

**REPUBLIC OF KENYA**

**COMPETENCY BASED CURRICULUM**

**FOR**

**HUMAN RESOURCE MANAGEMENT**

**LEVEL 5**



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 practitioners for the all sectors 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 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, HRM SSAC, expert workers and all those who participated in the development of this curriculum.

**Prof. CHARLES M. M. ONDIEKI, PhD, FIET (K), Con. EngTech.**

**CHAIRMAN, 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.

**DR. LAWRENCE GUANTAI M’ITONGA, PhD**

**COUNCIL SECRETARY/CEO**

**TVET CDACC**

# **ACRONYMS**

BC : Basic Competency

CC : Common Competencies

CR : Core Competency

BUS : Business

HRM : Human Resource Management

ICT : Information Communication Technology

MoE : Ministry of Education

OS : Occupational Standards

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

## 

# KEY TO UNIT CODE

**HRM /CU/BUS/BC/01/ 5**

Industry or sector

Curriculum

Occupational area

Type of competency

Competency number

Competency level

# **COURSE OVERVIEW**

**Description of the course**

The course is intended for human resource managers, interested persons and others who deal employees in one way or the other.

The course consists of basic 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/01/5 | Communication skills | 42 | 4.2 |
| HRM/CU/BUS/BC/02/5 | Numeracy skills | 48 | 4.8 |
| HRM/CU/BUS/BC/03/5 | Digital literacy | 40 | 4 |
| HRM/CU/BUS/BC/04/5 | Entrepreneurial skills | 48 | 4.8 |
| HRM/CU/BUS/BC/05/5 | Employability skills | 40 | 4 |
| HRM/CU/BUS/BC/06/5 | Environmental literacy | 40 | 4 |
| HRM/CU/BUS/BC/07/5 | Occupational safety and health practices | 30 | 3 |
| **Total** | | **288** | **28.8** |

**Common Units of Learning**

|  |  |  |  |
| --- | --- | --- | --- |
| **Unit Code** | **Unit Title** | **Duration in Hours** | **Credit Factor** |
| HRM/CU/BUS/CC/01/5 | Human resources Managing | 140 | 14 |
| HRM/CU/BUS/CC/02/5 | Managing oragnization behaviour | 70 | 7 |
| **Total** | | **210** | **21** |

**Core Units of Learning**

|  |  |  |  |
| --- | --- | --- | --- |
| **Unit Code** | **Unit Title** | **Duration in Hours** | **Credit Factor** |
| HRM/CU/BUS/CR/01/5 | Employee resourcing | 51 | 5.1 |
| HRM/CU/BUS/CR/02/5 | Learning and development | 51 | 5.1 |
| HRM/CU/BUS/CR/03/5 | Performance management | 51 | 5.1 |
| HRM/CU/BUS/CR/04/5 | Human resource budgets | 51 | 5.1 |
| HRM/CU/BUS/CR/05/5 | Business communication | 52 | 5.1 |
| HRM/CU/BUS/CR/06/5 | Human resource records management | 52 | 5.2 |
| HRM/CU/BUS/CR/07/5 | Employee relations | 52 | 5.2 |
| HRM/CU/BUS/CR/08/5 | Manage human resource information system (HRIS) | 51 | 5.1 |
| HRM/CU/BUS/CR/09/5 | Undertake employee separation | 51 | 5.1 |
| HRM/CU/BUS/CR/10/5 | Industrial Attachment | 240 | 24 |
| **Total** | | **702** | **70.1** |
| **GRAND TOTAL** | | **1200** | **120** |

The total duration of the course is **1200 hours** excluding industrial attachment. The core units of learning are independent of each other and may be taken independently.

**Entry Requirements**

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

1. Kenya Certificate of Secondary Education (KCSE) mean grade D+ (plus)

**Or**

1. Certificate in Dairy Farm Management Level 4

**Or**

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

**Field attachment**

An individual enrolled in this course will undergo a field attachment for a period of 10 weeks (240 hours) weeks in an organization

**Assessment**

The course will be assessed at two levels:

1. **Internal assessment**: conducted continuously by the trainer (internal assessor) who is monitored by an accredited internal verifier
2. **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**

An individual will be awarded a Certificate of Competence on demonstration of competence in a unit of competency. To be awarded Certificate in Human Resource Level 5, an individual must demonstrate competence in all the units of competency. These certificates will be awarded by TVET CDACC in conjunction with the training provider.

## 

# BASIC UNITS OF LEARNING

# COMMUNICATION SKILLS

**UNIT CODE:** HRM/CU/BUS/BC/01/5

**Relationship to Occupational Standards**

This unit addresses the unit of competency: **Demonstrate communication skills**

**Duration of Unit**: **42 hours**

**Unit Description**

This unit describes the competencies required to use specialized communication skills to meet specific needs of internal and external clients, conduct interviews, facilitate discussion with groups and contribute to the development of communication strategies.

