6.1 Tables</p> <p>    3.6.2 Charts</p>	<ul style="list-style-type: none"> <li>• Practical assessment</li> <li>• Written assessment</li> <li>• Portfolio of Evidence</li> <li>• Third party report</li> <li>• Oral questions</li> </ul>
<p>4. Analyze Study Findings</p>	<p>4.1 Response rate</p> <p>4.2 Data analysis techniques</p> <p>4.3 Data interpretation</p> <p>4.4 Data presentation</p>	<ul style="list-style-type: none"> <li>• Practical assessment</li> <li>• Written assessment</li> <li>• Portfolio of Evidence</li> <li>• Third party report</li> <li>• Oral questions</li> </ul>
<p>5. Summarize Research Study Findings</p>	<p>5.1 Study findings</p> <p>5.2 Research recommendations</p> <p>5.3 Suggestions for further studies</p>	<ul style="list-style-type: none"> <li>• Practical assessment</li> <li>• Written assessment</li> <li>• Portfolio of Evidence</li> <li>• Third party report</li> </ul>

		<ul style="list-style-type: none"> <li>• Oral questions</li> </ul>
6. Compile Research Report	6.1 Preliminary review 6.2 Organization of research report 6.2.1 Cover page 6.2.2 Declaration 6.2.3 Dedication 6.3 List of references 6.4 Appendices 6.4.1 Letter 6.4.2 Introduction 6.4.3 Data collection tools 6.4.4 Work plan 6.5 Research report proofreading 6.5.1 Change of tenses from future tense to past tense 6.5.2 Appropriate line spacing 6.5.3 Appropriate font style and font size 6.6 Report binding 6.6.1 Spiral 6.6.2 Case/hard cover	<ul style="list-style-type: none"> <li>• Practical assessment</li> <li>• Written assessment</li> <li>• Portfolio of Evidence</li> <li>• Third party report</li> <li>• Oral questions</li> </ul>

#### **Suggested delivery methods**

- Demonstration
- Practical work by trainee
- Fieldwork and benchmarking
- Group discussions
- Case studies
- Role play

#### List of Recommended Resources for 30 trainees

S/No.	Category/Item	Description/ Specifications	Quantity	Recommended Ratio (Item: Trainee)
<b>A</b>	<b>Learning Materials</b>			
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>B</b>	<b>Learning Facilities &amp; infrastructure</b>			
1.	Lecture/theory room		1	1:30
2.	Computer Laboratory		1	1:30
<b>C</b>	<b>Consumable materials</b>			
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	-

<b>D</b>	<b>Tools and Equipment</b>			
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

- Organization operating procedures
- Industry/workplace codes of practice
- Text books
- HRM Journals
- Magazines
- E-learning resources



## LABOUR LAW

**UNIT CODE: 0421 551 21A**

**Duration of Unit: 160 Hours**

### **Relationship to Occupational Standards**

This unit addresses the Unit of Competency: Apply Labour Law.

### **Unit Description**

This unit specifies the competencies required to apply labor laws. It involves applying the concepts of labour law and engaging players in labour relations, trade unions and trade Unionism. It also involves applying international labour organization conventions, relevant labour legislation, and participation and joint consultations.

### **Summary of Learning Outcomes**

1. Apply the Concepts of Labour Law
2. Engaging players in Labor Relations
3. Apply trade unions and Trade Unionism
4. Apply international labour Organization Conventions
5. Apply Relevant Labour Legislation
6. Apply Participation and Joint Consultations.

### **Learning Outcomes, Content, and Suggested Assessment Methods**

<b>Learning Outcome</b>	<b>Content</b>	<b>Suggested Assessment Methods</b>
1. Apply the concepts of Labour Law	1.1 Introduction 1.2 Classification of labour law 1.2.1 Factories Act 1.2.2 Work injury Benefit Act 1.2.3 Employment Act 1.2.4 The HIV & AIDS prevention and control Act, 2006 1.2.5 Labour Institutions Act, 2007	<ul style="list-style-type: none"><li>• Practical assessment</li><li>• Project</li><li>• Portfolio of evidence</li><li>• Third party report</li></ul>

