



REPUBLIC OF KENYA

COMPETENCY BASED CURRICULUM

FOR

HUMAN RESOURCE MANAGEMENT

LEVEL 6



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 social economic development. Quality education and training will contribute to achievement of Kenya's development blueprint and sustainable development goals.

Reforms in the education sector are necessary for the achievement of Kenya Vision 2030 and meeting the provisions of the Constitution of Kenya 2010. The education sector had to be aligned to the Constitution and this resulted to the formulation of the Policy Framework for Reforming Education and Training (Sessional Paper No. 4 of 2016). 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 allows for multiple entry and exit in TVET programmes.

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.

It is my conviction that this curriculum will play a great role towards development of competent human resource for the Human Resource Management sector's growth and sustainable development.

**PRINCIPAL SECRETARY, VOCATIONAL AND TECHNICAL TRAINING
MINISTRY OF EDUCATION**

PREFACE

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

The Technical and Vocational Education and Training Act No. 29 of 2013 and Sessional Paper No. 4 of 2016 on Reforming Education and Training in Kenya, emphasized the need to reform curriculum development, assessment and certification. This called for a shift to CBET in order to address the mismatch between skills acquired through training and skills needed by industry as well as increase the global competitiveness of Kenyan labour force.

TVET Curriculum Development, Assessment and Certification Council (TVET CDACC) in conjunction with Human Resources Management Sector Skills Advisory Committee (SSAC), have developed this curriculum.

This curriculum has been developed following the CBET framework policy; the CBETA standards and guidelines provided by the TVET Authority and the Kenya National Qualification Framework designed by the Kenya National Qualification Authority.

This curriculum is designed and organized with an outline of learning outcomes; suggested delivery methods, training/learning resources and methods of assessing the trainee’s achievement. The curriculum is competency-based and allows multiple entry and exit to the course.

I am grateful to the Council Members, Council Secretariat, Human Resource Management SSAC, expert workers and all those who participated in the development of this curriculum.

**CHAIRPERSON,
TVET CDACC**

ACKNOWLEDGMENT

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 was received from various organisations.

I recognize with appreciation the role of the HRM Sector Skills Advisory Committee (SSAC) 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 all those who participated in the process of developing this curriculum.

I am convinced that this curriculum will go a long way in ensuring that workers in HRM acquire competencies that will enable them to perform their work more efficiently.

**COUNCIL SECRETARY/CEO
TVET CDACC**

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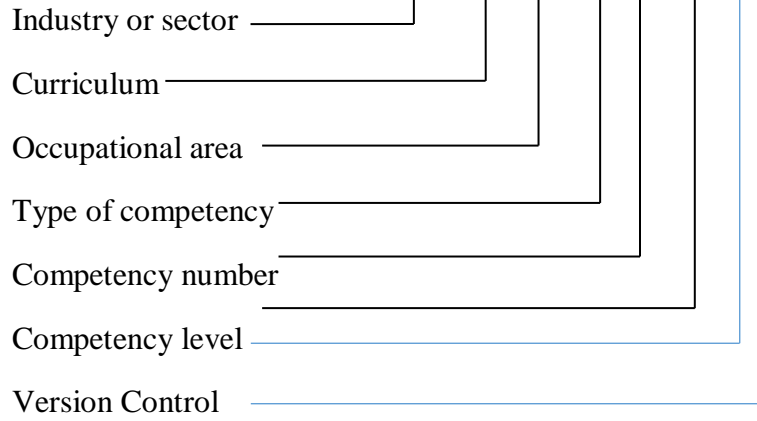
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ACRONYMS AND ABBREVIATIONS

BC	Basic Competency
BUS	Business
CC	Common Competencies
CR	Core Competency
CU	Curriculum
HRM	Human Resource Management
ICT	Information Communication Technology
MoE	Ministry of Education
OSH	Occupation Safety and Health
OSHA	Occupation Safety and Health Act
OSHS	Occupational Safety and Health Standards
SSAC	Sector Skills Advisory Committee
TVET	Technical and Vocational Education and Training
TVET CDACCTVET	Curriculum Development Assessment and Certification Council

KEY TO UNIT CODE

HRM /CU/BUS/BC/01/ 5/A



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COURSE OVERVIEW

Description of the course

This course is designed to equip individuals with competencies for Management of Human Resource. The Qualification consists of competencies that a person must achieve to plan, manage and evaluate delivery of human resource services, integrating business ethics, coordinating a range of human resource services within an organization's and acceptable Standard Operation Procedures (SOPs). Initiating employee resourcing, coordinating performance management, learning and development, Preparing human resource budgets, undertaking business communication, managing employee relations and rewards, coordinating organizational development, enforcing compliance with legislations, managing human resource information system (HRIS) and undertaking employee separation

This course consists of basic, common and core units of learning as indicated below:

Basic Units of Learning

Unit Code	Unit Title	Duration in Hours	Credit Factor
HRM/CU/BUS/BC/01/6/A	Communication skills	48	4.8
HRM/CU/BUS/BC/02/6/A	Numeracy skills	60	6
HRM/CU/BUS/BC/03/6/A	Digital literacy	60	6
HRM/CU/BUS/BC/04/6/A	Entrepreneurial skills	48	4.8
HRM/CU/BUS/BC/05/6/A	Employability skills	60	6
HRM/CU/BUS/BC/06/6/A	Environmental literacy	60	6
HRM/CU/BUS/BC/07/6/A	Occupational safety and health practices	30	3
Total		366	36.6

Common Units of Learning

Unit Code	Unit Title	Duration in Hours	Credit Factor
HRM/CU/BUS/CC/01/6/A	Organizational behaviour	110	11
HRM/CU/BUS/CC/02/6/A	Human resources management	70	7

Total	180	18
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Core Units of Learning

Unit Code	Unit Title	Duration in Hours	Credit Factor
HRM/CU/BUS/CR/01/6/A	Employee resourcing	110	11
HRM/CU/BUS/CR/02/6/A	Learning and development	114	11.4
HRM/CU/BUS/CR/03/6/A	Performance management	100	10
HRM/CU/BUS/CR/04/6/A	Preparation of human resource budgets	110	11
HRM/CU/BUSCR/05/6/A	Business communication	110	11
HRM/CU/BUS/CR/06/6/A	Employee relations	110	11
HRM/CU/BUS/CR/07/6/A	Reward management	110	11
HRM/CU/BUS/CR/08/6/A	Coordinate organization development	160	16
HRM/CU/BUSCR/09/6/A	Compliance with legislations	110	11
HRM/CU/BUS/CR/10/6/A	Human resource information system (HRIS) management	180	18
HRM/CU/BUS/CR/11/6/A	Employee separation	160	16
HRM/CU/BUS/CR/12/6/A	Industrial Attachment	480	48
Total		1854	185.4
GRAND TOTAL		2400	240

Entry Requirements

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

a) Kenya Certificate of Secondary Education (KCSE)

Or

b) Those who have practiced in a functional nursery for more than one year.

Or

c) Human Resource Management Level 5 with at least one year continuous experience in the industry

Or

d) Recognition of Prior Learning (RPL) Competence Certificate from a recognised assessment centre on any of the units of competency in human resource management

Or

e) Equivalent qualifications as determined by Kenya National Qualifications Authority (KNQA)

Trainer qualification

A trainer for this course should have a higher qualification than the level of this course

Assessment

The course will be assessed at two levels:

- a) **Internal assessment:** conducted continuously by the trainer (internal assessor) who is monitored by an accredited internal verifier.
- b) **External assessment:** conducted by an accredited external assessor who is monitored by an accredited external verifier. The assessors and verifiers are accredited by TVET CDACC which also coordinates external assessment.

Certification

A candidate will be issued with a Record of Achievement on demonstration of competence in a unit of competency. To attain the qualification of Human Resource Management Level 6, the candidate must demonstrate competence in all the units of competency as given in qualification pack. These certificates will be issued by TVET CDACC in conjunction with training provider.

BASIC UNITS OF LEARNING

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COMMUNICATION SKILLS

UNIT CODE: HRM/CU/BUS/BC/01/6/A

Relationship to Occupational Standards

This unit addresses the Unit of Competency: Demonstrate Communication Skills

Duration of Unit: 40 hours

Unit Description

This unit covers the competencies required to demonstrate communication skills .It involves, meeting communication needs of clients and colleagues; developing communication strategies, establishing and maintaining communication pathways, conducting interviews, facilitating group discussion and representing the organization.

