

TECHNICAL EDUCATION DEVELOPMENT PROJECT

**GENERIC LEARNING MODULES
FOR
LEVEL 5 & 6 PROGRAMS**

Complete Listing

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PREPARED FOR

GOPA

WORLDWIDE CONSULTANTS

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I. EMPLOYABILITY SKILLS

Module Title	Creating & Maintaining a Learning Culture AT Workplace
Module Code	
Module Type	Compulsory
Credits	2
Pre-Requisites	none
Module Aims	<p>To enable the students to</p> <ul style="list-style-type: none"> ▪ Create awareness and understanding of the concept of learning culture. ▪ Develop competencies required to create and maintain a learning culture at the workplace.
Learning Outcomes	<p>The student shall be able to</p> <ul style="list-style-type: none"> ▪ Inform management about training requirements of workers ▪ Arrange /Conduct training programmes ▪ Demonstrate the use of new equipment and methods
Learning Content / Topics	<ul style="list-style-type: none"> ▪ Definition of training, definition of performance, performance appraisal, methods of identifying performance gaps of workers, how to design training programs ▪ Setting of learning outcomes, Motivating workers for participation at training programmes, Hints and tips on conducting demonstrations ▪ Practice - Arrange /Conduct training programmes ▪ Demonstrate the use of new equipment and methods
Resources: Equipment, Tools & Materials	<ul style="list-style-type: none"> 📄 Hand outs 💻 Computer 🖨 Printer 📄 Photocopier 📺 Multimedia projector 📄 Models 📄 Transparencies 📄 Manuals

Prescribed Texts & / or References			
Teaching Learning Activities	<ul style="list-style-type: none"> ▪ Use lectures to impart theoretical knowledge on various aspects of learning culture. 		
	<ul style="list-style-type: none"> ▪ Use group discussions, case studies , Role plays, to develop required skills and attitudinal aspects. 		
	<ul style="list-style-type: none"> ▪ Create and maintain a positive learning culture at the training center. 		
	<ul style="list-style-type: none"> ▪ Arrange guest lectures on learning culture. 		
Assessment & Weighting	Type	Topic / Activity	Weighting
	Multiple Choice Test Items, structured essay type questions, case studies	Knowledge of various aspects of learning culture at work place	60%
	Role plays and simulations	skills and attitudes related to various aspects of learning culture at work place	40%
Duration (Nominal ECTS hours)	50		
Hand Book Entry	<p><i>Creating & maintaining a learning culture at workplace</i> is a compulsory module. It is designed to develop the skills and attitudes essential for the student to create a learning culture in his work place while himself setting an example through active participation in such activities.</p> <p>The module introduces the concept of learning culture in a workplace. The student will learn how to identify training requirements in the workplace and based on that design and organize training programmes that will lead to the increase in the performance of the workforce.</p>		

Module Title	Manage Workplace Communications
Module Code	
Module Type	Compulsory
Credits	2
Pre-Requisites	none
Module Aims	<p>To enable the students to</p> <ul style="list-style-type: none"> • Apply communication skills to maintain effective workplace performance • Adjust to diverse situations at workplace, through effective manipulation of communication skills
Learning Outcomes	<p>The student shall be able to</p> <ul style="list-style-type: none"> ▪ Identify the essential components of an efficient communication system ▪ Identify and overcome barriers to effective communication ▪ Use all channels of communication equally well ▪ Use common computer applications to collect, analyze and maintain essential data and information required to perform and enhance day to day activities of the organisation ▪ Contributes to the overall growth and productivity development of the organization
Learning Content / Topics	<ul style="list-style-type: none"> ▪ Basic communication models - (Reference to 2 typical models) ▪ Principles of effective, interactive communication ▪ Barriers to effective communication and distortions in the communication process ▪ Personal values and communication ▪ Policies of the organization relevant to information and communication function ▪ Protocol and Procedures of the organization ▪ Importance of ICT tools in promoting the efficiency and effectiveness of the organization ▪ Common computer applications ▪ Importance of networking in day to day activities of the organization

<p>Resources: Equipment, Tools & Materials</p>	<p>Occupational Tools, Instruments, Equipment, material</p> <ul style="list-style-type: none"> • Company policies and procedures • Software used for information/communication purposes • Safety signs • Safety procedures • Variety of forms, formats used within the organization and for external communication • Calculator • Computer <p>Instructional Tools, Instruments, Equipment, material</p> <ul style="list-style-type: none"> • Multimedia projector • Screen • Flash cards • Flip charts • Permanent and white board markers • Overhead projectors • Transparencies • Communication models • Colour Printer and scanner • Safety manuals • Safety illustrations
<p>Prescribed Texts & / or References</p>	

<p>Teaching Learning Activities</p>	<ul style="list-style-type: none"> • Knowledge to be imparted by providing learner centered activities • Facilitator may use different teaching methodologies such as brainstorming, projects, mind mapping, small group activities, illustrated talk, fish ball technique, demonstrations, when delivering knowledge component of this module <p>The following may be discussed in groups of trainees and followed up with Exercises" & "Role plays"</p> <ul style="list-style-type: none"> • Oral communication • Written communication <p>The following may be discussed in groups of trainees and followed up with" Exercises" & "Role plays"</p> <ul style="list-style-type: none"> • Constructing sound inductive arguments. • Reading and comprehending written communications and information • Using job-related terminology • Using proper listening techniques 		
<p>Assessment & Weighting</p>	<p>Type</p>	<p>Topic / Activity</p>	<p>Weighting</p>
	<p>Multiple Choice Test Items/ Matching and Completion test items and structured essay type questions</p>	<p>Knowledge of various aspects of communication skills at work place</p>	<p>30%</p>
	<p>Oral questioning during class room presentations</p>	<p>Knowledge of various aspects of communication skills at work place</p>	<p>10%</p>
	<p>Viva voce</p>	<p>knowledge on application of communication skills</p>	<p>10%</p>
	<p>Continuous assessment at work place</p>	<p>Application of communication skills</p>	<p>50%</p>

Duration (Nominal ECTS hours)	50
Hand Book Entry	<p><i>Manage workplace communications</i> is a compulsory module. This module prepares students to become effective communicators in the workplace using all the modes of communication available to him/her efficiently.</p> <p>The module introduces students to various communication models and their relative merits and demerits. Modern communication modes are particularly emphasized allowing students to study and appreciate their contributions towards improvement in the productivity of the organization.</p>