Learning Outcome	Content	Suggested Assessment Methods
	<p>1.3 Social Security Legislation</p> <p>1.3.1 NHIF Act</p> <p>1.3.2 NSSF Act</p> <p>1.3.3 Payment of Gratuity Act</p> <p>1.4 Regulatory Legislation</p> <p>1.4.1 The Industrial Relations Act</p> <p>1.4.2 The trade union Act</p> <p>1.4.3 The Disputes Acts</p> <p>1.4.4 Terms and conditions of Employment Act.</p> <p>1.5 Contract of Employment</p> <p>1.5.1 Categories of employees</p> <p>1.5.2 Termination of contract of employment</p> <p>1.5.3 Rights and obligation of parties in the employment contract</p> <p>1.5.4 Termination of Employment Contract</p>	<ul style="list-style-type: none"> <li>• Case Study</li> <li>• Written assessment</li> <li>• Oral assessment</li> </ul>
2. Apply Players in Labour law	<p>2.1 Central organizations of trade unions of Kenya (COTU)</p> <p>2.2 Functions of COTU</p> <p>2.3 Structure of COTU</p> <p>2.4 Federation of Kenya Employers (FKE)</p> <p>2.5 Membership of FKE</p> <p>2.6 Structure of FKE</p> <p>2.7 Functions of FKE</p>	<ul style="list-style-type: none"> <li>•</li> </ul>

<b>Learning Outcome</b>	<b>Content</b>	<b>Suggested Assessment Methods</b>
	2.8 Industrial court 2.9 Establishment of industrial court 2.10 The industrial court procedure 2.11 Pre-industrial court procedures	
3. Apply Trade Unions and Trade Unionism	3.1 Trade union organization and structure 3.2 Types of trade unions 3.3 Functions of trade unions 3.4 historical background of trade unions	<ul style="list-style-type: none"> <li>• Third party report</li> <li>• Written assessment</li> <li>• Case Study</li> <li>• Oral assessment</li> <li>• Role play</li> </ul>
4. Apply International Labour Organization Conventions	4.1 International labour organisation history 4.2 Objectives of ILO 4.3 Principles of ILO	<ul style="list-style-type: none"> <li>• Practical assessment</li> <li>• Project</li> <li>• Portfolio of evidence</li> <li>• Third party report</li> </ul>

<b>Learning Outcome</b>	<b>Content</b>	<b>Suggested Assessment Methods</b>
		<ul style="list-style-type: none"> <li>• Case Study</li> <li>• Written assessment</li> <li>• Oral assessment</li> </ul>
5. Apply Relevant Labour Legislation	5.1 Public health Cap 242 5.2 Employment Act 2007. 5.3 Powers of medical officer. 5.4 Powers of Labour minister. 5.5 Regulation of Wages and conditions of employment Act of 2007 5.5 Workmen's compensation Act.(Cap 236) 5.6 Trade unions Act 5.7 Overall Health and Safety Legislations 5.8 Trade Disputes Act CAP 234	<ul style="list-style-type: none"> <li>• Practical assessment</li> <li>• Project</li> <li>• Portfolio of evidence</li> <li>• Third party report</li> <li>• Case Study</li> <li>• Written assessment</li> <li>• Oral assessment</li> </ul>
6.Apply Participation and Joint Consultation	6.1 Aims of employee involvement and participation 6.2 Principles of Joint Consultation 6.3 Issues in Participation 6.4 Requirement for successful involvement and participation 6.5 Forms of employee involvement and	<ul style="list-style-type: none"> <li>• Practical assessment</li> <li>• Project</li> <li>• Portfolio of evidence</li> <li>• Third party</li> </ul>

Learning Outcome	Content	Suggested Assessment Methods
	participation 5.6 Counselling in the workplace	report <ul style="list-style-type: none"> <li>• Case Study</li> <li>• Written assessment</li> <li>• Oral assessment</li> </ul>

#### Suggested Methods of Delivery

- Practical assessment
- Project
- Portfolio of evidence
- Third party report
- Case Study
- Written assessment
- Oral assessment
- Role play