Summary of Learning Outcomes

1. Meet communication needs of clients and colleagues
2. Develop communication strategies
3. Establish and maintain communication pathways
4. Promote use of communication strategies
5. Conduct interview
6. Facilitate group discussion
7. Represent the organization

Learning Outcomes, Content and Suggested Assessment Methods

Learning Outcome	Content	Suggested Assessment Methods
1. Meet communication needs of clients and colleagues	<ul style="list-style-type: none">• Communication process• Modes of communication• Medium of communication• Effective communication• Barriers to communication• Flow of communication• Sources of information• Organizational policies• Organization requirements for written and electronic communication methods• Report writing	<ul style="list-style-type: none">• Interview• Written texts

	<ul style="list-style-type: none"> • Effective questioning techniques (clarifying and probing) • Workplace etiquette • Ethical work practices in handling communication • Active listening • Feedback • Interpretation • Flexibility in communication • Types of communication strategies • Elements of communication strategy 	
2. Develop communication strategies	<ul style="list-style-type: none"> • Dynamics of groups • Styles of group leadership • Openness and flexibility in communication • Communication skills relevant to client groups 	<ul style="list-style-type: none"> • Interview • Written texts
3. Establish and maintain communication pathways	<ul style="list-style-type: none"> • Types of communication pathways 	<ul style="list-style-type: none"> • Interview • Written texts
4. Promote use of communication strategies	<ul style="list-style-type: none"> • Application of elements of communication strategies • Effective communication techniques 	<ul style="list-style-type: none"> • Interview • Written texts
5. Conduct interview	<ul style="list-style-type: none"> • Types of interview • Establishing rapport • Facilitating resolution of issues • Developing action plans 	<ul style="list-style-type: none"> • Interview • Written texts
6. Facilitate group discussion	<ul style="list-style-type: none"> • Identification of communication needs • Dynamics of groups • Styles of group leadership • Presentation of information • Encouraging group members participation • Evaluating group communication 	<ul style="list-style-type: none"> • Interview • Written texts

	strategies	
7. Represent the organization	<ul style="list-style-type: none"> • Presentation techniques • Development of a presentation • Multi-media utilization in presentation • Communication skills relevant to client groups 	<ul style="list-style-type: none"> • Interview • Written texts

Suggested Methods of Instruction

- Discussion
- Role playing
- Simulation
- Direct instruction

Recommended Resources

- Desktop computers/laptops
- Internet connection
- Projectors
- Telephone

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NUMERACY SKILLS

UNIT CODE: HRM/CU/BUS/BC/02/6/A

Relationship to Occupational Standards

This unit addresses the Unit of Competency: Demonstrate Numeracy Skills.

Duration of Unit: 60 hours

Unit Description

This unit describes the competencies required to demonstrate numeracy skills. It involves applying a wide range of mathematical calculations for work; applying ratios, rates and proportions to solve problems; estimating, measuring and calculating measurement for work; using detailed maps to plan travel routes for work; using geometry to draw and construct 2D and 3D shapes for work; collecting, organizing and interpreting statistical data; using routine formula and algebraic expressions for work and using common functions of a scientific calculator.

Summary of Learning Outcomes

1. Apply a wide range of mathematical calculations for work
2. Apply ratios, rates and proportions to solve problems
3. Estimate, measure and calculate measurement for work
4. Use detailed maps to plan travel routes for work
5. Use geometry to draw and construct 2D and 3D shapes for work
6. Collect, organize and interpret statistical data
7. Use routine formula and algebraic expressions for work
8. Use common functions of a scientific calculator

Learning Outcomes, Content and Suggested Assessment Methods

Learning Outcome	Content	Suggested Assessment Methods
1. Apply a wide range of mathematical calculations for work	<ul style="list-style-type: none">• Fundamentals of mathematics• Addition, subtraction, multiplication and division of positive and negative numbers• Algebraic expressions manipulation• Forms of fractions, decimals and percentages	<ul style="list-style-type: none">• Written tests• Assignments• Supervised exercises

	<ul style="list-style-type: none"> • Expression of numbers as powers and roots 	
2. Apply ratios, rates and proportions to solve problems	<ul style="list-style-type: none"> • Rates, ratios and proportions <ul style="list-style-type: none"> • Meaning • Conversions into percentages • Direct and inverse proportions determination • Performing calculations • Construction of graphs, charts and tables • Recording of information 	<ul style="list-style-type: none"> • Written tests • Assignments • Supervised exercises
3. Estimate, measure and calculate measurement for work	<ul style="list-style-type: none"> • Units of measurements and their symbols • Identification and selection of measuring equipment • Conversion of units of measurement • Perimeters of regular figures • Areas of regular figures • Volumes of regular figures • Carrying out measurements • Recording of information 	<ul style="list-style-type: none"> • Assignments • Supervised exercises • Written tests
4. Use detailed maps to plan travel routes for work	<ul style="list-style-type: none"> • Identification of features in routine maps and plans • Symbols and keys used in routine maps and plans • Identification and interpretation of orientation of map to North • Demonstrate understanding of direction and location • Apply simple scale to estimate length of objects, or distance to location or object • Give and receive directions using both formal and informal language • Planning of routes • Calculation of distance, speed and 	<ul style="list-style-type: none"> • Written • Practical test

	time	
5. Use geometry to draw and construct 2D and 3D shapes for work	<ul style="list-style-type: none"> • Identify two dimensional shapes and routine three dimensional shapes in everyday objects and in different orientations • Explain the use and application of shapes • Use formal and informal mathematical language and symbols to describe and compare the features of two dimensional shapes and routine three dimensional shapes • Identify common angles • Estimate common angles in everyday objects • Evaluation of unknown angles • Use formal and informal mathematical language to describe and compare common angles • Symmetry and similarity • Use common geometric instruments to draw two dimensional shapes • Construct routine three dimensional objects from given nets 	
6. Collect, organize and interpret statistical data	<ul style="list-style-type: none"> • Classification of data <ul style="list-style-type: none"> • Grouped data • Ungrouped data • Data collection <ul style="list-style-type: none"> • Observation • Recording • Distinguishing between sampling and census • Importance of sampling 	<ul style="list-style-type: none"> • Assignments • Supervised exercises • Written tests

	<ul style="list-style-type: none"> • Errors in sampling • Types of sampling and their limitations e.g. <ul style="list-style-type: none"> • Stratified random • Cluster • Judgmental • Tabulation of data <ul style="list-style-type: none"> • Class intervals • Class boundaries • Frequency tables • Cumulative frequency • Diagrammatic and graphical presentation of data e.g. <ul style="list-style-type: none"> • Histograms • Frequency polygons • Bar charts • Pie charts • Cumulative frequency curves <p><input type="checkbox"/> Interpretation of data</p>	
7. Use routine formula and algebraic expressions for work	<ul style="list-style-type: none"> • Solving linear equations • Linear graphs <ul style="list-style-type: none"> • Plotting • Interpretation • Applications of linear graphs • Curves of first and second degree <ul style="list-style-type: none"> • Plotting • Interpretation 	<ul style="list-style-type: none"> • Assignments • Supervised exercises • Written tests
8. Use common functions of a scientific calculator	<ul style="list-style-type: none"> • Identify and use keys for common functions on a calculator • Calculate using whole numbers, money and routine decimals and percentages • Calculate with routine fractions and percentages • Apply order of operations to solve multi-step calculations • Interpret display and record result 	<ul style="list-style-type: none"> • Written • Practical test

Suggested Methods of Instruction

- Group discussions
- Demonstration by trainer
- Practical work by trainee
- Exercises

Recommended Resources

- Calculators
- Rulers, pencils, erasers
- Charts with presentations of data
- Graph books
- Dice

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DIGITAL LITERACY

UNIT CODE:HRM/CU/BUS/BC/03/6/A

Relationship to Occupational Standards

This unit addresses the Unit of Competency: Demonstrate Digital Literacy

Duration of Unit: 60 hours

Unit Description

This unit describes competencies required to demonstrate digital literacy. It involves in identifying computer software and hardware, applying security measures to data, hardware, software in automated environment, computer software in solving task, internet and email in communication at workplace, desktop publishing in official assignments and preparing presentation packages.

Summary of Learning Outcomes

1. Identify computer software and hardware
2. Apply security measures to data, hardware, software in automated environment
3. Apply computer software in solving tasks
4. Apply internet and email in communication at workplace
5. Apply desktop publishing in official assignments
6. Prepare presentation packages

Learning Outcomes, Content and Suggested Assessment Methods

Learning Outcome	Content	Suggested Assessment Methods
1. Identify computer hardware and software	<ul style="list-style-type: none">• Concepts of ICT• Functions of ICT• History of computers• Components of a computer• Classification of computers	<ul style="list-style-type: none">• Written tests• Oral presentation
2. Apply security measures to data, hardware, software in automated environment	<ul style="list-style-type: none">• Data security and control• Security threats and control measures• Types of computer crimes• Detection and protection against computer crimes	<ul style="list-style-type: none">• Written tests• Oral presentation• Project

	<ul style="list-style-type: none"> • Laws governing protection of ICT 	
3. Apply computer software in solving tasks	<ul style="list-style-type: none"> • Operating system • Word processing • Spread sheets • Data base design and manipulation • Data manipulation, storage and retrieval 	<ul style="list-style-type: none"> • Oral questioning • Project
4. Apply internet and email in communication at workplace	<ul style="list-style-type: none"> • Computer networks • Network configurations • Uses of internet • Electronic mail (e-mail) concept 	<ul style="list-style-type: none"> • Oral questioning • Written report
5. Apply desktop publishing in official assignments	<ul style="list-style-type: none"> • Concept of desktop publishing • Opening publication window • Identifying different tools and tool bars • Determining page layout • Opening, saving and closing files • Drawing various shapes using DTP • Using colour pellets to enhance a document • Inserting text frames • Importing and exporting text • Object linking and embedding • Designing of various publications • Printing of various publications 	<ul style="list-style-type: none"> • Oral questioning • Written report • Project
6. Prepare presentation packages	<ul style="list-style-type: none"> • Types of presentation packages • Procedure of creating slides • Formatting slides • Presentation of slides • Procedure for editing objects 	<ul style="list-style-type: none"> • Oral questioning • Written report • Project

Suggested Methods of Instruction

- Instructor led facilitation of theory
- Demonstration by trainer
- Practical work by trainee
- Viewing of related videos
- Project
- Group discussions

Recommended Resources

- Computers
- Printers
- Storage devices
- Internet access

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ENTREPRENEURIAL SKILLS

UNIT CODE: HRM/CU/BUS/BC/04/6/A

Relationship to Occupational Standards

This unit addresses the Unit of Competency: Demonstrate Entrepreneurial Skills

Duration of unit: 100 hours

Unit Description

This unit covers the competencies required to demonstrate understanding of entrepreneurship. It involves demonstrating understanding of an entrepreneur, entrepreneurship and self-employment. It also involves identifying entrepreneurship opportunities, creating entrepreneurial awareness, applying entrepreneurial motivation and developing business innovative strategies.