Module Title	Manage Workplace Information
Module Code	
Module Type	Compulsory
Credits	2
Pre-Requisites	none
Module Aims	To enable the students to
	<ul style="list-style-type: none"> ▪ Make use of information and information systems to carry out organizational functions ▪ Make use of information and information systems to enhance workplace performance
Learning Outcomes	The student shall be able to
	<ul style="list-style-type: none"> ▪ Explain the importance of ICT tools in promoting the productivity of the organization ▪ Describes the purpose of establishing ICT tools and strategies in enhancing the performance at workplace ▪ Apply Information skills to enhance the productivity of the organization
Learning Content / Topics	<ul style="list-style-type: none"> ▪ Identification of documentation requirements ▪ Selecting and/or collecting required documentation ▪ Documentation procedures and methods ▪ Completing /perfecting documentation ▪ Reading, interpreting and using equipment/system manuals and specifications ▪ Interpretation of all applicable laws, policies and procedures relevant to enterprise ▪ Computer and information system usage ▪ Forecasting Techniques ▪ Forecasting Software ▪ Mathematical Modeling ▪ Data Collection Techniques for Market Research ▪ The range of analytical techniques appropriate for analysis of information ▪ The influence of human factors on information analysis, e.g. Prejudices and biases ▪ Conducting and recording of performance evaluations

<p>Resources: Equipment, Tools & Materials</p>	<p>Occupational Tools, Instruments, Equipment, material</p> <ul style="list-style-type: none"> • Documents on Company policies and procedures • Calculator • Computer • MIS resources • Software used for information purposes • Equipment/system manuals and specifications • Safety signs • Safety procedures • Forecasting Software • Variety of forms, formats used in the organization <p>Instructional Tools, Instruments, Equipment, material</p> <ul style="list-style-type: none"> • Multimedia projector • Screen • Flash cards • Flip charts • Permanent and white board markers • Overhead projector • Printer • Transparencies • Colour Printer and scanner • Safety manuals • Safety illustrations
<p>Prescribed Texts & / or References</p>	
<p>Teaching Learning Activities</p>	<ul style="list-style-type: none"> ▪ Discuss/ explain and provide essential theoretical inputs. ▪ Emphasize the importance of a valid information system

	<p>in promoting customer relations - make reference to following</p> <ul style="list-style-type: none"> - Identification of customer needs. - Measurement of customer needs and satisfaction. - Obtaining feedback from customers. - Recognition and understanding of customer problems and resolution or timely referral of problem in a manner satisfactory to the customer. 		
	<ul style="list-style-type: none"> ▪ Application of enterprise policies in satisfying customer needs 		
	<ul style="list-style-type: none"> ▪ Identifying enterprise Protocols associated with "Customer Services" 		
	<ul style="list-style-type: none"> ▪ Discuss "Satisfying customer complaints" using information sources available 		
Assessment & Weighting	Type	Topic / Activity	Weighting
	Multiple Choice Test Items/ Matching and Completion test items and structured essay type questions	Knowledge on various aspects of information management skills at work place	30%
	Oral questioning during class room presentations	Knowledge on various aspects of information management skills at work place	10%
	Viva voce	knowledge on application of information management skills	10%
	Continuous assessment at work place	Use of ICT Tools, Software applications, application of information	50%

		management skills	
Duration (Nominal ECTS hours)	50		
Hand Book Entry	<p><i>Manage workplace Information</i> is a compulsory module. It provides students capability required for collecting, organising and analysing information from a variety of sources and presenting them in a manner appropriate for decision making.</p> <p>Information sources and information collecting methods are introduced in the module. Students are provided with necessary competencies of using computers for handling information and processing them especially for the purpose of decision making</p>		

Module Title	Plan Work to be Performed at Workplace
Module Code	
Module Type	Compulsory
Credits	2
Pre-Requisites	none
Module Aims	To enable the students to
	▪ Plan and schedule work to be performed at workplace
	▪ Assign work to workers based on assessment of competencies / work capacities of individual workers/working team
	▪ Predict likely problems / probable changes that would come up in implementation of planned schedule
Learning Outcomes	The student shall be able to
	▪ Prepare a work schedule for a given work situation
	▪ Determine work priorities as per predetermined criteria such as goals, targets and organizational requirements
	▪ Develop a plan (process) to complete work to be done in a given situation
	▪ Assess competencies of individual workers before assigning work
Learning Content / Topics	▪ Goals and Objectives of the organization
	▪ Planning priorities
	▪ Plans related to work and related activities at workplace
	▪ Systems, procedures and processes relevant to the organization
	▪ Quality and continuous improvement processes applied within the organization
	▪ Company specific performance standards
	▪ Industry/Workplace Codes of Practice /Codes of ethics
	▪ Frontline management roles applicable to team management
	▪ Manufacturer' s specifications and product specifications
	▪ Standard specifications of commonly used materials
	▪ Simple planning techniques/methods - (two to three common techniques/methods)

	<ul style="list-style-type: none"> ▪ Forecasting Techniques /methods
	<ul style="list-style-type: none"> ▪ Time management techniques
	<ul style="list-style-type: none"> ▪ Competency assessment methods
Resources: Equipment, Tools & Materials	<p>Occupational Tools, Instruments, Equipment, material</p> <ul style="list-style-type: none"> • Documents on Company policies and Procedures • Documents on Industry/Workplace • Codes of Practice /Codes of ethics • Documents on Manufacturer' s specifications and product specifications • Documents on competency based assessments • Software used for planning/scheduling • Software applications used in performance appraisal • Safety signs • Safety procedures • Computer • Calculator <p>Instructional Tools, Instruments, Equipment, material</p> <ul style="list-style-type: none"> • Multimedia projector • Screen • Flash cards • Flip charts • Permanent markers • White board markers • Overhead projector • Transparencies • Colour Printer and scanner • Safety manuals • Safety illustrations
Prescribed Texts & / or References	