#### Recommended Resources for 30 Trainees

S/No.	Category/Item	Description/ Specifications	Quantity	Recommended Ratio (Item: Trainee)
<b>A</b>	<b>Learning Materials</b>			
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>B</b>	<b>Learning Facilities &amp; infrastructure</b>			
3.	Lecture/theory room		1	1:30
4.	Computer Laboratory		1	1:30
<b>C</b>	<b>Consumable materials</b>			
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	-
<b>D</b>	<b>Tools and Equipment</b>			
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

- i. Organization operating procedures
- ii. Industry/workplace codes of practice

- iii. Text books
- iv. Human resource management journals
- v. Magazines
- vi. E-learning resources
- vii. Employment Act 2007

## LABOUR LAW

**UNIT CODE:** 0421 551 21A

**TVET CDACC UNIT CODE:** BUS/CU/HRM/CR/04/6/MA

**Duration of Unit:** 100 hours

### Relationship to Occupational Standards

This unit addresses the unit of competency: Apply labour laws

### Unit Description

This unit specifies the competencies required to apply labor laws. It involves understanding the concepts of labour law, identifying players in labour relations, differentiating trade unions and trade unionism, analysing international labour organization conventions, applying relevant labour legislation, and performing participation and joint consultations.

### Summary of Learning Outcomes

S/No	ELEMENTS	DURATION (HOURS)
1	Understand the concept of labour law.	67
2	Identify players in labour law.	32
3	Differentiate trade unions and trade unionism.	12
4	Analyse International labour organisation convention.	9
5	Apply relevant labour legislation.	23
6	Perform participation and joint consultation.	17
	<b>Total</b>	<b>100</b>

### Learning Outcomes, Content, and Suggested Assessment Methods

Learning Outcome	Content	Suggested Assessment Methods
1. Understand the concepts of Labour Law	1.3 Introduction 1.4 Classification of labour law 1.2.1Factories Act 1.2.2 Work injury Benefit Act 1.2.3Employment Act	<ul style="list-style-type: none"><li>• Practical assessment</li><li>• Project</li><li>• Portfolio of evidence</li></ul>



<b>Learning Outcome</b>	<b>Content</b>	<b>Suggested Assessment Methods</b>
	<p>1.2.4 The HIV &amp; AIDS prevention and control Act,2006</p> <p>1.2.5 Labour Institutions Act,2007</p> <p>1.3 Social Security Legislation</p> <p>1.3.1 NHIF Act</p> <p>1.3.2 NSSF Act</p> <p>1.3.3 Payment of Gratuity Act</p> <p>1.4 Regulatory Legislation</p> <p>1.4.1 The Industrial Relations Act</p> <p>1.4.2 The trade union Act</p> <p>1.4.3 The Disputes Acts</p> <p>1.4.4 Terms and conditions of Employment Act.</p> <p>1.6 Contract of Employment</p> <p>1.6.1 Categories of employees</p> <p>1.6.2 Termination of contract of employment</p> <p>1.6.3 Rights and obligation of parties in the employment contract</p> <p>1.6.4 Termination of Employment Contract</p>	<ul style="list-style-type: none"> <li>• Third party report</li> <li>• Case Study</li> <li>• Written assessment</li> <li>• Oral assessment</li> </ul>
2. Identify Players in Labour law	<p>2.1 Central organizations of trade unions of Kenya (COTU)</p> <p>2.12 Functions of COTU</p> <p>2.13 Structure of COTU</p> <p>2.14 Federation of Kenya Employers (FKE)</p> <p>2.15 Membership of FKE</p>	<ul style="list-style-type: none"> <li>• Practical assessment</li> <li>• Project</li> <li>• Portfolio of evidence</li> <li>• Third party report</li> <li>• Case Study</li> </ul>