Summary of Learning Outcomes

1. Demonstrate understanding of who an entrepreneur
2. Demonstrate knowledge of entrepreneurship and self-employment
3. Identify entrepreneurship opportunities
4. Create entrepreneurial awareness
5. Apply entrepreneurial motivation
6. Develop business innovative strategies
7. Develop Business plan

Learning Outcome	Content	Suggested Assessment Methods
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1. Demonstrate knowledge of entrepreneurship and self-employment	<ul style="list-style-type: none"> • Importance of self-employment • Requirements for entry into self-employment • Role of an Entrepreneur in business • Contributions of Entrepreneurs to National development • Entrepreneurship culture in Kenya • Born or made entrepreneurs 	<ul style="list-style-type: none"> • Individual/group assignments • Projects • Written tests • Oral questions • Third party report
2. Identify entrepreneurship opportunities	<ul style="list-style-type: none"> • Business ideas and opportunities • Sources of business ideas • Business life cycle • Legal aspects of business • Assessment of product demand • Business environment • Factors to consider when evaluating business environment • Technology in business 	<ul style="list-style-type: none"> • Individual/group assignments • Projects • Written tests • Oral questions • Third party report • Interviews
3. Create entrepreneurial awareness	<ul style="list-style-type: none"> • Forms of businesses • Sources of business finance • Factors in selecting source of business finance • Governing policies on Small Scale Enterprises (SSEs) • Problems of starting and operating SSEs 	<ul style="list-style-type: none"> • Individual/group assignments • Projects • Written tests • Oral questions • Third party report • Interviews

4. Apply entrepreneurial motivation	<ul style="list-style-type: none"> • Internal and external motivation • Motivational theories • Self-assessment • Entrepreneurial orientation • Effective communications in entrepreneurship • Principles of communication • Entrepreneurial motivation 	<ul style="list-style-type: none"> • Case studies • Individual/group assignments • Projects • Written tests • Oral questions • Third party report • Interviews
5. Develop business innovative strategies	<ul style="list-style-type: none"> • Innovation in business • Small business Strategic Plan • Creativity in business development • Linkages with other entrepreneurs • ICT in business growth and development 	<ul style="list-style-type: none"> • Case studies • Individual/group assignments • Projects • Written tests • Oral questions • Third party report • Interviews
6. Develop Business Plan	<ul style="list-style-type: none"> • Business description • Marketing plan • Organizational/Management plan • Production/operation plan • Financial plan • Executive summary • Presentation of Business Plan 	<ul style="list-style-type: none"> • Case studies • Individual/group assignments • Projects • Written tests • Oral questions • Third party report • Interviews

Suggested Methods of Instruction

- Direct instruction
- Project
- Case studies
- Field trips
- Discussions
- Demonstration
- Question and answer

- Problem solving
- Experiential
- Team training

Recommended Resources

- Case studies
- Business plan templates
- Computers
- Overhead projectors
- Internet
- Mobile phone
- Video clips
- Films
- Newspapers and Handouts
- Business Journals
- Writing materials

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EMPLOYABILITY SKILLS

UNIT CODE: HRM/CU/BUS/BC/05/6/A

Relationship to Occupational Standards

This unit addresses the Unit of Competency: Demonstrate Employability Skills

Duration of Unit: 80 hours

Unit Description

This unit covers competencies required to demonstrate employability skills. It involves conducting self-management, demonstrating interpersonal communication, critical safe work habits, leading a workplace team, planning and organizing work, maintaining professional growth and development, demonstrating workplace learning, problem solving skills and managing ethical performance.

Summary of Learning Outcomes

1. Conduct self-management
2. Demonstrate interpersonal communication
3. Demonstrate critical safe work habits
4. Lead a workplace team
5. Plan and organize work
6. Maintain professional growth and development
7. Demonstrate workplace learning
8. Demonstrate problem solving skills
9. Manage ethical performance

Learning Outcomes, Content and Suggested Assessment Methods

Learning Outcome	Content	Suggested Assessment Methods
1. Conduct self-management	<ul style="list-style-type: none">• Self-awareness• Formulating personal vision, mission and goals• Strategies for overcoming life challenges• Managing emotions• Emotional intelligence• Assertiveness versus aggressiveness• Expressing personal thoughts,	<ul style="list-style-type: none">• Written tests• Oral questioning• Interviewing• Portfolio of evidence• Third party report

	<p>feelings and beliefs</p> <ul style="list-style-type: none"> • Developing and maintaining high self-esteem • Developing and maintaining positive self-image • Setting performance targets • Monitoring and evaluating performance • Articulating ideas and aspirations • Accountability and responsibility • Good work habits • Self-awareness • Values and beliefs • Self-development • Financial literacy • Healthy lifestyle practices • Adopting safety practices 	
2. Demonstrate interpersonal communication	<ul style="list-style-type: none"> • Meaning of interpersonal communication • Listening skills • Types of audience • Public speaking • Writing skills • Negotiation skills • Reading skills • Meaning of empathy • Understanding customers' needs • Establishing communication networks • Assertiveness • Sharing information 	<ul style="list-style-type: none"> • Written tests • Oral questioning • Interviewing • Portfolio of evidence • Third party report
3. Demonstrate critical safe work habits	<ul style="list-style-type: none"> • Stress and stress management • Time concept • Punctuality and time consciousness • Leisure • Integrating personal objectives into organizational objectives 	<ul style="list-style-type: none"> • Written tests • Oral questioning • Interviewing • Portfolio of evidence • Third party report

	<ul style="list-style-type: none"> • Resources mobilization • Resources utilization • Setting work priorities • Developing healthy relationships • HIV and AIDS • Drug and substance abuse • Managing emerging issues 	
4. Lead a workplace team	<ul style="list-style-type: none"> • Leadership qualities • Power and authority • Team building • Determination of team roles and objectives • Team parameters and relationships • Individual responsibilities in a team • Forms of communication • Complementing team activities • Gender and gender mainstreaming • Human rights • Developing healthy relationships • Maintaining relationships • Conflicts and conflict resolution • Coaching and mentoring skills 	<ul style="list-style-type: none"> • Written tests • Oral questioning • Interviewing • Portfolio of evidence • Third party report
5. Plan and organize work	<ul style="list-style-type: none"> • Functions of management • Planning • Organizing • Time management • Decision making concept • Task allocation • Developing work plans • Developing work goals/objectives and deliverables • Monitoring work activities • Evaluating work activities • Resource mobilization • Resource allocation 	<ul style="list-style-type: none"> • Written tests • Oral questioning • Interviewing • Portfolio of evidence • Third party report

	<ul style="list-style-type: none"> • Resource utilization • Proactive planning • Risk evaluation • Problem solving • Collecting, analysing and organising information • Negotiation 	
6. Maintain professional growth and development	<ul style="list-style-type: none"> • Avenues for professional growth • Training and career opportunities • Assessing training needs • Mobilizing training resources • Licenses and certifications for professional growth and development • Pursuing personal and organizational goals • Managing work priorities and commitments • Recognizing career advancement 	<ul style="list-style-type: none"> • Written tests • Oral questioning • Interviewing • Portfolio of evidence • Third party report
7. Demonstrate workplace learning	<ul style="list-style-type: none"> • Managing own learning • Mentoring • Coaching • Contributing to the learning community at the workplace • Cultural aspects of work • Networking • Variety of learning context • Application of learning • Safe use of technology • Taking initiative/proactivity • Flexibility • Identifying opportunities • Generating new ideas • Workplace innovation • Performance improvement • Managing emerging issues • Future trends and concerns in learning 	<ul style="list-style-type: none"> • Written tests • Oral questioning • Interviewing • Portfolio of evidence • Third party report

<p>8. Demonstrate problem solving skills</p>	<ul style="list-style-type: none"> • Critical thinking process • Data analysis tools • Decision making • Creative thinking • Development of creative, innovative and practical solutions • Independence in identifying and solving problems • Solving problems in teams • Application of problem-solving strategies • Testing assumptions • Resolving customer concerns 	<ul style="list-style-type: none"> • Written tests • Oral questioning • Interviewing • Portfolio of evidence • Third party report
<p>9. Manage ethical performance</p>	<ul style="list-style-type: none"> • Meaning of ethics • Ethical perspectives • Principles of ethics • Ethical standards • Organization code of ethics • Common ethical dilemmas • Organization culture • Corruption, bribery and conflict of interest • Privacy and data protection • Diversity, harassment and mutual respect • Financial responsibility/accountability • Etiquette • Personal and professional integrity • Commitment to jurisdictional laws • Emerging issues in ethics 	<ul style="list-style-type: none"> • Written tests • Oral questioning • Interviewing • Portfolio of evidence • Third party report

Suggested Methods of Instruction

- Demonstrations
- Simulation/Role play
- Group Discussion

- Presentations
- Assignments
- Q&A

Recommended Resources

- Computers
- Stationery
- Charts
- Video clips
- Audio tapes
- Radio sets
- TV sets
- LCD projectors

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ENVIRONMENTAL LITERACY

UNIT CODE: HRM/CU/BUS/BC/06/6/A

Relationship to Occupational Standards:

This unit addresses the Unit of Competency : Demonstrate Environmental Literacy

Duration of Unit: 40 hours

Unit Description

This unit describes the competencies required demonstrate environmental literacy.it involves controlling environmental hazard, controlling environmental pollution, complying with workplace sustainable resource use, evaluating current practices in relation to resource usage, identifying environmental legislations/conventions for environmental concerns, implementing specific environmental programs, monitoring activities on environmental protection/programs, analysing resource use and developing resource conservation plans.