Teaching Learning Activities	<ul style="list-style-type: none"> ▪ Small group activity -1 - Identify work requirements of a drawing office or of a given project 		
	<ul style="list-style-type: none"> ▪ Small group activity -2 - Set work priorities as per organisational requirements goals and targets 		
	<ul style="list-style-type: none"> ▪ Small group activity -3 -Develop a plan (process) to complete work to be done at drawing office or in a given project 		
	<ul style="list-style-type: none"> ▪ Individual activity - Prepare list/s of tools, equipment, material required to complete the work as indicated in the plan developed in activity -3 		
	<ul style="list-style-type: none"> ▪ Small group activity -4 Brainstorm in groups to identify, <ol style="list-style-type: none"> 1) Deficiencies in the plan (Developed in activity -3) 2) Modifications to be made to overcome deficiencies 		
	<ul style="list-style-type: none"> ▪ Explain and follow up with exercises <p>Forecasting methods / Techniques, Time management techniques, Competency assessment methods</p>		
	•		
Assessment & Weighting	Type	Topic / Activity	Weighting
	Multiple Choice Test Items/ Matching and Completion test items and structured essay type questions	Knowledge of various aspects of planning of work to be performed at workplace	30%
	Oral questioning during class room presentations	Knowledge of various aspects of planning of work to be performed at workplace	10%
	Viva voce	knowledge on application of planning of work in a given work situation	10%
	Continuous assessment at work place	Use of different approaches and techniques related to planning of work, application of skills in Planning work	50%
Duration (Nominal ECTS hours)	50		

Hand Book Entry	<p><i>Plan work to be performed at workplace</i> is a compulsory module. The students will be able to acquire the competencies required in planning and scheduling work. It also provides necessary foundation on planning for those involved in management of the organization.</p> <p>The module introduces planning in a business environment through mainly interactive learning exercises. It provides students the necessary tools in planning for quality and productivity improvement required at managerial level.</p>

Module Title	Problem Solving and Decision Making
Module Code	
Module Type	Compulsory
Credits	2
Pre-Requisites	none
Module Aims	To enable the students to
	<ul style="list-style-type: none"> ▪ Understand the importance of following a systematic approach to identifying and analyzing problem situation/s
	<ul style="list-style-type: none"> ▪ Acquire the skills required to compare different solutions to decide the most suitable.
	<ul style="list-style-type: none"> ▪ Apply standard techniques of problem solving and decision making to solve problems and make decisions at workplace.
Learning Outcomes	The student shall be able to
	<ul style="list-style-type: none"> ▪ Analyse a situation and accurately identify a problem
	<ul style="list-style-type: none"> ▪ Assess the impact of a problem
	<ul style="list-style-type: none"> ▪ Apply systematic procedure and process of solving a problem
	<ul style="list-style-type: none"> ▪ Follow a standard approach to foresee likely problems
	<ul style="list-style-type: none"> ▪ Follow an acceptable decision making process
Learning Content / Topics	<ul style="list-style-type: none"> ▪ Problem solving models
	<ul style="list-style-type: none"> ▪ Problem solving techniques
	<ul style="list-style-type: none"> ▪ Decision making models
	<ul style="list-style-type: none"> ▪ Decision making process- (Reference to two commonly used decision models)
	<ul style="list-style-type: none"> ▪ Decision making styles – (Participatory approaches may be given priority)
	<ul style="list-style-type: none"> ▪ Creative decision making - (Particular reference to six stages in Creative decision making process)
	<ul style="list-style-type: none"> ▪ Six stages in Creative decision making process
	<ul style="list-style-type: none"> ▪ Recognition ▪ Fact finding ▪ Problem finding ▪ Idea finding ▪ Solution finding ▪ Acceptance finding
	<ul style="list-style-type: none"> ▪ Vroom and Yetter's tool for decision making - "Decision

	tree"
	<ul style="list-style-type: none"> ▪ Brainstorming technique ▪ Nominal group technique ▪ Front end analysis
Resources: Equipment, Tools & Materials	<p>Occupational Tools, Instruments, Equipment, material</p> <ul style="list-style-type: none"> • Documents on Company policies and procedures • Documents on Industry/Workplace codes of Practice/Codes of ethics • Documents on Manufacturer' s specifications and product specifications • Model of Vroom and Yetter's tool for decision making - "Decision tree" • Calculator <p>Instructional Tools, Instruments, Equipment, material</p> <ul style="list-style-type: none"> • Multimedia projector • Screen • Computer • Flash cards • Flip charts • Permanent and white board markers • Overhead projector • Transparencies • Colour Printer and scanner • Illustrations of "Problem solving models" • Illustrations of "Problem solving techniques" ▪ Illustrations of "Decision making models"
Prescribed Texts & / or References	
Teaching Learning Activities	<ul style="list-style-type: none"> ▪ (Small group activity -1) -Provide relevant case studies to trainees and make them work in small groups to identify problems and the impact of the problems on one's immediate area of responsibilities ▪ (Small group activity -2) -Get trainees work in small groups to generate ideas using divergent and convergent approaches to create solutions to problems identified in activity -1

	<ul style="list-style-type: none"> ▪ (Small group activity -3) Get trainees work in small groups to select and communicate the most appropriate solution from among those generated in activity -2 		
	<ul style="list-style-type: none"> ▪ Explain <ul style="list-style-type: none"> • Problem solving models • Problem solving techniques • Decision making models • Decision making process- (Reference to two commonly used decision models) • Decision making styles – (Participatory approaches may be given priority) 		
	<ul style="list-style-type: none"> • Introduce <ul style="list-style-type: none"> • Creative decision making - 		
	<ul style="list-style-type: none"> ▪ Provide a real problem situation (case study) to follow the Six stages in "Creative decision making" process to make appropriate decisions to problems identified in the above case study 		
	<ul style="list-style-type: none"> ▪ Describe Vroom and Yetter's tool for decision making - "Decision tree" <ul style="list-style-type: none"> • Brainstorming technique • Nominal group technique • Front end analysis 		
	<ul style="list-style-type: none"> ▪ Provide examples from real workplace situations to make trainees apply principles learnt in each of the above techniques 		
Assessment & Weighting	Type	Topic / Activity	Weighting
	Multiple Choice Test Items/ Matching and Completion test items and structured essay type questions	Knowledge of various topics on problem solving / decision making	30%
	oral questioning technique during class room presentations	Knowledge of various topics on problem solving / decision making	10%
	Viva voce	knowledge in applications of problem solving / decision making	10%
	continuous assessment at workplace during industry training	Skills in problem solving / decision making	50%

Duration (Nominal ECTS hours)	50
Hand Book Entry	<p><i>Problem Solving and Decision Making</i> is a compulsory module. It provides the students the fundamental knowledge and skills necessary for identifying and analyzing problem situation/s through a step by step approach. It also provides a good foundation for generating solutions for problems, and assessing their impact.</p> <p>The module introduces problem solving models and decision making models and build the confidence of students in applying them through group activities and case studies.</p>