**Summary of Learning Outcomes**

1. Utilize specialized communication skills processes
2. Contribute to the development of communication strategies
3. Conduct interviews
4. Facilitate group discussions
5. Represent the organization

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

|  |  |  |
| --- | --- | --- |
| **Learning Outcome** | **Content** | **Suggested Assessment Methods** |
| 1. Utilize specialized communication skills processes | * 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 * Effective questioning techniques (clarifying and probing) * Workplace etiquette * Ethical work practices in handling communication * Active listening * Feedback * Interpretation * Flexibility in communication | * Observation * Oral |
| 1. Contribute to the development of communication strategies | * Dynamics of groups * Styles of group leadership * Openness and flexibility in communication * Communication skills relevant to client groups | * Written * Observation |
| 1. Conduct interviews | * Types of interview * Establishing rapport * Facilitating resolution of issues * Developing action plans | * Written * Observation |
| 1. Facilitate group discussions | * Identification of communication needs * Dynamics of groups * Styles of group leadership * Presentation of information * Encouraging group members participation * Evaluating group communication strategies | * Written * Observation |
| 1. Represent the organization | * Presentation techniques * Development of a presentation * Multi-media utilization in presentation * Communication skills relevant to client groups | * Observation * Written |

**Suggested Delivery Methods**

* Interview
* Role playing
* Observation
* Viewing of related videos

**Recommended Resources**

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

**NUMERACY SKILLS**

**UNIT CODE:** HRM/CU/BUS/BC/02/5

**Relationship to Occupational Standards:**

This unit addresses the unit of competency: **Demonstrate numeracy skills**

**Duration of Unit:** 48 hours

**Unit Description**

This unit covers the competencies required to perform numerical functions. The person who is competent in this unit shall be able to: Calculate with whole numbers and familiar fractions, decimals and percentages for work; Estimate, measure, and calculate with routine metric measurements for work; Use routine maps and plans for work; Interpret, draw and construct 2D and 3D shapes for work; Interpret routine tables, graphs and charts for work; Collect data and construct routine tables and graphs for work; and Use basic functions of calculator

**Summary of Learning Outcomes**

1. Calculate with whole numbers and familiar fractions, decimals and percentages for work
2. Estimate, measure and calculate with routine metric measurements for work
3. Use routine maps and plans for work
4. Interpret, draw and construct 2D and 3D shapes for work
5. Interpret routine tables, graphs and charts for work
6. Collect data and construct routine tables and graphs for work
7. Use basic functions of calculator

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

| **Learning Outcome** | **Content** | **Suggested Assessment Methods** |
| --- | --- | --- |
| 1. Calculate with whole numbers and familiar fractions, decimals and percentages for work | * + Interpretation of whole numbers, fractions, decimals, percentages and rates   + Calculations involving several steps   + Calculation with whole numbers and routine or familiar fractions, decimals and percentages   + Conversion between equivalent forms of fractions, decimals and percentages   + Application of order of operations to solve multi-step calculations   + Application of problem solving strategies   + Making estimations to check reasonableness of problem solving process, outcome and its appropriateness to the context and task   + Use of formal and informal mathematical language and symbolism to communicate the result of a task | * + Oral   + Written   + Practical test   + Observation |
| 2. Estimate, measure and calculate with routine metric measurements for work | * Selection and interpretation of measurement information in workplace tasks and texts * Identification and selection of routine measuring equipment * Estimation and making measurements using correct units * Estimation and calculation using routine measurements * Performing conversions between routinely used metric units * Using problem solving processes to undertake tasks * Recording information using mathematical language and symbols | * Oral * Written * Practical test * Observation |
| 3. Use routine maps and plans for work | * 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 | * Oral * Written * Practical test * Observation |
| 4. Interpret, draw and construct 2D and 3D shapes for work | * 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 * Use formal and informal mathematical language to describe and compare common angles * Use common geometric instruments to draw two dimensional shapes * Construct routine three dimensional objects from given nets |  |
| 5. Interpret routine tables, graphs and charts for work | * Identify routine tables, graphs and charts in predominately familiar texts and contexts * Identify common types of graphs and their different uses * Identify features of tables, graphs and charts * Locate specific information * Perform calculations to interpret information * Explain how statistics can inform and persuade * Identify misleading statistical information * Discuss information relevant to the workplace | * Oral * Written * Practical test * Observation |
| 6. Collect data and construct routine tables and graphs for work | * Identify features of common tables and graphs * Identify uses of **different tables and graphs** * Determine data and variables to be collected * Determine audience * Select a method to collect data * Collect data * Collate information in a table * Determine suitable scale and axes * Draft and draw graph to present information * Check that data meets the expected results and context * Report or discuss information using formal and informal mathematical language | * Oral * Written * Practical test * Observation |
| 7. Use basic functions of calculator | * Identify and use keys for **basic 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 * Make estimations to check reasonableness of problem solving process, outcome and its appropriateness to the context and task * Use formal and informal mathematical language and appropriate symbolism and conventions to communicate the result of the task | * Oral * Written * Practical test * Observation |

**DIGITAL LITERACY**

**UNIT CODE:** HRM/CU/BUS/BC/03/5

**Relationship to Occupational Standards**

This unit addresses the Unit of Competency: **Demonstrate digital literacy**

**Duration of Unit:** 40 hours

**Unit Description**

This unit describes competencies required to use a computer and other digital devices for the purposes of communication, work performance and management at the workplace.