Summary of Learning Outcomes

1. Control environmental hazard
2. Control environmental Pollution
3. Demonstrate sustainable resource use
4. Evaluate current practices in relation to resource usage
5. Identify Environmental legislations/conventions for environmental concerns
6. Implement specific environmental programs
7. Monitor activities on Environmental protection/Programs
8. Analyze resource use
9. Develop resource conservation plans

Learning Outcomes, Content and Suggested Assessment Methods

Learning Outcome	Content	Suggested Assessment Methods
1. Control environmental hazard	<ul style="list-style-type: none">• Purposes and content of Environmental Management and Coordination Act 1999• Storage methods for environmentally hazardous materials• Disposal methods of hazardous wastes• Types and uses of PPE in line with	<ul style="list-style-type: none">• Written questions• Oral questions

	<p>environmental regulations</p> <ul style="list-style-type: none"> • Occupational Safety and Health Standards (OSHS) 	
2. Control environmental Pollution control	<ul style="list-style-type: none"> • Types of pollution • Environmental pollution control measures • Types of solid wastes • Procedures for solid waste management • Different types of noise pollution • Methods for minimizing noise pollution 	<ul style="list-style-type: none"> • Written questions • Oral questions • Role play
3. Demonstrate sustainable resource use	<ul style="list-style-type: none"> • Types of resources • Techniques in measuring current usage of resources • Calculating current usage of resources • Methods for minimizing wastage • Waste management procedures • Principles of 3Rs (Reduce, Reuse, Recycle) • Methods for economizing or reducing resource consumption 	<ul style="list-style-type: none"> • Written questions • Oral questions • Role play
4. Evaluate current practices in relation to resource usage	<ul style="list-style-type: none"> • Collection of information on environmental and resource efficiency systems and procedures, • Measurement and recording of current resource usage • Analysis and recording of current purchasing strategies. • Analysis of current work processes to access information and data • Identification of areas for improvement 	<ul style="list-style-type: none"> • Written questions • Oral questions • Role play
5. Identify Environmental legislations/conventions for environmental concerns	<ul style="list-style-type: none"> • Environmental issues/concerns • Environmental legislations /conventions and local ordinances • Industrial standard /environmental 	<ul style="list-style-type: none"> • Written questions • Oral questions

	<p>practices</p> <ul style="list-style-type: none"> • International Environmental Protocols (Montreal, Kyoto) • Features of an environmental strategy 	
6. Implement specific environmental programs	<ul style="list-style-type: none"> • Community needs and expectations • Resource availability • 5s of good housekeeping • Identification of programs/Activities • Setting of individual roles /responsibilities • Resolving problems /constraints encountered • Consultation with stakeholders 	<ul style="list-style-type: none"> • Written questions • Oral questions • Role play
7. Monitor activities on Environmental protection/Programs	<ul style="list-style-type: none"> • Periodic monitoring and Evaluation of activities • Gathering feedback from stakeholders • Analyzing data gathered • Documentation of recommendations and submission • Setting of management support systems to sustain and enhance the program • Monitoring and reporting of environmental incidents to concerned /proper authorities 	<ul style="list-style-type: none"> • Oral questions • Written tests • Practical test
8. Analyze resource use	<ul style="list-style-type: none"> • Identification of resource consuming processes • Determination of quantity and nature of resource consumed • Analysis of resource flow through different parts of the process. • Classification of wastes for possible source of resources. 	<ul style="list-style-type: none"> • Written tests • Oral questions • Practical test

<p>9. Develop resource Conservation plans</p>	<ul style="list-style-type: none"> • Determination of efficiency of use/conversion of resources • Causes of low efficiency of use of resources • Plans for increasing the efficiency of resource use 	<ul style="list-style-type: none"> • Written tests • Oral questions • Practical test
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Suggested Methods of Instruction

- Instructor led facilitation of theory
- Practical demonstration of tasks by trainer
- Practice by trainees
- Observations and comments and corrections by trainers

Recommended Resources

- Standard operating and/or other workplace procedures manuals
- Specific job procedures manuals
- Environmental Management and Coordination Act 1999
- Machine/equipment manufacturer's specifications and instructions
- Personal Protective Equipment (PPE)
- ISO standards
- Company environmental management systems (EMS)
- Montreal Protocol
- Kyoto Protocol

OCCUPATIONAL SAFETY AND HEALTH PRACTICES

UNIT CODE: HRM/CU/BUS/BC/07/6/A

Relationship to Occupational Standards

This unit addresses the Unit of Competency: Demonstrate Occupational Safety and Health Practices

Duration of Unit: 40 hours

Unit Description

This unit specifies the competencies required to demonstrate occupational health and safety practices. It involves identifying workplace hazards and risk, identifying and implementing appropriate control measures to hazards and risks and implementing OSH programs, procedures and policies/guidelines.

Summary of Learning Outcomes

1. Identify workplace hazards and risk
2. Control OSH hazards
3. Implement OSH programs

Learning Outcomes, Content and Suggested Assessment Methods

Learning Outcome	Content	Suggested Assessment Methods
1. Identify workplace hazards and risks	<ul style="list-style-type: none">• Identification of hazards in the workplace and/or the indicators of their presence• Evaluation and/or work environment measurements of OSH hazards/risk existing in the workplace• Gathering of OSH issues and/or concerns	<ul style="list-style-type: none">• Oral questions• Written tests• Portfolio of evidence• Third party report
2. Control OSH hazards	<ul style="list-style-type: none">• Prevention and control measures e.g. use of PPE• Risk assessment• Contingency measures	<ul style="list-style-type: none">• Oral questions• Written tests• Portfolio of evidence• Third party report
3. Implement OSH programs	<ul style="list-style-type: none">• Company OSH program, evaluation and review	<ul style="list-style-type: none">• Oral questions• Written tests

	<ul style="list-style-type: none"> • Implementation of OSH programs • Training of team members and advice on OSH standards and procedures • Implementation of procedures for maintaining OSH-related records 	<ul style="list-style-type: none"> • Portfolio of evidence • Third party report
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Suggested Methods of Instruction

- Assignments
- Discussion
- Q&A
- Role play
- Viewing of related videos

Recommended Resources

- Standard operating and/or other workplace procedures manuals
- Specific job procedures manuals
- Machine/equipment manufacturer's specifications and instructions
- Personal Protective Equipment (PPE) e.g.
 - Mask
 - Face mask/shield
 - Safety boots
 - Safety harness
 - Arm/Hand guard, gloves
 - Eye protection (goggles, shield)
 - Hearing protection (ear muffs, ear plugs)
 - Hair Net/cap/bonnet
 - Hard hat
 - Face protection (mask, shield)
 - Apron/Gown/coverall/jump suit
 - Anti-static suits
 - High-visibility reflective vest

COMMON UNITS OF LEARNING

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ORGANIZATION BEHAVIOUR

UNIT CODE: HRM/CU/BUS/CC/01/6/A

Relationship to Occupational Standards

This unit addresses the unit of competency: **Manage organization behaviour**

Duration of Unit: 140 Hours

Unit Description

This unit specifies the competencies required to manage organizational behaviour. 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, perceptions, personalities and emotions, values, attitudes and stress in the work place

Summary of Learning Outcomes

1. Analyze individual and group behaviour
2. Evaluate different motivational theories and motivational strategies
3. Evaluate various leadership styles
4. Manage conflict and negotiations at work place
5. Manage organization change and culture
6. Manage groups and teams at the workplace
7. Manage perceptions, personalities and emotions in the work place
8. Manage values and attitudes in the work place
9. Manage workplace stress

Learning Outcomes, Content and Suggested Assessment Methods

Learning Outcome	Content	Suggested Assessment Methods
1. Analyzing individual and group behavior	<ul style="list-style-type: none">• Introduction to organization behavior• Importance of organization behavior• Theories of organization behavior	<ul style="list-style-type: none">• Written tests• Observation• Oral questions• Case studies•