Module Title	Teamwork and Leadership
Module Code	
Module Type	Compulsory
Credits (ECTS)	04
Pre-Requisites	None
Module Aims	To enable the students to
	<ul style="list-style-type: none"> ▪ Acquire the skills of working with others as a team ▪ Understand the need of maintaining positive relationships with others under varying work conditions. ▪ Lead and facilitate work teams to achieve planned outcome while enhancing organisational productivity
Learning Outcomes	The student shall be able to
	<ul style="list-style-type: none"> ▪ Define objectives and functions of teams to develop team plans towards achieving corporate goals of the organisation ▪ Identify the important aspects of motivating individuals/teams and enhancing co-operation and commitment ▪ Demonstrate an understanding of analyzing ideas and information through discussion and making informed decisions. ▪ Manage and develop team performance by applying appropriate techniques and methods ▪ Apply understanding of roles of team leadership and membership to build trust and confidence ▪ Encourage members in the team to take initiative and make innovations
Learning Content / Topics	Introduction <ul style="list-style-type: none"> - Functions and roles of leadership , teams in an organization
	Leadership styles and Leadership roles
	Team processes , Identifying your role within a team , How a team develops, Team planning- defining objectives, purpose functions and accountabilities
	Discussion techniques
	Communication in a team environment
	Decision making techniques

	Leadership and personality development
	Social analysis - culture and values, psychological and social aspects of individuals
Resources: Equipment, Tools & Materials	<p>Occupational Tools, Instruments, Equipment, material</p> <ul style="list-style-type: none"> • Documents on Company policies and procedures • Calculator • Computer • Documents on Industry / Workplace Codes of Practice / Code of ethics • Documents on Manufacturer' s specifications and product specifications • Safety signs • Safety procedures • Variety of forms, formats used within the organization <p>Instructional Tools, Instruments, Equipment, material</p> <ul style="list-style-type: none"> • Multimedia projector • Screen • Flash cards • Flip charts • Permanent and white board markers • Over head projector • Transparencies • Colour Printer and scanner • Safety manuals • Safety illustrations
Prescribed Texts & / or References	
Teaching Learning Activities	<ul style="list-style-type: none"> ▪ Lectures for imparting the fundamental aspects teamwork and leadership ▪ Brainstorm appropriate interpersonal skills for working with and for others ▪ Conduct exercises in team planning

	<ul style="list-style-type: none"> ▪ List out in small groups attitudes of workers that create a positive working atmosphere 		
	<ul style="list-style-type: none"> ▪ Brainstorm how to develop commitment and cooperation within a team 		
	<ul style="list-style-type: none"> ▪ How to manage and develop team performance 		
	<ul style="list-style-type: none"> ▪ Prepare a check list that would outline the main steps in developing team performance 		
Assessment & Weighting	Type	Topic / Activity	Weighting
	Multiple Choice Test Items/ Matching and Completion test items and structured essay type questions	knowledge on Leading and facilitating work teams	30%
	Oral questioning technique during class room presentations	knowledge on Leading and facilitating work teams	10%
	Viva voce	knowledge in application of Leading and facilitating work teams	10%
	Continuous assessment at workplace during industry training	Skills in application of Leading and facilitating work teams	50%
Duration (Nominal ECTS hours)	100		
Hand Book Entry	<p><i>Teamwork and Leadership</i> is a compulsory module. It provides the foundation necessary to become an effective leader through a personality development approach. The module develops competencies required by the frontline management for leading, facilitating and empowering individuals and work teams within the workplace to achieve planned outcome.</p> <p>The module introduces different approaches of leading and facilitating work teams. While introducing different leadership styles and roles it develops the confidence and capabilities of students to become leaders who can get the best out of the team.</p>		

II. MATHEMATICS, SCIENCE, OHS & FIRST AID

Module Title	Basic First Aid
Module Code	XXXXXX
Module Type	Core
Credit Points	2
Pre-requisites	Nil
Module Aims:	<p>This module covers the knowledge, skills and attitudes required to provide an initial response where First Aid is required. In this module it is assumed that the First Aid person is working under supervision and / or according to established workplace First Aid procedures and policies.</p> <p>This module includes, assessing the situation, applying basic first aid techniques and communicating details of the incident</p>
Learning Outcomes	<p>On completion of this module, the learner will be able to:</p> <ul style="list-style-type: none"> • Assess the situation • Apply basic first aid techniques • Communicate details of the incident
Learning Content / Topics	<ul style="list-style-type: none"> • Basic anatomy and physiology • Company standard operating procedures (sops) • Dealing with confidentiality • Knowledge of the First Aid person's skills limitations • Sri Lanka legislation and regulations • How to gain access to and interpret material safety data
Resources: Equipment, Tools and Materials	<ul style="list-style-type: none"> • Students require access first aid equipment, e.g. CPI dummies, anatomy models and consumables e.g. bandages, splints.
Prescribed Texts	Tba
References	<p><i>Websites</i></p> <p>http://www.cdc.gov/nasd/docs/d000101-d000200/d000105/d000105.html</p> <p>http://www.survival-center.com/firstaid/book.htm</p> <p>http://firstaid.about.com/od/cpr/ss/abcs.htm</p>

Recommended Teaching learning Activities	<p>The recommended learning method for the module is by:</p> <ul style="list-style-type: none"> • Formal teaching on the underpinning knowledge • Demonstration of practical work • Practical work by participants 		
Assessment and Weighting	Type	Topic/Activity	Weighting
	Demonstration of competence	All practical activities	60%
	Final Test	Knowledge test on all the underpinning knowledge.	40%
Duration	50 Hours		
Hand Book Entry	<p>This module covers the knowledge, skills and attitudes required to provide an initial response where First Aid is required. In this module it is assumed that the First Aid person is working under supervision and / or according to established workplace First Aid procedures and policies.</p> <p>This module includes, assessing the situation, applying basic first aid techniques and communicating details of the incident</p>		