<b>Learning Outcome</b>	<b>Content</b>	<b>Suggested Assessment Methods</b>
	2.16 Structure of FKE 2.17 Functions of FKE 2.18 Industrial court 2.19 Establishment of industrial court 2.20 The industrial court procedure 2.21 Pre-industrial court procedures	<ul style="list-style-type: none"> <li>• Written assessment</li> <li>• Oral assessment</li> </ul>
3.Differentiate trade unions and trade unionism	3.1 Trade union organization and structure 3.2 Types of trade unions 3.3 Functions of trade unions 3.4 historical background of trade unions	<ul style="list-style-type: none"> <li>• Third party report</li> <li>• Written assessment</li> <li>• Case Study</li> <li>• Oral assessment</li> <li>• Role play</li> </ul>
4.Analyse International Labour Organization (ILO) conventions	4.1 International labour organisation history 4.2 Objectives of ILO 4.3 Principles of ILO	<ul style="list-style-type: none"> <li>• Practical assessment</li> <li>• Project</li> <li>• Portfolio of evidence</li> <li>• Third party report</li> <li>• Case Study</li> <li>• Written assessment</li> </ul>

<b>Learning Outcome</b>	<b>Content</b>	<b>Suggested Assessment Methods</b>
		<ul style="list-style-type: none"> <li>• Oral assessment</li> </ul>
5. Apply relevant labour legislation	5.1 Public health Cap 242 5.2 Employment Act 2007. 5.3 Powers of medical officer. 5.4 Powers of Labour minister. 5.5 Regulation of Wages and conditions of employment Act of 2007 5.5 Workmen's compensation Act.(Cap 236) 5.6 Trade unions Act 5.7 Overall Health and Safety Legislations 5.8 Trade Disputes Act CAP 234	<ul style="list-style-type: none"> <li>• Practical assessment</li> <li>• Project</li> <li>• Portfolio of evidence</li> <li>• Third party report</li> <li>• Case Study</li> <li>• Written assessment</li> <li>• Oral assessment</li> </ul>
6. Perform participation and joint consultation	6.1 Aims of employee involvement and participation 6.2 Principles of Joint Consultation 6.3 Issues in Participation 6.4 Requirement for successful involvement and participation 6.5 Forms of employee involvement and participation 5.6 Counselling in the workplace	<ul style="list-style-type: none"> <li>• Practical assessment</li> <li>• Project</li> <li>• Portfolio of evidence</li> <li>• Third party report</li> <li>• Case Study</li> <li>• Written assessment</li> </ul>

<b>Learning Outcome</b>	<b>Content</b>	<b>Suggested Assessment Methods</b>
		<ul style="list-style-type: none"> <li>• Oral assessment</li> </ul>

### **Suggested Methods of Delivery**

- Practical assessment
- Project
- Portfolio of evidence
- Third party report
- Case Study
- Written assessment
- Oral assessment
- Role play

### **Recommended Resources for 30 Trainees**

<b>S/No.</b>	<b>Category/Item</b>	<b>Description/ Specifications</b>	<b>Quantity</b>	<b>Recommended Ratio (Item: Trainee)</b>
<b>A</b>	<b>Learning Materials</b>			
15.	Textbooks		5 pcs	1:6
16.	PowerPoint presentations	For trainer's use		
17.	Projector		1	1;30
18.	Whiteboard		1	1;30
19.	Report writing templates			
20.	Rolls flip charts		1	1;30
21.	Assorted color of whiteboard markers	For trainers Use		

<b>B</b>	<b>Learning Facilities &amp; infrastructure</b>			
5.	Lecture/theory room		1	1:30
6.	Computer Laboratory		1	1:30
<b>C</b>	<b>Consumable materials</b>			
11.	Assorted whiteboard markers		30	1:1
12.	Internet connection		200 mbps	-
13.	Antivirus Software			-
14.	Printing Papers		Enough	-
15.	External storage media		1 tb	-
<b>D</b>	<b>Tools and Equipment</b>			
7.	Printers		2 pcs	2:30
8.	Computers	With Windows /Linux/Macintosh Operating System, Microsoft Office Software, Google Workspace Account, Antivirus Software	30pcs	1:1
9.	Mobile phones		10	10:30

## References

- viii. Organization operating procedures
- ix. Industry/workplace codes of practice
- x. Text books
- xi. Human resource management journals
- xii. Magazines

- xiii. E-learning resources
- xiv. Employment Act 2007