Learning Outcome	Content	Suggested Assessment Methods
2. Evaluate different motivational theories and motivational strategies	<ul style="list-style-type: none"> • Introduction to motivation • Motivation theories <ul style="list-style-type: none"> • Maslow’s hierarchy of need • Mc Gregor’s Theory X and Y • BF Skinners reinforcement theory • Herzberg two factor theory • Expectancy theory • Vrooms expectancy • Types of motivation • Process of motivation • Advantages and disadvantages of motivation 	<ul style="list-style-type: none"> • Written tests • Observation • Oral questions • Case studies
3. Evaluate various leadership styles	<ul style="list-style-type: none"> • Introduction to leadership • Leadership styles • Theories of leadership • Difference between authority and power • Importance of authority and power • Characteristics of good leaders • Leadership Skills • Principles and importance of delegation in management • Leadership issues in contemporary organizations 	<ul style="list-style-type: none"> • Observation • Written tests • Oral questions • Case studies
4. Manage conflict and negotiations at work place	<ul style="list-style-type: none"> • Introduction to conflict and negotiations • Causes of conflicts • Conflict management • Advantages and disadvantages of Benefits of conflict management 	<ul style="list-style-type: none"> • Observation • Written tests • Oral questions • Case studies

Learning Outcome	Content	Suggested Assessment Methods
	<ul style="list-style-type: none"> • 	
5. Manage organization change and culture	<ul style="list-style-type: none"> • Introduction to organization culture and change • Characteristics of organization culture • Importance of culture • Types of organization culture • Determinants of organizational culture • Creating and sustaining organization culture • Liabilities of organization culture • Approaches to managing change • Resistance to change • Definition of organizational climate • Characteristics of a healthy organizational climate 	<ul style="list-style-type: none"> • Observation • Written tests • Oral questions • Case studies
6. Manage groups and teams at the workplace	<ul style="list-style-type: none"> • Introduction to groups and teams • Formal and non-formal groups • Group dynamics • Stages of group and team forming • Importance of teamwork in management • Creating effective and cohesive teams • Managing groups and teams • Problem solving in teams • Features of High performing teams • Barriers to effective groups and teams 	<ul style="list-style-type: none"> • Observation • Written tests • Oral questions • Case studies

Learning Outcome	Content	Suggested Assessment Methods
	<ul style="list-style-type: none"> • Managing diversity • Advantages and disadvantages of groups and teams 	
7. Managing perceptions, personalities and emotions in the work place	<ul style="list-style-type: none"> • Definitions of terms • Types of personalities • Effect of perceptions, personalities and emotions to performance • Factors affecting perceptions, personalities and emotions • Importance of perceptions, personalities and emotions • Management of perceptions, personalities and emotions 	<ul style="list-style-type: none"> • Observation • Written tests • Oral questions • Case studies
8. Managing values and attitudes in the work place	<ul style="list-style-type: none"> • Introduction to values and attitudes • Benefits of values and attitudes • Effects of values and attitudes in the work place • Advantages and disadvantages of Managing values and attitudes • Contemporary/emerging issues in the work place • 	<ul style="list-style-type: none"> • Observation • Written tests • Oral questions • Case studies
9. Managing work place stress	<ul style="list-style-type: none"> • Introduction to stress • Causes of stress • Types of stress • Negative and positive impact of stress • How to manage stress in the work place • 	<ul style="list-style-type: none"> • Observation • Written tests • Oral questions • Case studies

Suggested methods of Instruction

- Demonstration by trainer
- Practice by the trainee
- Discussions
- Direct instruction
- Case studies

Recommended Resources

- Resources and documentation used in the workplace
- Workplace policies and procedures
- Organization work plans
- Organization structures

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HUMAN RESOURCES MANAGEMENT

UNIT CODE: HRM/CU/BUS/CC/02/6/A

Relationship to Occupational Standards

This unit addresses the Unit of Competency: **Demonstrate management of human resources**

Duration of Unit: 70 Hours

Unit Description

This unit will cover the competencies required to demonstrate human resources management. It involves identifying the purpose of human resources management, understanding the evolution of human resources management, providing human resource support services and addressing emerging issues in human resources.

Summary of Learning Outcomes

1. Identifying the purpose of human resources management
2. understanding the evolution of human resources management
3. Analyzing human resources support services
4. Addressing emerging issues in human resources

Learning Outcomes, Content and Suggested Assessment Methods

Learning Outcome	Content	Suggested Assessment Methods
1. Identifying the purpose of human resources management	<ul style="list-style-type: none">• Introduction to human resources management• Importance of human resources management• Human resources management contribution to organization performance• Main activities, responsibilities and tasks of human resources management• Functions of human resources management• Theories of human resources management• Principles of human resources management	<ul style="list-style-type: none">• Written tests• Observation• Oral questions• Case studies

Learning Outcome	Content	Suggested Assessment Methods
	<ul style="list-style-type: none"> • Personal qualities needed for human resources management work 	
2. Identifying the evolution of human resources management	<ul style="list-style-type: none"> • Stages of development since industrial evolution • Multi-disciplinary nature of human resources management • Emerging issues in human resource 	<ul style="list-style-type: none"> • Observation • Written tests • Oral questions • Case studies
3. Analyzing Human resources support services	<ul style="list-style-type: none"> • Introduction to human resource support services • The organization structure of human resource department • Importance of human resource department. • Evaluating performance of the human resources management function 	<ul style="list-style-type: none"> • Observation • Written tests • Oral questions • Case studies
4. Addressing emerging issues in human resources	<ul style="list-style-type: none"> • Introduction to emerging issues in human resource management. • The effects of emerging issues in human resources management • Human resources management • Contribution to organization performance • Analyzing and evaluating significant contemporary issues in HRM <ul style="list-style-type: none"> • <i>The factors affecting the future of human</i> resources management <ul style="list-style-type: none"> • Globalization • Technology • Professionalism • Organizational learning • Organizational re-engineering • Knowledge management • Gender mainstreaming in management 	<ul style="list-style-type: none"> • Observation • Written tests • Oral questions • Case studies

Learning Outcome	Content	Suggested Assessment Methods
	<ul style="list-style-type: none"> • Disability mainstreaming • Digital economy • Excellence models in management • Corporate social responsibility • Advantages and disadvantages addressing emerging issues in human resources 	

Suggested methods of instructions

- Direct instruction
- Demonstration by trainer
- Practice by the trainee
- Discussions
- Lectures
- Group\class presentations
- Assignments
- Case studies

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Recommended Resources

- Resources and documentation used in the workplace
- Workplace policies and procedures
- Organization work plans
- Organization structures

CORE UNITS OF LEARNING

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EMPLOYEE RESOURCING

UNIT CODE: HRM/CU/BUS/CR/01/6/A

Relationship to Occupational Standards

This unit addresses the Unit of Competency: **Initiate employee resourcing**

Duration of Unit: 110 Hours

Unit Description

This unit covers the competencies required to Initiate employee resourcing. It involves undertaking human resource planning, Conducting demand and supply forecasting to fill vacancies in the organization, coordinating job analysis, conducting recruitment and placements, carrying out succession planning and implementing employee - organization job fit and handling contemporary issues in employee resourcing human resource.

Summary of Learning Outcomes

1. Undertaking human resource planning
2. Conducting demand and supply forecasting to fill vacancies in the organization
3. Participating in job analysis
4. Conducting recruitment and placements
5. Carrying out succession planning
6. Implementation of employee - organization job fit
7. Handle contemporary issues in employee resourcing human resource

Learning Outcomes, Content and Suggested Assessment Methods

Learning Outcome	Content	Suggested Assessment Methods
1. Undertaking human resource planning	<ul style="list-style-type: none">• Introduction to human resource management• Importance of human resource planning• Role and objectives of human resource planning to organization strategy• Components of human resource Plans.	<ul style="list-style-type: none">• Written tests• Observation• Oral questions• Case studies

Learning Outcome	Content	Suggested Assessment Methods
	<ul style="list-style-type: none"> • Human Resource demand and supply forecasting • Factors to consider when developing short-term and long-term human resource recruitment plans • Limitations of human resource planning 	
2. Conducting demand and supply forecasting	<ul style="list-style-type: none"> • The organization goals and strategies • Forms of employment <ul style="list-style-type: none"> • Nature • Load • Legal requirements • Budget • Factors to consider when conducting when conducting demand and supply forecasting 	<ul style="list-style-type: none"> • Written tests • Observation • Oral questions • Third party report • Case studies
3. Coordinating job analysis	<ul style="list-style-type: none"> • Introduction to Job analysis • Importance of job analysis to an organization • Job analysis uses/functions • Methods/Techniques of conducting job analysis (Job description and Job specification) • Steps in conducting job analysis (Job analysis process) • Advantages and challenges of job analysis • Job evaluation • Method of job evaluation <ul style="list-style-type: none"> • Job ranking • Job grading • Point rating method • Other methods • Job enrichment 	<ul style="list-style-type: none"> • Written tests • Observation • Oral questions • Third party report • Case studies

Learning Outcome	Content	Suggested Assessment Methods
	<ul style="list-style-type: none"> • Job enlargement • Job rotation • Advantages and challenges of job evaluation 	
4. Conducting recruitment and placements	<ul style="list-style-type: none"> • Introduction to recruitment • Importance of recruitment • Determination of vacancies in an organization • Attracting qualified candidates • Sources of candidates • Recruitment cycle/process • Types of interviews 	<ul style="list-style-type: none"> • Observation • Written tests • Oral questions • Third party report • Case studies
5. Carrying out succession planning	<ul style="list-style-type: none"> • Introduction to succession planning • Importance/aims of succession planning • Succession planning process • Succession planning policies 	<ul style="list-style-type: none"> • Observation • Written tests • Oral questions • Third party report
6. Implementation of employee - organization job fit	<ul style="list-style-type: none"> • Introduction to employee-job fit • Definition of employee job fit • Definition employee/person – organization fit • Job fit appointments uses • Management ways of person – organization job fit • Aligning skills and jobs in the organization • Factors to consider when identifying gaps 	<ul style="list-style-type: none"> • Observation • Written tests • Oral questions • Third party report
7. Handling contemporary issues in employee resourcing human resource	<ul style="list-style-type: none"> • Flexibility and labour markets • Human resource outsourcing and shared service centres 	<ul style="list-style-type: none"> • Observation • Written tests • Oral questions • Case studies