**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 | * Concepts of ICT * Functions of ICT * History of computers * Components of a computer * Classification of computers | * Written tests * Oral presentation * Observation |
| 1. Apply security measures to data, hardware and software | * Data security and control * Security threats and control measures * Types of computer crimes * Detection and protection against computer crimes * Laws governing protection of ICT | * Written tests * Oral presentation * Observation * Project |
| 1. Apply computer software in solving tasks | * Operating system * Word processing * Spread sheets * Data base design and manipulation * Data manipulation, storage and retrieval | * Oral questioning * Observation * Project |
| 1. Apply internet and email in communication at workplace | * Computer networks * Network configurations * Uses of internet * Electronic mail (e-mail) concept | * Oral questioning * Observation * Oral presentation * Written report |
| 1. Apply desktop publishing in official assignments | * 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 | * Oral questioning * Observation * Oral presentation * Written report * Project |
| 1. Prepare presentation packages | * Types of presentation packages * Procedure of creating slides * Formatting slides * Presentation of slides * Procedure for editing objects | * Oral questioning * Observation * Oral presentation * Written report * Project |

**Suggested Delivery Methods**

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

**Recommended Resources**

* Desk top computers
* Laptop computers
* Other digital devices
* Printers
* Storage devices
* Internet access
* Computer software

**ENTREPRENEURIAL SKILLS**

**UNIT CODE:** HRM/CU/BUS/BC/04/5

**Relationship to occupational standards**

This unit addresses the unit of competency: **Demonstrate entrepreneurial skills**

**Duration of unit:** 48 hours

**Unit description**

This unit describes the competencies critical to demonstration of entrepreneurial capabilities. It involves, enhancing the entrepreneur’s business skills, fostering a culture of continuous improvement at individual and organization level, implementing appropriate internal controls for profitability, improving employed capital base and undertaking regional/county business expansion.

**Summary of Learning Outcomes**

1. Develop one’s business skill
2. Develop individual workers and teams
3. Expand markets and customers
4. Expand employed capital
5. Undertake regional/county business expansion

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

| **Learning Outcome** | **Content** | **Suggested Assessment Methods** |
| --- | --- | --- |
| 1. Develop one’s business skill | * Entrepreneurial skills development * Market trends * Monitoring and anticipating market trends * New technologies in entrepreneurship * Products and processes in entrepreneurship * Linkages with other entrepreneurs * Business conventions ad exhibitions * Personal improvement and growth | * Observation * Case studies * Individual/group assignments * Projects * Written * Oral |
| 1. Develop individual workers and teams | * Good staff/workers * Team building and team work * Staff development and enhancement * Culture of continuous improvement * Increasing products and services * Marketing improvement * Intrapreneurship | * Observation * Case studies * Individual/group assignments * Projects * Written * Oral |
| 1. Expand markets and customers base | * Maintaining appropriate cash flow in the organization * Internal controls * Business break-even point * Business profitability determinants * Prudent purchases in an enterprise * Reducing business expenses * Good staff/workers and customer relations * Identifying and maintain new customers and markets * Product/ service promotions * Products / services diversification * SWOT / PESTEL analysis * Conducting a business survey * Market expansion * Small business records management * Book keeping and auditing for small businesses * Business support services * Small business resources mobilization and utilization * Basic business social responsibility * Management of small business * Word processing concepts in small business management * Computer application software * Monitoring and controlling business operations | * Oral * Observation * Case studies * Individual/group assignments * projects * Written |
| 1. Expand employed capital | * Employed capital in small businesses * Share holdings * Business expansion and diversification * Resources for growing small business * Small business Strategic Plan * Cooperate Social responsibility * Computer software in business development * ICT and business growth | * Observation * Case studies * Individual/group assignments * projects * Written |
| 1. Undertake county/regional business expansion | * Region identification process * Regional laws and regulation * Business regional expansion requirements | * Oral * Observation * Case studies * Individual/group assignments * projects * Written |

**Suggested Delivery Methods**

* Instructor led facilitation of theory
* Demonstration by trainer
* Practice by trainee
* Role play
* Case study

**Recommended Resources**

* Case studies for small businesses
* Business plan templates
* Lap top/ desk top computer
* Internet
* Telephone
* Writing materials

**EMPLOYABILITY SKILLS**

**UNIT CODE:** HRM/CU/BUS/BC/05/5

**Relationship to Occupational Standards**

This unit addresses the Unit of Competency: **Demonstrate employability skills**

**Duration of Unit:**  40 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 small teams

5. Plan and organize work

6. Maintain professional growth and development

7. Demonstrate workplace learning

8. Demonstrate problem solving skills

9. Demonstrate workplace ethics

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

|  |  |  |
| --- | --- | --- |
| **Learning Outcome** | **Content** | **Suggested Assessment Methods** |
| 1. Conduct self-management | * Self-awareness * Formulating personal vision, mission and goals * Strategies for overcoming life challenges * Emotional intelligence * Assertiveness versus aggressiveness * Expressing personal thoughts, feelings and beliefs * Developing and maintaining high self-esteem * Developing and maintaining positive self-image * Articulating ideas and aspirations * Accountability and responsibility * Good work habits * Self-awareness * Self-development * Financial literacy * Healthy lifestyle practices | * Observation * Written * Oral interview * Third party report |
| 1. Demonstrate interpersonal communication | * Meaning of interpersonal communication * Listening skills * Types of audience * Writing skills * Reading skills * Meaning of empathy * Understanding customers’ needs * Establishing communication networks * Sharing information | * Observation * Written * Oral interview * Third party report |
| 1. Demonstrate critical safe work habits | * Stress and stress management * Punctuality and time consciousness * Leisure * Integratingpersonal objectives into organizational objectives * Resources utilization * Setting work priorities * HIV and AIDS * Drug and substance abuse * Handling emerging issues | * Observation * Written * Oral interview * Third party report |
| 1. Lead a small team | * Leadership qualities * Team building * Determination of team roles and objectives * Team performance indicators * Responsibilities in a team * Forms of communication * Complementing team activities * Gender and gender mainstreaming * Human rights * Maintaining relationships * Conflicts and conflict resolution | * Observation * Oral interview * Written * Third party report |
| 1. Plan and organize work | * Functions of management * Planning * Organizing * Time management * Decision making process * Task allocation * Evaluating work activities * Resource utilization * Problem solving * Collecting and organising information | * Observation * Oral interview * Written * Third party report |
| 1. Maintain professional growth and development | * Opportunities for professional growth * Assessing training needs * Licenses and certifications for professional growth and development * Pursuing personal and organizational goals * Identifying work priorities * Recognizing career advancement | * Observation * Oral interview * Written * Third party report |
| 1. Demonstrate workplace learning | * Managing own learning * Contributing to the learning community at the workplace * Cultural aspects of work * Variety of learning context * Application of learning * Safe use of technology * Identifying opportunities * Generating new ideas * Workplace innovation * Performance improvement * Handling emerging issues * Future trends and concerns in learning | * Observation * Oral interview * Written * Third party report |
| 1. Demonstrate problem solving skills | * Problem identification * Problem solving * Application of problem-solving strategies * Resolving customer concerns | * Observation * Oral interview * Written * Third party report |
| 1. Demonstrate workplace ethics | * Meaning of ethics * Ethical perspectives * Principles of ethics * Values and beliefs * 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 | * Observation * Oral interview * Written * Third party report |