Module Title	Calculus Application in Technology Situations
Module Code	XXXXXX
Module Type	Core
Credit Points	2
Pre-requisites	Perform Calculations
Module Aims:	This module covers applying concepts of calculus to engineering situations.
Learning Outcomes	On completion of this module, the learner will be able to: <ul style="list-style-type: none"> • Apply differentiation techniques to technology applications • Apply integration techniques to technology applications
Learning Content / Topics	<ul style="list-style-type: none"> • The rules of differentiation • The concept of implicit and explicit functions • The Newton's method for solving equations • The procedures for determining the following • Equations of tangents and normals • Stationary points and curve sketching • Rates of change • Rectilinear motion • Maxima and minima • The concept of integration being the inverse of differentiation • The procedures for obtaining the integral of a function • The rules of integration • Applications of Simpson's rule • Areas between curves • Distance travelled • Rectilinear motion
Resources: Equipment, Tools and Materials	Students require access to a personal computer with a mathematical computer package, e.g. MATLAB, MAPLE, Scientific Notebook
Prescribed Texts	Aldis B. & Pantlin K., <i>Introductory Calculus</i> , 1996 McGraw-Hill Australia.
References	<p><i>Websites</i></p> <p>http://www.mackichan.com/index.html?products/snb.html~mainFrame</p> <p>http://www.mathworks.com/products/matlab/</p> <p>http://webstore.maplesoft.com/Product.aspx</p>

Recommended Teaching learning Activities	The recommended learning method is for the topic to be introduced with several examples from the lecturer. Students then start on the weekly exercises in class and if not completed they are to be completed outside the class time.		
Assessment and Weighting	Type	Topic/Activity	Weighting
	Assignments (5)	Assignments are based on the weekly exercises which in turn are based on each session topic.	30%
	Mid semester test	General test on work covered	35%
Examination	General test on total module	35%	
Duration	50 Hours		
Hand Book Entry	<p>This module covers applying concepts of calculus to engineering situations.</p> <p>It includes the application of differentiation techniques to technology applications and how to use integration techniques to solve technology applications.</p>		

Module Title	Electro and Control Scientific Principles and Techniques for Mechanical and Manufacturing Technology Situations
Module Code	XXXXXX
Module Type	Core
Credit Points	2
Pre-requisites	Nil
Module Aims:	This module covers applying electro and control scientific principles and techniques to mechanical and manufacturing technology situations.
Learning Outcomes	<p>On completion of this module, the learner will be able to:</p> <ul style="list-style-type: none"> • Research and identify the range of basic electro and control scientific principles and techniques relevant to mechanical and manufacturing technology • Select basic electro and control scientific principles and techniques relevant to particular mechanical and manufacturing technology applications • Apply the relevant basic electro and control scientific principles and techniques appropriately • Quote the results of the application of the basic electro and control scientific principles and techniques correctly
Learning Content / Topics	<ul style="list-style-type: none"> • Electro and control scientific principles • Limitations of selected basic scientific principles • Basic electro and control techniques and related technologies, software and hardware associated with implementing scientific principles in mechanical and manufacturing technology solutions • The limitations of basic techniques and associated technologies, software and hardware • The applicability and limitations of basic electro and control scientific principles • The applicability and limitations of basic electro and control and associated technologies, software and hardware • Appropriateness of calculations • Fundamental and derived quantities • Common systems of units • The procedure for converting between systems of units • Common prefixes used with units and their values • The procedure for carrying out dimensional analysis

	<ul style="list-style-type: none"> • The concept of significant figures • The uncertainty of computations based on experimental data • The procedures for determining the significance of figures in calculations • The procedures for estimating errors in derived quantities 		
Resources: Equipment, Tools and Materials	<ul style="list-style-type: none"> • Students require access to a personal computer with connection to the Internet. 		
Prescribed Texts	Tba		
References	<i>Websites</i> http://www.physics.org/ http://www.howstuffworks.com/		
Recommended Teaching learning Activities	The recommended learning method for the module is by: <ul style="list-style-type: none"> • Formal teaching on the underpinning knowledge • Appropriate multimedia presentations • Problem solving based on the underpinning knowledge • Demonstration of practical work • Practical work by participants 		
Assessment and Weighting	Type	Topic/Activity	Weighting
	Practical Work	Successful completion of all practical activities.	40%
	Written assignment	General assignment on topics covered to date.	30%
	Written test	General test on all topics.	30%
Duration	50 Hours		

Hand Book Entry	<p>This module covers applying electro and control scientific principles and techniques to mechanical and manufacturing technology situations.</p> <p>It includes, researching and identifying the range of basic electro and control scientific principles and techniques relevant to mechanical and manufacturing technology; how to select basic electro and control scientific principles and techniques relevant to particular mechanical and manufacturing technology applications; applying the relevant basic electro and control scientific principles and techniques appropriately; passing on the results of the application of the basic electro and control scientific principles and techniques correctly.</p>
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Module Title	Graphical Techniques to Perform Simple Statistical Computations
Module Code	XXXXXX
Module Type	Core
Credit Points	2
Pre-requisites	Nil
Module Aims:	This module covers interpreting and constructing graphs and charts from given or determined data, and performing basic statistical calculations.
Learning Outcomes	On completion of this module, the learner will be able to: <ul style="list-style-type: none"> • Read and construct graphs from given or determined data • Perform basic statistical calculations
Learning Content / Topics	<ul style="list-style-type: none"> • Characteristics of straight line, parabolic and hyperbolic curves • Procedures for determining the slope/rate of change of a curve • The trend(s) indicated by changes in gradient of a graph • Procedures for drawing the line of best fit for the coordinates plotted • Standard form of equations relating to straight lines and parabolic curves • Gradient, intercepts, maximum and minimum values and limit lines for straight line and parabolic curves • Function of control charts • The meaning of the terms mean, median and mode • The meaning of the term standard deviation • The significance of 1, 2 and 3 sigma limits • Safe work practices and procedures
Resources: Equipment, Tools and Materials	<ul style="list-style-type: none"> • Students require access to a personal computer with connection to the Internet.
Prescribed Texts	Tba
References	<i>Websites</i> http://statpages.org/ http://www.math.yorku.ca/SCS/StatResource.html

Recommended Teaching learning Activities	The recommended learning method is for the topic to be introduced with several examples from the lecturer. Students then start on the weekly exercises in class and if not completed they are to be completed outside the class time.		
Assessment and Weighting	Type	Topic/Activity	Weighting
	Assignments (5)	Assignments are based on the weekly exercises which in turn are based on each session topic.	30%
	Mid semester test	General test on work covered	35%
	Examination	General test on total module	35%
Duration	50 Hours		
Hand Book Entry	<p>This module covers interpreting and constructing graphs and charts from given or determined data, and performing basic statistical calculations.</p> <p>It includes how to read and construct graphs from given or determined data and to perform basic statistical calculations</p>		