Suggested Methods of Instructions

- Direct instruction
- Demonstration by trainer
- Practice by the trainee
- Discussions
- Lectures
- Group\class presentations
- Assignments
- Project
- Case studies
- Simulation
- On job training

Recommended Resources

- Strategic plans
- human resource policies
- Guidelines and regulations
- Work plans /work programmes and schedules
- Organization policies and procedures

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PERFORMANCE MANAGEMENT

UNIT CODE:HRM/CU/BUS/CR/02/6/A

Relationship to Occupational Standards

This unit addresses the Unit of Competency: Coordinate performance management

Duration of Unit: 100 Hours

Unit Description

This unit specifies the competencies required to coordinate performance management within human resource function in an organization. It includes identifying organizational performance objectives, developing departmental and individual work plans, carrying out periodic appraisals, performing management of the reward and sanction, performance improvement programmes and explore alternative approaches to performance management

Summary of Learning Outcomes

1. Identify Organizational performance objectives
2. Development of the departmental and individual work plans
3. Carrying out periodic performance appraisal
4. Performance management of the reward and sanction
5. Performance improvement programmes
6. Addressing alternative approaches to performance management

Learning Outcomes, Content and Suggested Assessment Methods

Learning Outcome	Content	Suggested Assessment Methods
1. Identification of Organizational performance objectives	<ul style="list-style-type: none">• Introduction to performance management system• Importance of performance management• Key terms in performance management• Methods of staff performance management<ul style="list-style-type: none">• Performance contracting• Balanced score card• Kaizen• Other methods	<ul style="list-style-type: none">• Written tests• Observation• Oral questions• Case studies
2. Developing of the departmental and individual work plans	<ul style="list-style-type: none">• Introduction to work plans• Elements of a work plan	<ul style="list-style-type: none">• Written tests• Observation

Learning Outcome	Content	Suggested Assessment Methods
	<ul style="list-style-type: none"> • Aligning individual, departmental to corporate/organization workplan 	<ul style="list-style-type: none"> • Oral questions • Case studies
<p>3. Carrying out periodical performance appraisal/Continuous performance feedback</p>	<ul style="list-style-type: none"> • Introduction to performance appraisal system • Performance appraisal tools • Methods of performance appraisal • Evaluation of performance appraisal <ul style="list-style-type: none"> • Summative evaluation (end of year) • Periodical • End of project • Advantages and disadvantages of Staff Performance Appraisal System (SPAS) 	<ul style="list-style-type: none"> • Written tests • Observation • Oral questions • Case studies
<p>4. Managing rewards and sanctions in performance</p>	<ul style="list-style-type: none"> • Introduction to performance management rewards • Importance of rewards and sanctions • Forms and rewards and sanctions • Advantages and disadvantages of rewards and sanctions • Contemporary issues in performance management <ul style="list-style-type: none"> • Work life balance • Technology/virtual offices • Diversity management 	<ul style="list-style-type: none"> • Observation • Written tests • Oral questions • Case studies
<p>5. Initiating performance improvement programmes</p>	<ul style="list-style-type: none"> • Introduction to performance improvement methods • Importance of performance improvement methods 	<ul style="list-style-type: none"> • Observation • Written tests • Oral questions • Case studies

Learning Outcome	Content	Suggested Assessment Methods
	<ul style="list-style-type: none"> • Role of human resource in performance improvement programmes • Performance improvement methods <ul style="list-style-type: none"> • Training and retraining • Resource allocation • Job rotation • Alignment of skills • Job enlargement • Adoption of performance improvement methods • Separation • Other employee motivation methods • Evaluation of performance improvement methods 	
6. Addressing alternative approaches to performance amangement	<ul style="list-style-type: none"> • Self-managed teams • 360 degree feedback • Self-assessment • Informal feedback • Other methods 	<ul style="list-style-type: none"> • Observation • Written tests • Oral questions • Case studies

Suggested Methods of Instruction

- Project
- Demonstration by trainer
- Practice by the trainee
- Discussions
- Direct instruction
- Simulation
- On job training

Recommended Resources

- Strategic plans
- Work plans /work programmes/ work schedules

- Organization polies and procedures
- Human resource polices
- Guidelines and regulations
- Resources and documentation used in the workplace

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LEARNING AND DEVELOPMENT

UNIT CODE:HRM/CU/BUS/CR/03/6/A

Relationship to Occupational Standards

This unit addresses the Unit of Competency: Coordinating Training and Development

Duration of Unit: 114 Hours

Unit Description

This unit specifies the competencies required to coordinate learning and development in an organization. It involves carrying out training needs assessment, preparing capacity building programmes and calendar, conducting capacity building, coordinate coaching and mentoring programmes, and enhancing knowledge management, conducting training impact assessment, planning and reviewing learning and development programmes and Managing professional growth and career development in the workplace

Summary of Learning Outcomes

1. Carrying out training needs assessment
2. Preparation of capacity building programmes and calendar
3. Conducting capacity building
4. Coordinating coaching and mentoring programmes
5. The Updating on knowledge Management system
6. Conducting training impact assessment
7. Reviewing training and development programmes
8. Manage professional growth and career development in the workplace.

Learning Outcomes, Content and Suggested Assessment Methods

Learning Outcome	Content	Suggested Assessment Methods
1. Identify the importance of learning and development	<ul style="list-style-type: none">• Introduction to learning and development• Importance/aims of learning and development in an organization• Adult learning methodology• Characteristics of learning organization	<ul style="list-style-type: none">• Written tests• Observation• Oral questions
2. Carrying out Training Needs Assessment (TNA)	<ul style="list-style-type: none">• Introduction to Training Needs Assessment (TNA)• Purpose of TNA	<ul style="list-style-type: none">• Written tests• Observation• Oral questions

Learning Outcome	Content	Suggested Assessment Methods
	<ul style="list-style-type: none"> • Benefits of TNA • Methods of TNA • Elements of a TNA • Process of a TNA • TNA Report • Uses of a TNA report • Other source s of training needs • Advantages and disadvantages of TNA 	
3. Preparation of capacity building programmes and calendar	<ul style="list-style-type: none"> • Introduction to capacity building programmes and calendars • Elements of a training calendar • Preparation of a training calendar • Implementation of a training calendar <ul style="list-style-type: none"> • Content development • Resource persons • Training Venues • Logistics (where necessary) • Training materials • Evaluation of training programme 	<ul style="list-style-type: none"> • Written tests • Observation • Oral questions
4. Conducting capacity building	<ul style="list-style-type: none"> • Methods of learning • In house <ul style="list-style-type: none"> • On-job • Off-job • Coaching and mentoring • Digital learning • Advantages and disadvantages of each method 	<ul style="list-style-type: none"> • Written tests • Observation • Oral questions • Case studies
5. Coordinating coaching and mentoring programmes	<ul style="list-style-type: none"> • Coaching and mentoring Goals, objectives • Selection and identification of employee/individual for coaching and mentoring 	<ul style="list-style-type: none"> • Observation • Written tests • Oral questions • Third party report • Case studies

Learning Outcome	Content	Suggested Assessment Methods
	<ul style="list-style-type: none"> • Identification of the coaches and mentors • Coaching and mentoring process • Monitoring, evaluation and reporting on coaching and mentoring • Management development • Advantages and disadvantages of coaching and mentoring 	
6. Updating of the knowledge Management system	<ul style="list-style-type: none"> • Introduction to knowledge management • Importance of knowledge management in an organization • Identification of knowledge to be managed • Methods of knowledge management • Advantages and challenges of knowledge management 	<ul style="list-style-type: none"> • Observation • Written tests • Oral questions • Case studies
7. Reviewing, training and development programmes	<ul style="list-style-type: none"> • Recommendations in the training reports • Reviewing training programmes 	<ul style="list-style-type: none"> • Observation • Written tests • Oral questions • Case studies
8. Manage professional growth and career development in the workplace.	<ul style="list-style-type: none"> • Introduction to career development • Ways of career development • Benefits of career development • Advantages and limitations of professional growth and career development in the workplace. 	<ul style="list-style-type: none"> • Observation • Written tests • Oral questions • Case studies

Suggested Methods of instructions

- Project
- Demonstration by trainer
- Practice by the trainee
- Discussions

- Direct instruction
- Simulation
- On job training

Recommended Resources

- Organization polies and procedures
- Human resource polices
- Guidelines and regulations
- Resources and documentation used in the workplace

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HUMAN RESOURCE BUDGETS PREPARATIONS

UNIT CODE: HRM/CU/BUS/CR/04/6/A

Relationship to Occupational Standards

This unit addresses the Unit of Competency: Prepare human resource budgets

Duration of Unit: 110 Hours

Unit Description

This unit specifies the competencies required to prepare human resource budget. It involves budgeting for the HR Function activities, aligning operations to financial regulations and maintaining financial records.