**Suggested Methods of Delivery**

* Instructor lead facilitation of theory
* Demonstrations
* Simulation/Role play
* Group Discussion
* Presentations
* Projects
* Case studies
* Assignments

**Recommended Resources**

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

**ENVIRONMENTAL LITERACY**

**UNIT CODE:** HRM/CU/BUS/BC/06/5

**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 to control environmental hazard, control environmental pollution, comply with workplace sustainable resource use, evaluate current practices in relation to resource usage, identify environmental legislations/conventions for environmental concerns, implement specific environmental programs and monitor activities on environmental protection/programs.

**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

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

| **Learning Outcome** | **Content** | **Suggested Assessment Methods** |
| --- | --- | --- |
| 1. Control environmental hazard | * Purposes and content of Environmental Management and Coordination Act 1999 * Purposes and content of Solid Waste Act * Storage methods for environmentally hazardous materials * Disposal methods of hazardous wastes * Types and uses of PPE in line with environmental regulations * Occupational Safety and Health Standards (OSHS) | * Written questions * Oral questions * Observation of work procedures |
| 1. Control environmental Pollution control | * 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 | * Written questions * Oral questions * Observation of work procedures * Role play |
| 1. Demonstrate sustainable resource use | * 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 | * Written questions * Oral questions * Observation of work procedures * Role play |
| 1. Evaluate current practices in relation to resource usage | * 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 | * Written questions * Oral questions * Observation of work procedures * Role play |
| 1. Identify Environmental legislations/conventions for environmental concerns | * Environmental issues/concerns * Environmental legislations /conventions and local ordinances * Industrial standard /environmental practices * International Environmental Protocols (Montreal, Kyoto) * Features of an environmental strategy | * Written questions * Oral questions * Observation of work procedures |
| 1. Implement specific environmental programs | * Community needs and expectations * Resource availability * 5 s of good housekeeping * Identification of programs/Activities * Setting of individual roles /responsibilities * Resolving problems /constraints encountered * Consultation with stakeholders | * Written questions * Oral questions * Observation of work procedures * Role play |
| 1. Monitor activities on Environmental protection/Programs | * Periodic monitoring and Evaluation of activities * Gathering feedback from stakeholders * Analysing 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 | * Oral questions * Written tests * Practical test * Observation |

**Suggested Delivery Methods**

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

**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
* Ccompany environmental management systems (EMS)
* Montreal Protocol
* Kyoto Protocol

**OCCUPATIONAL SAFETY AND HEALTH PRACTICES**

**UNIT CODE:** HRM/CU/BUS/BC/07/5

**Relationship to Occupational Standards**

This unit addresses the unit of competency: **Demonstrate occupational safety and**

**health** **practices**

**Duration of Unit:** 30 hours

**Unit Description**

This unit describes the competencies required to comply with regulatory and organizational requirements for occupational safety and health.

**Summary of Learning Outcomes**

1. Identify workplace hazards and risk
2. Identify and implement appropriate control measures to hazards and risks
3. Implement OSH programs, procedures and policies/guidelines

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

| **Learning Outcome** | **Content** | **Suggested Assessment Methods** |
| --- | --- | --- |
| 1. Identify workplace hazards and risks | * 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 is conducted by * Authorized personnel or agency * Gathering of OHS issues and/or concerns raised | * Oral questions * Written tests * Observation of trainees identify hazards and risks |
| 1. Identify and implement appropriate control measure to hazards and risks | * Prevention and control measures, including use of PPE (personal protective equipment) for specific hazards are identified and implemented * Appropriate risk controls based on result of OSH hazard evaluation is recommended * Contingency measures, including emergency procedures during workplace incidents and emergencies are recognized and established in accordance with organization procedures | * Oral questions * Written tests * Practical test * Observation of implementation of control measures |
| 1. Implement OSH   programs, procedures  and policies/guidelines | * Providing information to work team about company OHS program, procedures and policies/guidelines * Participating in implementation of OSH procedures and policies/ guidelines * Training of team members and advice on OSH standards and procedures * Implementation of procedures for maintaining OSH-related records | * Oral questions * Written tests * Practical test * Observation |

**Suggested Delivery Methods**

* Instructor led facilitation of theory
* Demonstration by trainer
* Practical work by trainee
* 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**

ORGANIZATION BEHAVIOUR

**UNIT CODE:** HRM/CU/BUS/CC/01/5

**Relationship to Occupational Standards**

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

**Duration of Unit: 140 Hours**

**Unit Description**

This unit will cover the competencies required to manage organization behaviour. It involves identifying different motivational theories and evaluate motivational strategies, analyzing individual and group behavior, evaluating various, leadership styles, managing conflict and negotiations at work place, managing organization change and culture, managing groups and teams at the workplace, managing perceptions, personalities and emotions in the work place and managing values and attitudes in the work place.