Module Title	Mathematical Computations
Module Code	XXXXXX
Module Type	Core
Credit Points	2
Pre-requisites	Nil
Module Aims:	<p>This module covers estimating approximate answers to arithmetical problems, carrying out basic calculations involving percentages and proportions, and determining simple ratios and averages.</p> <p>The module includes producing and interpreting simple charts and graphs</p>
Learning Outcomes	<p>On completion of this module, the learner will be able to:</p> <ul style="list-style-type: none"> • Determine work requirement • Perform calculations • Produce <i>charts and graphs</i> from given information
Learning Content / Topics	<p>Look for evidence that confirms knowledge of:</p> <ul style="list-style-type: none"> • Formula applicable to the determination of perimeter, area and volume of simple geometric shapes • Techniques for estimating approximate answers • Reasons for using dimensions with the same units when calculating length, perimeter, area and volume • Concepts of perimeter, area and volume • Procedures for rounding off figures when estimating approximate answers • Mixed numbers, decimals, fractions and whole numbers • Concept of percentage • Procedures to be followed in converting a decimal to a percentage • Procedures for carrying out calculations involving fractions and using each of the four basic rules • Procedures to be followed on converting a fraction to a percentage • Sources of appropriate formulae • Reasons for ensuring that the units of each term are consistent with the formulae selected • Procedures for converting given units to those required for use in formulae • Concepts of ratio and proportion • Given ratios and proportions can be expressed in terms of

	<p>whole numbers, fractions and decimal fractions</p> <ul style="list-style-type: none"> • Scales applicable to the axes of the graphs or charts • Three types of charts and/or graphs used in the individual's field of work • Where appropriate, upper and lower limits of acceptability applicable to data entered on a graph or chart • Where appropriate, the trends indicated by the slope or gradient of a graph • Where appropriate, the action to be taken when given trends occur or set limits are approached on graphs or charts • Procedures for drawing 'lines of best fit' • The trends indicated by the graphs or charts drawn • Hazards and control measures associated with performing computations, including housekeeping • Safe work practices and procedures 												
Resources: Equipment, Tools and Materials	Students require access to a personal computer with access to the Internet												
Prescribed Texts	tba												
References	<p>Websites</p> <p>http://www.math.com/</p> <p>http://www.aaamath.com</p> <p>http://en.wikipedia.org/wiki/List_of_basic_mathematics_topics</p>												
Recommended Teaching learning Activities	The recommended learning method is for the topic to be introduced with several examples from the lecturer. Students then start on the weekly exercises in class and if not completed they are to be completed outside the class time.												
Assessment and Weighting	<table border="1"> <thead> <tr> <th>Type</th> <th>Topic/Activity</th> <th>Weighting</th> </tr> </thead> <tbody> <tr> <td>Assignments (5)</td> <td>Assignments are based on the weekly exercises which in turn are based on each session topic.</td> <td>30%</td> </tr> <tr> <td>Mid semester test</td> <td>General test on work covered</td> <td>35%</td> </tr> <tr> <td>Examination</td> <td>General test on total module</td> <td>35%</td> </tr> </tbody> </table>	Type	Topic/Activity	Weighting	Assignments (5)	Assignments are based on the weekly exercises which in turn are based on each session topic.	30%	Mid semester test	General test on work covered	35%	Examination	General test on total module	35%
Type	Topic/Activity	Weighting											
Assignments (5)	Assignments are based on the weekly exercises which in turn are based on each session topic.	30%											
Mid semester test	General test on work covered	35%											
Examination	General test on total module	35%											
Duration	50 Hours												

Hand Book Entry	<p>This module covers estimating approximate answers to arithmetical problems, carrying out basic calculations involving percentages and proportions, and determining simple ratios and averages.</p> <p>The module includes producing and interpreting simple charts and graphs</p>
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Module Title	Mathematical Techniques in Manufacturing Technology or Related Environment
Module Code	XXXXXX
Module Type	Core
Credit Points	2
Pre-requisites	Perform Computations
Module Aims:	This module covers applies the <i>concepts of mathematics</i> to appropriate and simple technology situations within the individual's area of technology expertise.
Learning Outcomes	<p>On completion of this module, the learner will be able to:</p> <ul style="list-style-type: none"> • Use concepts of arithmetic in the solution of technology problems • Solve technology problems involving algebraic expressions with one independent variable • Use two-dimensional geometry to solve practical problems • Use trigonometry to solve practical problems • Graph linear functions • Solve quadratic equations
Learning Content / Topics	<ul style="list-style-type: none"> • SI Units, scientific and technology notation, significant figures and accuracy • Evaluation of expressions using a calculator • Substitution in algebraic formulas • Simplification of algebraic formulas • Applying the laws of indices • Simplification of expressions involving square roots • Present and interpret data • Solving right-angled triangles • Transposition: • Estimations, errors and approximations • Quadratic functions • Exponential Functions • Logarithmic Functions • Trigonometric Functions • Methods for solving simultaneous equations • Complex numbers encompassing: • Matrices

Resources: Equipment, Tools and Materials	Students require access to a personal computer with access to the Internet		
Prescribed Texts	tba		
References	<i>Websites</i> http://www.math.com/ http://www.aaamath.com http://en.wikipedia.org/wiki/List_of_basic_mathematics_topics		
Recommended Teaching learning Activities	The recommended learning method is for the topic to be introduced with several examples from the lecturer. Students then start on the weekly exercises in class and if not completed they are to be completed outside the class time.		
Assessment and Weighting	Type	Topic/Activity	Weighting
	Assignments (5)	Assignments are based on the weekly exercises which in turn are based on each session topic.	30%
	Mid semester test	General test on work covered	35%
	Examination	General test on total module	35%
Duration	50 Hours		
Hand Book Entry	<p>This module applies the <i>concepts of mathematics</i> to appropriate and simple technology situations within the individual's area of technology expertise.</p> <p>It includes use concepts of arithmetic in the solution of technology problems, how to solve technology problems involving algebraic expressions with one independent variable, the of use two-dimensional geometry to solve practical problems, the use of trigonometry to solve practical problems and using, the graphing of linear functions, and the solving of quadratic equations</p>		