Summary of Learning Outcomes

1. Budget for the human resource function activities
2. Align operations to financial regulations
3. Maintain financial records

Learning Outcomes, Content and Suggested Assessment Methods

Learning Outcome	Content	Suggested Assessment Methods
1. Budget for the human resource Function activities	<ul style="list-style-type: none">• Definition of a budget• Importance /uses of human resource budget• Human resource budget activities• Drawing a budget	<ul style="list-style-type: none">• Written tests• Oral questions• Observation
2. Align operations to financial regulations	<ul style="list-style-type: none">• Financial legislations and regulations• Human resource financial operations• Tools for reviewing financial operations• Monitoring, evaluating and reporting on the harmonized operations.	<ul style="list-style-type: none">• Written tests• Observation• Oral questions
3. Maintain financial records	<ul style="list-style-type: none">• Human resource Financial records in an organization	<ul style="list-style-type: none">• Written tests• Observation

Learning Outcome	Content	Suggested Assessment Methods
	<ul style="list-style-type: none"> • Financial records indexing and coding • Filing HR financial records • HR Financial records retrieval and movement • HR financial records security • Financial records appraisal, back-up creation and disposal of obsolete 	<ul style="list-style-type: none"> • Oral questions • Third party report

Suggested methods of instructions

- Instructor led facilitation of theory
- Demonstration by trainer
- Practical work by trainee
- Viewing of related videos
- Project
- Group discussions
- On job training
- Simulation

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Recommended Resources

- Office stationeries
- Computers and computer software
- Printers
- Projectors
- Internet and intranet connectivity

BUSINESS COMMUNICATION

UNIT CODE: HRM/CU/BUS/CR/05/6/A

Relationship to Occupational Standards

This unit addresses the Unit of Competency: Undertaking business communication

Duration of Unit: 110 Hours

Unit Description

This unit specifies the competencies required to undertake business communication. It involves handling correspondences, maintaining human resource records, aligning response time to service charter, safeguarding confidentiality of information, managing communication on social media platforms, managing meeting and report writing at the work place

Summary of Learning Outcomes

1. Handling workplace correspondances
2. Maintaining human resource records
3. Aligning response time to service charter and/ or organizational practices and procedures
4. Safeguarding confidentiality of information
5. Managing communication on social media platforms
6. Managing work place meetings
7. Write work place reporting

Learning Outcomes, Content and Suggested Assessment Methods

Learning Outcome	Content	Suggested Assessment Methods
1. Handling workplace correspondances	<ul style="list-style-type: none">• Introduction to correspondence• Types of correspondences• Record keeping• Correspondence handling procedures• Principles of effective communication• Barriers of effective communication	<ul style="list-style-type: none">• Written tests• Observation• Oral questions• Third party report•

Learning Outcome	Content	Suggested Assessment Methods
2. Maintaining human resource records	<ul style="list-style-type: none"> • Introduction to human resource record • Types of human resource records • Record management • Importance of records keeping 	<ul style="list-style-type: none"> • Written tests • Observation • Oral questions • Third party report
3. Aligning response time to service charter and/or organizational practices and procedures	<ul style="list-style-type: none"> • Introduction to service charter • Importance of service charter • 	<ul style="list-style-type: none"> • Oral questioning • Observation • Written report •
4. Safeguarding confidentiality of information	<ul style="list-style-type: none"> • Introduction to confidentiality • Importance of confidentiality • Classification of information • Methods of securing information • Challenges of safeguarding confidentiality in human resource communication • Advantages and disadvantages of safeguarding confidentiality. 	<ul style="list-style-type: none"> • Oral questioning • Observation • Written report
5. Managing communication on social media platforms	<ul style="list-style-type: none"> • Introduction to social media platforms • Importance/uses of social media platforms in an organization • Social media ethical issues • Social media monitoring tools • Advantages and disadvantages of social media platforms 	<ul style="list-style-type: none"> • Oral questioning • Observation • Written questions • Project
6. Managing work place meetings	<ul style="list-style-type: none"> • Introduction to minute taking • Types of meetings • Structure of meetings <ul style="list-style-type: none"> • Notice • Agenda • Preparation of other relevant documents 	<ul style="list-style-type: none"> • Oral questioning • Observation • Oral presentation • Written report • Project

Learning Outcome	Content	Suggested Assessment Methods
	<ul style="list-style-type: none"> • Minute formats 	
7. Reporting writing	<ul style="list-style-type: none"> • Introduction to report writing • Importance of reports in human resource function • Forms and types of reports • Reports formats • Reports preparation 	<ul style="list-style-type: none"> • Oral questioning • Observation • Written report • Project

Suggested Methods of instructions

- Instructor led facilitation of theory
- Demonstration by trainer
- Practical work by trainee
- Viewing of related videos
- Project
- Group discussions

Recommended Resources

- Office stationeries
- Computers and computer software
- Printers
- Projectors

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EMPLOYEE RELATIONS

UNIT CODE: HRM/CU/BUS/CR/06/6/A

Relationship to Occupational Standards

This unit addresses the Unit of Competency: Management of employee relations

Duration of Unit: 110 Hours

Unit Description

This unit specifies the competencies required to manage employee relations. It involves Identifying the nature and importance of employee relations, managing Collective Bargaining (CB) System. engaging trade unions in negotiations, enforcing compliance with stipulated Occupational Health and Safety (OHS) standards, initiating employee grievances and disputes resolution mechanism and coordinating employee's welfare programmes

Summary of Learning Outcomes

1. Identifying the nature and importance of employee relations
2. Managing Collective Bargaining (CB)
3. Carry out career progression in line with career guidelines
4. Engage trade unions in negotiations
5. Enforce compliance with stipulated Occupational Health and Safety (OHS) standards
6. Initiate employee grievances and disputes resolution mechanism
7. Coordinate employees welfare programmes

Learning Outcomes, Content and Suggested Assessment Methods

Learning Outcome	Content	Suggested Assessment Methods
1. Identifying the nature and importance of employee relations	<ul style="list-style-type: none">• Meaning of employee relations• Elements of employee relations• Scope of employee relation• Importance of employee relations• Distinguishing employee relations from industrial relations• The importance/role of employee in management of organizations	<ul style="list-style-type: none">• Oral questioning• Observation• Written report• Project• Case studies
2. Managing Collective Bargaining (CB)	<ul style="list-style-type: none">• Meaning of collective bargaining• Types of collective bargaining in	<ul style="list-style-type: none">• Oral questioning• Observation

Learning Outcome	Content	Suggested Assessment Methods
System	employee relations. <ul style="list-style-type: none"> • Contents of collective bargaining agreement. • Conditions for success in CB. • Challenges facing CB. 	<ul style="list-style-type: none"> • Written report • Project • Case studies
3. Engaging with Trade Unions in negotiations	<ul style="list-style-type: none"> • Introduction to trade unions and trade unionism • Importance of trade unions <ul style="list-style-type: none"> • To employees • To employer • Unionizable employees • The structure of trade union movement in Kenya • Participation and joint consultation • Impact of trade unions in economic, social and political life in Kenya • The emerging trends in the field of Industrial Relations • Advantages and challenges facing trade union movement in Kenya 	<ul style="list-style-type: none"> • Oral questioning • Observation • Written report • Project • Case studies
4. Applying employee grievances and disputes resolution mechanism	<ul style="list-style-type: none"> • Meaning of employee grievances • Characteristics of a grievances • Causes of grievances • Types of grievances • Meaning of Industrial disputes • Sources of industrial dispute • Legal definitions and types of industrial actions • Grievance and dispute handling procedures • Dispute resolution methods • Alternative methods of grievance and disputes resolutions • Economic impact of industrial disputes 	<ul style="list-style-type: none"> • Written tests • Oral presentation • Observation Case studies

Learning Outcome	Content	Suggested Assessment Methods
	<ul style="list-style-type: none"> • The role of the industrial court • The role of civil courts in settling industrial disputes • Grievances handlings policies and procedures 	
5. Coordinating employees welfare programmes	<ul style="list-style-type: none"> • Introduction to employee’s welfare • Importance/objectives of employee welfare <ul style="list-style-type: none"> • Types of employees’ welfare programmes • Features/characteristic of employee welfare programmes • Advantages and disadvantages of employee relations 	<ul style="list-style-type: none"> • Written tests • Oral presentation • Observation • Case studies
6. Identify relevant labour legislation in Kenya	<ul style="list-style-type: none"> • Introduction to labour laws • Detailed study of <ul style="list-style-type: none"> • Constitution of Kenya 2010 • Labour Institutions Act 2007 • Labour Relations Act • Employment Act • WIBA • ILO • Discussion of selected cases from Industrial Court Awards 	<ul style="list-style-type: none"> • Oral questioning • Observation • Written report • Project • Case studies

Suggested Methods of instructions

- Instructor led facilitation of theory
- Demonstration by trainer
- Practical work by trainee
- Viewing of related videos
- Project
- Group discussions

Recommended Resources

- Office stationeries
- Computers and computer software
- Printers
- Projectors

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REWARD MANAGEMENT

UNIT CODE: HRM/CU/BUS/CR/07/6/A

Relationship to Occupational Standards

This unit addresses the Unit of Competency: Manage employees rewards

Duration of Unit: 110 Hours

Unit Description

This unit specifies the competencies required to manage employee rewards. It involves processing employee remuneration, carrying out job evaluation, administering wages and salary of employees, managing insurance covers and claims and undertaking payroll audits