**Summary of Learning Outcomes**

1. Identifying different motivational theories and evaluate motivational strategies
2. Analyzing individual and group behavior
3. Evaluating various leadership styles
4. Managing conflict and negotiations at work place
5. Managing organization change and culture
6. Managing groups and teams at the workplace
7. Managing perceptions, personalities and emotions in the work place
8. Managing values and attitudes in the work place

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

| **Learning Outcome** | **Content** | **Suggested Assessment Methods** |
| --- | --- | --- |
| 1. Analyzing individual and group behavior | * Introduction to organization behavior * Importance of organization behavior * Theories of organization behavior | * Written tests * Observation * Oral questions * Case studies |
| 1. Evaluate different motivational theories and motivational strategies | * Introduction to motivation * Motivation theories * 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 | * Written tests * Observation * Oral questions * Case studies |
| 1. Evaluate various leadership styles | * 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 | * Observation * Written tests * Oral questions * Case studies |
| 1. Manage conflict and negotiations at work place | * Introduction to conflict and negotiations * Causes of conflicts * Conflict management * Advantages and disadvantages of Benefits of conflict management | * Observation * Written tests * Oral questions * Case studies |
| 1. Manage organization change and culture | * 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 | * Observation * Written tests * Oral questions * Case studies |
| 1. Manage groups and teams at the workplace | * 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 * Managing diversity * Advantages and disadvantages of groups and teams | * Observation * Written tests * Oral questions * Case studies |
| 1. Managing perceptions, personalities and emotions in the work place | * 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 | * Observation * Written tests * Oral questions * Case studies |
| 1. Managing values and attitudes in the work place | * 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 | * Observation * Written tests * Oral questions * Case studies |
| 1. Managing work place stress | * Introdcution to stess * Causes of stress * Types of stress * Negative and positive impact of stress * How to manage stress in the work place | * Observation * Written tests * Oral questions * Case studies |

**Suggested methods of delivery**

* 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

# HUMAN RESOURCES MANAGEMENT

**UNIT CODE:** HRM/CU/BUS/CC/02/5

**Relationship to Occupational Standards**

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

**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, identifying the evolution of human resources management, analyzing human resources support services and addressing emerging issues in human resources.

**Summary of Learning Outcomes**

1. Identifying the purpose of human resources management
2. Identifying 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 | * 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 * Personal qualities needed for human resources management work | * Written tests * Observation * Oral questions * Case studies |
| 1. Identifying the evolution of human resources management | * Stages of development since industrial evolution * Multi-disciplinary nature of human resources management * Emerging issues in human resource | * Observation * Written tests * Oral questions * Case studies |
| 1. Analyzing Human resources support services | * 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 | * Observation * Written tests * Oral questions * Case studies |
| 1. Addressing emerging issues in human resources | * 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 * The ***factors affecting the future of human resources management*** * Globalization * Technology * Professionalism * Organizational learning * Organizational re-engineering * Knowledge management * Gender mainstreaming in management * Disability mainstreaming * Digital economy * Excellence models in management * Corporate social responsibility * Advantages and disadvantages addressing emerging issues in human resources | * Observation * Written tests * Oral questions * Case studies |

**Suggested methods of delivery**

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

**Recommended Resources**

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

# CORE UNITS OF LEARNING

# EMPLOYEE RESOURCING

**UNIT CODE:** HRM/CU/BUS/CR/01/5

**Relationship to Occupational Standards**

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

**Duration of Unit:** 51 Hours

**Unit Description**

This unit specifies the competencies required to initiate employee resourcing. It includes undertaking job analysis, identifying vacancies in the organization, developing vacancy advertisements, identifying recruitment sources, conducting employees’ recruitment and undertaking employees’ induction.

**Summary of Learning Outcomes**

1. Undertake job analysis
2. Identify vacancies in the organization
3. Develop vacancy advertisements
4. Identify recruitment sources
5. Conduct employee recruitment
6. Undertake employee induction

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

| **Learning Outcome** | **Content** | **Suggested Assessment Methods** |
| --- | --- | --- |
| 1. Undertake job analysis | * Introduction to Job Analysis * Uses of Job analysis * Techniques/methods of job analysis * Definition of Job description and Job specification * Benefits of job analysis * Challenges of job analysis | * Written tests * Oral presentation * Observation * Project |
| 1. Identify vacancies in the organization | * Vacancy identification process | * Written tests * Oral presentation * Observation * Project |
| 1. Develop vacancy advertisements | * Preparation of job advertisements * Methods of job advertisements | * Oral questioning * Observation * Project |
| 1. Identify recruitment sources | * Definition of recruitment * Recruitment sources * Advantages and disadvantages of sources recruitment | * Oral questioning * Written questions * Project |
| 1. Conduct employees recruitment | * Introduction to recruitment * Importance of recruitment * Recruitment cycle | * Oral questioning * Observation * Written report * Project * Case studies |
| 1. Undertake employees induction | * Introduction to employee induction * Importance/use of employee induction * Induction process | * Oral questioning * Observation * Written questions * Project |

**Suggested Delivery Methods**

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

**Recommended Resources**

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

**LEARNING AND DEVELOPMENT**

**UNIT CODE:** HRM/CU/BUS/CR/02/5

**Relationship to Occupational Standards**

This unit addresses the Unit of Competency**:** Conducting learning and development

**Duration of Unit: 51 Hours**

**Unit Description**

This unit covers the competencies to coordinate learning and development in an organization. It involves identifying, planning, coordinating, evaluating learning and development.