Module Title	Occupational Health and Safety Procedures and Practice.
Module Code	XXXXXX
Module Type	Core
Credit Points	2
Pre-requisites	Nil.
Module Aims:	This module covers following occupational health and safety procedures in an engineering or similar work environment.
Learning Outcomes	<p>On completion of this module, the learner will be able to:</p> <ul style="list-style-type: none"> • Follow safe work practices • Report workplace hazards and accidents • Follow emergency procedures
Learning Content / Topics	<ul style="list-style-type: none"> • Rights, responsibilities and duties of employees and employers • Use of personal protective equipment • Appropriate equipment and safety devices for particular workplace tasks • Reasons for using safety equipment and devices • Meaning and application of safety signs and symbols • Procedures and limits for manual handling • Location and use of emergency equipment • Reasons for selecting a particular type of equipment • Procedures for identifying and reporting hazards • Persons or services to be contacted in the event of a range of accidents • Reasons for use of standard procedures • Standard procedures including those for emergencies and evacuation • Hazards and housekeeping requirements associated with the work environment • Safe work practices and procedures
Resources: Equipment, Tools and Materials	<ul style="list-style-type: none"> • Students require access to a personal computer with connection to the Internet.
Prescribed Texts	Tba
References	<p><i>Websites</i></p> <p>http://www.ilo.org/public/english/region/asro/bangkok/asiaosh/newsletr/chemical/sri_chem.htm</p>

	http://www.labourdept.gov.lk/lab_Institute_of_Occupational_Safety_and_Health.htm http://www.ilo.org/global/About the ILO/Media and public information/Feature stories/lang-en/WCMS_092158/index.htm		
Recommended Teaching learning Activities	<p>The recommended learning method for the module is “<i>Active Learning</i>”, that is, having students engage in some activity that <i>forces them to think about and comment</i> on the information presented.</p> <p>Students won't simply be listening, but will be developing skills in handling concepts. They will <i>analyze, synthesize, and evaluate</i> information in discussion with other students, through asking questions, or through writing. <i>In short, students will be engaged in activities that force them to reflect upon ideas and upon how they are using those ideas.</i></p> <p>Some teaching methods promote <i>active learning</i>, for example:</p> <ul style="list-style-type: none"> • Brain-storming • Discussion • Case study • Role play • Cooperative Learning / Group work 		
Assessment and Weighting	Type	Topic/Activity	Weighting
	Practical Work	Successful completion of all practical activities.	50%
	Written assignment	General assignment on topics covered to date.	25%
	Written test	General test on all topics.	25%
Duration	50 Hours		
Hand Book Entry	<p>This module covers following occupational health and safety procedures in an engineering or similar work environment.</p> <p>It includes, the following of safe work practices, the reporting of workplace hazards and accidents and how to follow emergency procedures</p>		

Module Title	Scientific Principles and Techniques in Mechanical Technology Situations
Module Code	XXXXXX
Module Type	Core
Credit Points	2
Pre-requisites	Nil
Module Aims:	This module covers applying scientific principles to mechanical technology situations.
Learning Outcomes	<p>On completion of this module, the learner will be able to:</p> <ul style="list-style-type: none"> • Identify the range of mechanical scientific principles and techniques relevant to technology • Select mechanical scientific principles and techniques relevant to technology applications • Apply the relevant mechanical scientific principles and techniques appropriately
Learning Content / Topics	<ul style="list-style-type: none"> • Mechanical techniques and related technologies, software and hardware associated with implementing scientific principles in technology solutions and related to appropriate technology applications • The limitations of mechanical techniques and associated technologies, software and hardware • The relevance of scientific principles to mechanical technology • The applicability and limitations of an extensive range of mechanical techniques and associated technologies, software and hardware • The choice of mechanical scientific principles for particular applications • The applicability of particular mechanical techniques and associated technologies, software and hardware to specific applications • The choice of mechanical techniques and associated technologies, software and hardware for particular applications • The method of application of the scientific principles • Fundamental and derived quantities and explained • Common systems of units • The procedure for converting between systems of units • Common prefixes used with units and their values

	<ul style="list-style-type: none"> • The procedure for ensuring coherent units for meaningful solutions to equations • The concept of significant figures • The uncertainty of computations based on experimental data • The procedures for determining the significance of figures in calculations • The procedures for estimating errors in derived quantities • The method of application of the mechanical techniques and associated technologies, software and hardware • The significance of the calculation solution style in relation to the original task • The significance of the non calculation solution style in relation to the original task 		
Resources: Equipment, Tools and Materials	<ul style="list-style-type: none"> • Students require access to a personal computer with connection to the Internet. 		
Prescribed Texts	Tba		
References	<i>Websites</i> http://www.physics.org/ http://www.howstuffworks.com/		
Recommended Teaching learning Activities	The recommended learning method for the module is by: <ul style="list-style-type: none"> • Formal teaching on the underpinning knowledge • Appropriate multimedia presentations • Problem solving based on the underpinning knowledge • Demonstration of practical work • Practical work by participants 		
Assessment and Weighting	Type	Topic/Activity	Weighting
	Practical Work	Successful completion of all practical activities.	40%

	Written assignment	General assignment on topics covered to date.	30%
	Written test	General test on all topics.	30%
Duration	50 Hours		
Hand Book Entry	<p>This module covers applying scientific principles to mechanical technology situations.</p> <p>It includes identifying the range of mechanical scientific principles and techniques relevant to technology, the selection of mechanical scientific principles and techniques relevant to technology, the appropriate applications which apply to the relevant mechanical scientific principles and techniques.</p>		

III. SUPERVISION & MANAGEMENT

Module Title	Transport and Distribution Management
Module Code	XXXXXX
Module Type	Core
Credit Points	2
Pre-requisites	Nil
Module Aims:	<p>This module involves the skills and knowledge required to manage a transport and distribution business unit in accordance with relevant regulatory requirements and workplace procedures.</p> <p>This includes identifying the market for the business unit, setting transport and distribution business unit objectives, collecting information for business planning operations, establishing the resources required to achieve objectives, and managing business unit performance to achieve the required outcomes.</p>
Learning Outcomes	<p>On completion of this module, the learner will be able to:</p> <ul style="list-style-type: none"> • Identify the market • Set transport and distribution business unit objectives • Collect information for business planning operations • Establish resources to achieve objectives • Manage business unit performance
Learning Content / Topics	<ul style="list-style-type: none"> • Sri Lankan and international regulations, codes of practice and legislative requirements relevant to business unit activities • Relevant OH&S and environmental procedures and regulations • Workplace policies and processes for the management of a transport and distribution business unit • Problems that may occur when managing a transport and distribution business unit and action that can be taken to report or resolve the problems • Hazards and risks that may arise during the management of a transport and distribution business unit and ways of controlling the risks involved • Business policies and priorities • Market intelligence relevant to business operations • Information on key competitors' operations, strengths and weaknesses • Focus of operation of work systems, resources, management and workplace operating systems • Quality and customer service standards, policies and procedures • Application of relevant Sri Lankan and international standards and associated certification requirements • Resource availability including the competencies of individuals in the team