Summary of Learning Outcomes

1. Processing employee remuneration (salaries and allowances)
2. Carrying out job evaluation
3. Administering wages and salary of employees
4. Managing insurance covers and claims
5. Undertaking payroll audit

Learning Outcomes, Content and Suggested Assessment Methods

Learning Outcome	Content	Suggested Assessment Methods
1. Processing employee remuneration	<ul style="list-style-type: none">• Introduction to reward management• Definition of terms<ul style="list-style-type: none">• Compensation• Benefits• Basic pay• Performance pay• Allowances• Pay structures• Objectives of reward management in an organization• Types of employee rewards• Components of employee remuneration• Factors influencing employee remuneration and adjustment of salaries by an organization• Determination of wage rate	<ul style="list-style-type: none">• Written tests• Observation• Oral questions• Case studies

Learning Outcome	Content	Suggested Assessment Methods
	<ul style="list-style-type: none"> Importance of employee remuneration 	
2. Carrying out job evaluation	<ul style="list-style-type: none"> Meaning of job evaluation Purpose Methods Factors to consider when selecting appropriate method of job evaluation Advantages and disadvantages of job evaluation methods 	<ul style="list-style-type: none"> Written tests Observation Oral questions Case studies
3. Administering wages and salary of employees	<ul style="list-style-type: none"> Preparation of salary budgets General and individual salary reviews Determining salary levels on joining or promotion Instituting salary controls 	<ul style="list-style-type: none"> Written tests Observation Oral questions Case studies
4. Managing insurance covers and claims	<ul style="list-style-type: none"> Introduction to insurance Types of insurance covers Insurance claims processing 	<ul style="list-style-type: none"> Written tests Observation Oral questions Case studies
5. Undertaking payroll audit	<ul style="list-style-type: none"> Introduction to payroll audit Importance of payroll audit Payroll audit procedure Payroll audit report 	<ul style="list-style-type: none"> Written tests Observation Oral questions Third party report Case studies

Suggested methods of instructions

- Instructor led facilitation of theory
- Demonstration by trainer
- Practical work by trainee
- Viewing of related videos

- Project
- Group discussions

Recommended Resources

- Policies, guidelines and regulations Strategic plans
- Staff data
- Organization structure, policies and procedures
- Pay structures

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COMPLIANCE WITH LEGISLATIONS

UNIT CODE: HRM/CU/BUS/CR/08/6/A

Relationship to Occupational Standards

This unit addresses the unit of competency: Enforce compliance with legislations

Duration of Unit: 110 Hours

Unit Description

This unit covers management of regulatory compliance. The human resource manager has the responsibility of enforcing and promoting compliance with legislations. It includes guiding on enabling and related legislation, developing and implementing strategies to promote long-term voluntary compliance, customizing relevant legislations and aligning operations to comply with the legal requirements

Summary of Learning Outcomes

1. Guide on enabling and related legislation
2. Initiate development of compliance strategies
3. Provide strategic advice on compliance matters
4. Customize relevant legislations
5. Align operations to comply with the legal requirements

Learning Outcomes, Content and Suggested Assessment Methods

Learning Outcome	Content	Suggested Assessment Methods
1. Guide on enabling and related legislations	<ul style="list-style-type: none">• Human resource legislations• Implementation of human resource legislation	<ul style="list-style-type: none">• Written tests• Observation• Oral questions• Third party report
2. Initiate development of compliance strategies	<ul style="list-style-type: none">• Compliance strategies• Tools and mechanisms for strategy development• Compliance strategies preparations	<ul style="list-style-type: none">• Written tests• Observation• Oral questions• Case studies
3. Provide strategic advice on compliance	<ul style="list-style-type: none">• Evaluation of compliance strategies• Compliance reporting procedures	<ul style="list-style-type: none">• Written tests• Observation

Learning Outcome	Content	Suggested Assessment Methods
matters		<ul style="list-style-type: none"> • Oral questions
4. Customize relevant legislations	<ul style="list-style-type: none"> • Introduction to customizing • Legislations customization 	<ul style="list-style-type: none"> • Written tests • Observation • Oral questions • Case studies
5. Align operations to comply with the legal requirements	<ul style="list-style-type: none"> • Human resource operations, auditing and reporting. • Human resource operations review and reporting 	<ul style="list-style-type: none"> • Written tests • Observation • Oral questions • Case studies

Suggested methods of delivery

- Instructor led facilitation of theory
- Demonstration by trainer
- Practical work by trainee
- Viewing of related videos
- Project
- Group discussions

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Recommended resources

- Office stationeries
- Computers and computer software
- Printers
- Projectors

HUMAN RESOURCE INFORMATION SYSTEM MANAGEMENT (HRIS)

UNIT CODE:HRM/CU/BUS/CR/09/6

Relationship to Occupational Standards

This unit addresses the Unit of Competency: Manage human resource information system (HRIS)

Duration of Unit: 180 Hours

Unit Description

This unit specifies the competencies required to create and manage Human Resource Information System (HRIS). It involves creating human resource data base, automating the human resource processes, training employees on self-service information systems, maintaining the Human Resource Information Systems (HRIS) and review system features

Summary of Learning Outcomes

1. Creation of human resource data base
2. Automate the human resource processes
3. Train employees on self-service information systems
4. Maintain the Human Resource Information Systems (HRIS)
5. Review system features

Learning Outcomes, Content and Suggested Assessment Methods

Learning Outcome	Content	Suggested Assessment Methods
1. Creation of human resource data base	<ul style="list-style-type: none">• Introduction to human resource information system• Definition of human resource data base• Uses of HR data-base• components of the HR data base• Development of a HR data-base• Advantages and disadvantages of human resource data base	<ul style="list-style-type: none">• Written tests• Observation• Oral questions
2. Automate the human resource processes	<ul style="list-style-type: none">• Introduction to HR process automation• Process of automating human	<ul style="list-style-type: none">• Oral questioning• Observation• Project

Learning Outcome	Content	Suggested Assessment Methods
	resource processes <ul style="list-style-type: none"> • Monitoring and evaluation of HRIS • Advantages and challenges of automated human resource processes 	
3. Train employees on self-service	<ul style="list-style-type: none"> • Definition • Features of self service • Benefits of self service • Advantages and disadvantages of self-service platforms 	<ul style="list-style-type: none"> • Written tests • Observation • Oral questions • Third party report
4. Maintain the Human Resource Information Systems (HRIS)	<ul style="list-style-type: none"> • Importance of Human Resource Information Systems (HRIS) • Benefits of maintaining Human Resource Information Systems (HRIS) • Challenges of maintaining Human Resource Information Systems (HRIS) • Security of HRIS 	<ul style="list-style-type: none"> • Oral questioning • Observation • Oral presentation • Written questions
5. Review system features	<ul style="list-style-type: none"> • Methods of collecting feedback • Methods of appraising system features • Advantages and disadvantages of reviewing the HRIS system features 	<ul style="list-style-type: none"> • Written tests • Observation • Oral questions • Third party report

Suggested methods of delivery

- Instructor led facilitation of theory
- Demonstration by trainer
- Practical work by trainee
- Viewing of related videos
- Project
- Group discussions
- Simulation
- On job training

Recommended resources

- Office stationeries
- Computers and computer software
- Printers
- Projectors

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EMPLOYEE SEPARATION

UNIT CODE: HRM/CU/BUS/CR/10/6/A

Relationship to Occupational Standards

This unit addresses the Unit of Competency: Undertaking employee separation

Duration of Unit: 160 Hours

Unit Description

This unit specifies the competencies required to undertake employee separation from an organization. It includes identify ingemployees exiting the service, processing employees benefits and claims and conducting exit interviews.

Summary of Learning Outcomes

1. Identifying employees exiting employment
2. Processing employees benefits and claims
3. Conducting exit interviews

Learning Outcomes, Content and Suggested Assessment Methods

Learning Outcome	Content	Suggested Assessment Methods
1. Identifying employees exiting the employment	<ul style="list-style-type: none">• Introduction to employees to employees' separation• Reasons and types of separation<ul style="list-style-type: none">• Downsizing/layoffs• Dismissal• Redundancy<ul style="list-style-type: none">• Causes• HR role in reducing redundancy• Resignation• End of contract• Retirement• Medical reasons• Death• Procedure of employees' separation• Documents prepared for each type of exit• Absenteeism• Staff turnover	<ul style="list-style-type: none">• Written tests• Observation• Oral questions• Case studies

Learning Outcome	Content	Suggested Assessment Methods
	<ul style="list-style-type: none"> • The role of HR in employee retention • Preparation of reports 	
2. Processing of benefits and claims	<ul style="list-style-type: none"> • Introduction to employee benefits and claims • Forms of benefits • Computation of employee benefits (HR Accounting) • Legal implications on employee exits and benefits 	<ul style="list-style-type: none"> • Written tests • Observation • Oral questions • Case studies
3. Conduct exit interviews	<ul style="list-style-type: none"> • Introduction to exit interviews • Importance/use of exit interviews • Methods of exit interviews • Analysis of exit interview data • 	<ul style="list-style-type: none"> • Observation • Written tests • Oral questions • Case studies

Suggested Methods of instructions

- Project
- Demonstration by trainer
- Practice by the trainee
- Discussions
- Direct instruction

Recommended Resources

- Resources and documentation used in the workplace
- Workplace policies and procedures
- Organization work plans