**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

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

| **Learning Outcome** | **Content** | **Suggested Assessment Methods** |
| --- | --- | --- |
| * 1. Identify the importance of learning and development | * Introduction to learning and development * Importance/aims of learning and development in an organization * Adult learning methodology * Characteristics of learning organization | * Written tests * Observation * Oral questions |
| * 1. Carrying out Training Needs Assessment (TNA) | * Introduction to Training Needs Assessment (TNA) * Purpose of TNA * 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 | * Written tests * Observation * Oral questions |
| * 1. Preparation of capacity building programmes and calendar | * Introduction to capacity building programmes and calendars * Elements of a training calendar * Preparation of a training calendar * Implementation of a training calendar * Content development * Resource persons * Training Venues * Logistics (where necessary) * Training materials * Evaluation of training programme | * Written tests * Observation * Oral questions |
| * 1. Conducting capacity building | * Methods of learning * In house * On-job * Off-job * Coaching and mentoring * Digital learning * Advantages and disadvantages of each method | * Written tests * Observation * Oral questions * Case studies |
| * 1. Coordinating coaching and mentoring programmes | * Coaching and mentoring Goals, objectives * Selection and identification of employee/individual for coaching and mentoring * 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 | * Observation * Written tests * Oral questions * Third party report * Case studies |
| * 1. Updating of the knowledge Management system | * 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 | * Observation * Written tests * Oral questions * Case studies |
| * 1. Reviewing, training and development programmes | * Recommendations in the training reports * Reviewing training programmes | * Observation * Written tests * Oral questions * Case studies |
| * 1. Manage professional growth and career development in the workplace. | * Introduction to career development * Ways of career development * Benefits of career development * Advantages and limitations of professional growth and career development in the workplace. | * Observation * Written tests * Oral questions * Case studies |

**Suggested Methods of Delivery**

* 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

# PERFORMANCE MANAGEMENT

**UNIT CODE:** HRM/CU/BUS/CR/03/5

**Relationship to Occupational Standards**

This unit addresses the Unit of Competency: **Coordinate Performance Management**

**Duration of Unit:** 51 hours

**Unit Description**

This unit specifies the competencies required to coordinate performance management. It includes identifying organizational performance objectives, developing departmental work plan, negotiating performance targets and evidence, reviewing performance, carrying out training needs assessment, implementing productivity improvement methods, undertaking training impact assessment and participate in monitoring changing trends in the market place.

**Summary of Learning Outcomes**

1. Identify organizational performance objectives
2. Develop departmental work plan
3. Negotiate performance targets
4. Participate in reviewing performance
5. Carry out Training Needs Assessment
6. Implement productivity improvement methods

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

| **Learning Outcome** | **Content** | **Suggested Assessment Methods** |
| --- | --- | --- |
| 1. Identify organizational performance objectives | * Introduction to performance management system * Importance of performance management * Key terms in performance management * Performance targets negotiations * Methods of performance management * Performance contracting * Balanced score card * Kaizen * Other methods | * Oral questioning * Observation * Written report * Project |
| 1. Develop departmental and individual work plans | * Introduction to work plans * Elements of a work plan * Aligning individual and departmental work plans to corporate/organization workplan | * Oral questioning * Observation * Written report * Project * Case studies |
| 1. Participate in performance review | * Intoduction to performance appraisal * Performance appraisal tools * Methods of performance appraisal * Evaluation of performance appraisal * Summative evaluation (end of year) * Periodical * End of project * Advantages and disadvantages of Staff Performance Appraisal System (SPAS) | * Oral questioning * Observation * Written report * Case studies |
| 1. Implement productivity improvement methods | * Introduction to performance improvement methods * Importance of performance improvement methods * Role of human resource in performance improvement programmes * Performance improvement methods * 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 | * Oral questioning * Observation * Written report * Case studies |

**Suggested Delivery Methods**

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

**Recommended Resources**

* Office stationeries
* Computers
* Computer software
* Printers
* Projectors

# HUMAN RESOURCE BUDGETS

**UNIT CODE:** HRM/CU/BUS/CR/04/5

**Relationship to Occupational Standards**

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

**Duration of Unit:** 51 Hours

**Unit Description**

This unit specifies the competencies required to undertake financial management. It includes budgeting for the HR activities, managing payroll, administering statutory deductions, implementing third party transactions in the payroll and processing insurance claims.

**Summary of Learning Outcomes**

1. Budget for the human resource activities
2. Manage payroll
3. Administer statutory deductions
4. Implement third party transactions in the payroll
5. Process insurance claims

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

| **Learning Outcome** | **Content** | **Suggested Assessment Methods** |
| --- | --- | --- |
| 1. Budget for the human resource activities | * Definition of a budget * Importance /uses of human resource budget * Human resource budget activities * Drawing a budget | * Written tests * Oral questions * Observation |
| 1. Manage payroll | * Introduction to pay roll management * Payroll requirements/data * Payroll administration * Payroll audit | * Written tests * Oral questions * Observation |
| 1. Administer statutory and third-party deductions | * Definition of statutory and third-party deductions * Types of statutory deductions * Calculations of statutory deduction * Remittance of statutory deductions and third-party deductions | * Written tests * Oral questions * Observation |

**Suggested Delivery Methods**

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

**Recommended Resources**

* Office stationeries
* Computers
* Computer software
* Printers
* Projectors

# BUSINESS COMMUNICATION

**UNIT CODE:** HRM/CU/BUS/CR/05/5

**Relationship to Occupational Standards**

This unit addresses the Unit of Competency: **Undertaking business communication**

**Duration of Unit:** 51 Hours

**Unit Description**

This unit covers the competencies required in undertaking business communication. It involves handling correspondences, maintaining records, aligning response time to service charter, safeguarding confidentiality of information, implementing organization policies and managing communication on social media platforms.

**Summary of Learning Outcomes**

1. Handle correspondences
2. Maintain records
3. Align response time to service charter
4. Safeguard confidentiality of information
5. Implement organization policies on communication
6. Manage communication on social media platforms

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

| **Learning Outcome** | **Content** | **Suggested Assessment Methods** |
| --- | --- | --- |
| 1. Handling workplace correspondances | * Introduction to correspondence * Types of correspondences * Record keeping * Correspondence handling procedures * Principles of effective communication * Barriers of effective communication | * Written tests * Observation * Oral questions * Third party report |
| 1. Maintaining human resource records | * Introduction to human resource record * Types of human resource records * Record management * Importance of records keeping | * Written tests * Observation * Oral questions * Third party report |
| 1. Aligning response time to service charter and/ or organizational practices and procedures | * Introduction to service charter * Importance of service charter | * Oral questioning * Observation * Written report |
| 1. Safeguarding confidentiality of information | * 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. | * Oral questioning * Observation * Written report |
| 1. Managing communication on social media platforms | * 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 | * Oral questioning * Observation * Written questions * Project |
| 1. Managing work place meetings | * Introduction to minute taking * Types of meetings * Structure of meetings * Notice * Agenda * Preparation of other relevant documents * Minute formats | * Oral questioning * Observation * Oral presentation * Written report * Project |
| 1. Reporting writing | * Introduction to report writing * Importance of reports in human resource function * Forms and types of reports * Reports formats * Reports preparation | * Oral questioning * Observation * Written report * Project |

**Suggested Delivery Methods**

* 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

# HUMAN RESOURCE RECORDS MANAGEMENT

**UNIT CODE:** HRM/CU/BUS/CR/06/5

**Relationship to Occupational Standards**

This unit addresses the Unit of Competency: **Manage human resource records**

**Duration of Unit:** 52 Hours

**Unit Description**

This unit specifies the competencies required to manage HR records. It includes identifying HR records, classifying human resource records, identifying Filing Systems for HR records, maintaining HR records, storing HR records, retrieving HR records and appraising HR records.

**Summary of Learning Outcomes**

1. Identify human resource records
2. Classify human resource records
3. Identify filing systems for human resource records
4. Maintain human resource records
5. Store human resource records
6. Retrieve human resource records
7. Appraise human resource records

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

| **Learning Outcome** | **Content** | **Suggested Assessment Methods** |
| --- | --- | --- |
| 1. Identify human resource records | * Introduction to human resource records * Importance of human resource records * Types of human resource records | * Oral questioning * Observation * Written report * Project |
| 1. Classify human resource records | * Classification of HR records * Importance/uses of HR records * Methods of classifying HR records | * Oral questioning * Observation * Written report * Project |
| 1. Identify filing systems for human resource records | * Introduction to filling systems * Importance/uses of filing system * Types of filing system * Resources for setting up the filing system * Advantages and disadvantages of each filling system | * Oral questioning * Observation * Written report * Project |
| 1. Maintain human resource records | * Indexing records * Updating records | * Oral questioning * Observation * Written report * Project |
| 1. Store human resource records | * Storage facilities and resources * Storage systems * Records security | * Oral questioning * Observation * Written report * Project |
| 1. Retrieve human resource records | * Introduction to records retrieval * Methods of retrieval * Advantages and disadvantages of each method * File movement | * Oral questioning * Observation * Written report * Project |
| 1. Appraise human resource records | * Evaluation of human resource records * Disposal and retention of records | * Oral questioning * Observation * Written report * Project |

**Suggested Delivery Methods**

* 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

# EMPLOYEE RELATIONS

**UNIT CODE:** HRM/OS/BUS/CR/07/5

**Relationship to Occupational Standards**

This unit addresses the Unit of Competency: **Engage in employee relations**

**Duration of Unit:** 51 Hours

**Unit Description**

This unit specifies the competencies required to engage in industrial relations. It includes aligning organization operations to legal requirements, implementing HR manuals and guidelines, negotiating terms of service, carrying out career progression in line with career guidelines, coordinating employees’ welfare programmes, implementing grievances and disputes resolutions and engaging with workers unions.

**Summary of Learning Outcomes**

1. Align organization operations to legal requirements
2. Coordinate employee’s welfare programmes
3. Implement grievances and disputes resolutions
4. Engage with workers unions

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

| **Learning Outcome** | **Content** | **Suggested Assessment Methods** |
| --- | --- | --- |
| 1. Participante in organisation employée relations initiatives | * Introduction employee relations * Terms commonly used * Importance of employee relations * Distinguishing industrial relations and employee relations * Types/nature of employee relations * The role of employee relations in managing an organization * Advantages and disadvantages of employee relations | * Written tests * Oral presentation * Observation |
| 1. Coordinate employees welfare programmes | * Introduction to employees’ welfare * Importance/objectives of employee welfare * Types of employees’ welfare programmes * Features/characteristic of employee welfare programmes * Advantages and disadvantages of employee relations | * Written tests * Oral presentation * Observation * Case studies |
| 1. Implement grievances and disputes resolutions | * Introduction to employee grievances and disputes * Sources of industrial disputes * Grievance and dispute handling procedures * Dispute resolution methods * Alternative methods of grievance and disputes resolutions * Economic impact of industrial disputes * The role of the Industrial Court * The role of Civil Courts in settling industrial disputes | * Written tests * Oral presentation * Observation * Case studies |
| 1. Engage with trade unions | * Introduction to trade unions and trade unionism * Importance of trade unions * 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 * Challenges facing trade union movement in Kenya | * Oral questioning * Observation * Written report * Project * Case studies |
| 1. Identify relevant labour legislation in Kenya | * Detailed study of   + Labour Institutions Act 2007   + Labour Relations Act * Discussion of selected cases from Industrial Court Awards | * Oral questioning * Observation * Written report * Project * Case studies |

**Suggested Delivery Methods**

* 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

# HUMAN RESOURCE INFORMATION SYSTEM (HRIS)

**UNIT CODE:** HRM/CU/BUS/CR/08/5

**Relationship to Occupational Standards**

This unit addresses the Unit of Competency: Operate Human Resource Information Systems (HRIS)

**Duration of Unit:** 51 Hours

**Unit Description**

This unit specifies the competencies required to manage Human Resource Information System (HRIS). It includes identifying HR processes, documenting HR processes, identifying Human Resource Information Systems (HRIS), automating the HR processes, developing a knowledge Management system and maintaining the Human Resource Information Systems (HRIS).

**Summary of Learning Outcomes**

1. Identify human resource processes
2. Document human resource processes
3. Identify Human Resource Information Systems (HRIS)
4. Automate the HR processes
5. Maintain the Human Resource Information Systems (HRIS)

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

| **Learning Outcome** | **Content** | **Suggested Assessment Methods** |
| --- | --- | --- |
| 1. Identify human resource processes | * Introduction to human resource processes * Human resource processes * Importance of human resource processes | * Oral questioning * Observation * Written report |
| 1. Document human resource processes | * Human resource documentation * Importance of human resource documentation | * Written tests * Oral presentation * Observation |
| 1. Identify Human Resource Information Systems (HRIS) | * Introduction to human resource information systems * Importance of human resource information systems * Features of human resource information systems * Benefits of human resource information systems * Challenges of human resource information systems | * Oral questioning * Observation * Written report |
| 1. Automate the human resource processes | * Introduction to HR process automation * Process of automating human resource processes * Monitoring and evaluation of HRIS * Advantages and challenges of automated human resource processes | * Oral questioning * Observation * Project |
| 1. Maintain the Human Resource Information Systems (HRIS) | * Importance of Human Resource Information Systems (HRIS) * Benefits of maintaining Human Resource Information Systems (HRIS) * Challenges of maintaining Human Resource Information Systems (HRIS) | * Oral questioning * Observation * Oral presentation * Written questions |

**Suggested Delivery Methods**

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

**Recommended Resources**

* Office stationery
* Computers and computer software
* Printers
* Projectors

# EMPLOYEE SEPARATION

**UNIT CODE:** HRM/CU/BUS/CR/09/5

**Relationship to Occupational Standards**

This unit addresses the Unit of Competency: **Undertake employee separation**

**Duration of Unit:** 51 Hours

**Unit Description**

This unit specifies the competencies required to undertake employee Separation. It includes identifying separation methods, identifying employees exiting the service, identifying exit documents, issuing and receiving exit documents, processing retirement benefits and claims and conducting exit interviews.

**Summary of Learning Outcomes**

1. Identify separation methods
2. Identify exit documents
3. Identify employees exiting the service
4. Issue and receive exit documents
5. Process retirement benefits and claims
6. Process severance pay benefits and claims
7. Conduct exit interviews .

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

| **Learning Outcome** | **Content** | **Suggested Assessment Methods** |
| --- | --- | --- |
| 1. Identify separation methods | * Introduction to employee separation * Types of employee separation * Reasons of employee separation * Procedure of employee separation | * Written tests * Oral presentation * Observation |
| 1. Identify exit documents | * Documents required for each type separation | * Written tests * Oral presentation * Observation |
| 1. Identify employees exiting the employment | * Conditions and terms service of employees * Staff turnover report | * Written tests * Oral presentation * Observation |
| 1. Issue and receive exit documents | * + Exit notices   + Importance of exit notices | * Written tests * Oral presentation * Observation |
| 1. Process separation benefits and claims | * + Introduction to benefits and claims   + Types of benefits * Gratuity * Pension * Leave days * Severance * Training * Other types of benefits   + Computation of benefits   + Legal implication on benefits management | * Written tests * Oral presentation * Observation |
| 1. Conduct exit interviews | * Introduction to exit interviews * Importance of exit interviews * Methods of exit interviews * Documentation of exit interviews data * Exit interview reports. | * Oral questioning * Observation * Oral presentation * Written report |

**Suggested Delivery Methods**

* 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