	and group <ul style="list-style-type: none"> The application of current competencies within functional activity 		
Resources: Equipment, Tools and Materials	<ul style="list-style-type: none"> Students require access to a personal computer with connection to the Internet. 		
Prescribed Texts	Tba		
References	<i>Websites</i> http://en.wikipedia.org/wiki/Category:Commercial_item_transport_and_distribution http://www.kogan-page.co.uk/bookdetails.aspx?ISBN=9780749446697 http://supplymanagement.com/EDIT/Links_item.asp?id=4485		
Recommended Teaching learning Activities	<p>The recommended learning method for the module is “<i>Active Learning</i>”, that is, having students engage in some activity that <i>forces them to think about and comment</i> on the information presented.</p> <p>Students won't simply be listening, but will be developing skills in handling concepts. They will <i>analyze, synthesize, and evaluate</i> information in discussion with other students, through asking questions, or through writing. <i>In short, students will be engaged in activities that force them to reflect upon ideas and upon how they are using those ideas.</i></p> <p>Some teaching methods promote <i>active learning</i>, for example:</p> <ul style="list-style-type: none"> Brain-storming Discussion Case study Role play Cooperative Learning / Group work 		
Assessment and Weighting	Type	Topic/Activity	Weighting
	Essay: 1000-1500 words	Research and prepare a document on a topic, e.g. <i>Hazards and risks that may arise during the management of a transport and distribution business unit</i>	30%

	Case Study: 1500-2000 words plus a presentation if time allows	<ul style="list-style-type: none"> Given a Scenario prepare a response. E.g. Investigate a company and determine <i>problems that have occurred with their transport and distribution business unit and what actions were taken to resolve the problems</i> 	40%
	Written Assignment	General assignment on topics not covered in previous assessments.	30%
Duration	50 Hours		
Hand Book Entry	<p>This module involves the skills and knowledge required to manage a transport and distribution business unit in accordance with relevant regulatory requirements and workplace procedures.</p> <p>This includes identifying the market for the business unit, setting transport and distribution business unit objectives, collecting information for business planning operations, establishing the resources required to achieve objectives, and managing business unit performance to achieve the required outcomes.</p>		

Module Title	Asset and Maintenance Management Systems
Module Code	XXXXXX
Module Type	Core
Credit Points	2
Pre-requisites	Nil
Module Aims:	This module involves the skills and knowledge required to implement asset and maintenance management systems. It includes determining management control processes; implementing existing practices, procedures and systems; and reviewing service levels.
Learning Outcomes	<p>On completion of this module, the learner will be able to:</p> <ul style="list-style-type: none"> • Asset management and maintenance processes • Manage assets in a life-cycle framework • Operate and maintain equipment condition • Maintain computerised maintenance management systems
Learning Content / Topics	<ul style="list-style-type: none"> • Relevant OH&S and environmental procedures and regulations • Procedures for identification and interpretation of maintenance requirements • Procedures for identification and evaluation of information needed to plan and implement maintenance schedules. • Code of practice for working collaboratively with others particularly with those involved in inputting data into asset management systems • Requirements for completing relevant documentation including asset management reports • Benchmarking practices • Quality management principles and procedures • Procedures for reviewing system options for maintenance operations including appropriate risk analysis • Procedures for liaising with manufacturers and suppliers • Procedures establishing and/or monitoring suitable maintenance systems • Focus of operation of maintenance systems, resources, management and workplace operating systems • Characteristics and capabilities of equipment, materials and processes used • Relative features and risks of various maintenance systems, their applications and processes, and issues involved in their use • Quality and customer service standards, policies and procedures • Application of relevant local and international standards and

	associated certification requirements <ul style="list-style-type: none"> • Resource availability including the competencies of individuals in the team/group • The application of current competencies within functional activity • Coaching and mentoring approaches to support team members to share knowledge and skills • Relevant workplace documentation procedures • Contacts and sources of information/documentation needed when planning and implementing maintenance systems • Procedures for operating electronic communications equipment 		
Resources: Equipment, Tools and Materials	<ul style="list-style-type: none"> • Students require access to a personal computer with connection to the Internet. 		
Prescribed Texts	Tba		
References	<i>Websites</i> http://www.datastream.net/English/Default.aspx http://en.wikipedia.org/wiki/Computerized_Maintenance_Management_System http://en.wikipedia.org/wiki/Enterprise_Asset_Management http://en.wikipedia.org/wiki/Product_Lifecycle_Management		
Recommended Teaching learning Activities	<p>The recommended learning method for the module is “<i>Active Learning</i>”, that is, having students engage in some activity that <i>forces them to think about and comment</i> on the information presented.</p> <p>Students won't simply be listening, but will be developing skills in handling concepts. They will <i>analyze, synthesize, and evaluate</i> information in discussion with other students, through asking questions, or through writing. <i>In short, students will be engaged in activities that force them to reflect upon ideas and upon how they are using those ideas.</i></p> <p>Some teaching methods promote <i>active learning</i>, for example:</p> <ul style="list-style-type: none"> • Brain-storming • Discussion • Case study • Role play • Cooperative Learning / Group work 		
Assessment and Weighting	Type	Topic/Activity	Weighting

	Essay: 1000-1500 words	Research and prepare a document on a topic, e.g. <i>product lifestyle management</i>	30%
	Case Study: 1500-2000 words plus a presentation if time allows	Given a Scenario prepare a response. E.g. <i>write a report to management on the recommended selection of a software asset and maintenance management system software package.</i>	40%
	Written Assignment	General assignment on topics not covered in previous assessments.	30%
Duration	50 Hours		
Hand Book Entry	<p>This module involves the skills and knowledge required to implement asset and maintenance management systems. It includes determining management control processes; implementing existing practices, procedures and systems; and reviewing service levels.</p> <p>It includes asset management and maintenance processes, how to manage assets in a life-cycle framework, the requirement to operate and maintain equipment in good working condition and how to operate and maintain a computerised maintenance management systems</p>		

Module Title	Conflict Management
Module Code	XXXXXX
Module Type	Core
Credit Points	2
Pre-requisites	Nil
Module Aims:	This module covers managing conflict within the management, the organisation and between the organisation and the community.
Learning Outcomes	On completion of this module, the learner will be able to: <ul style="list-style-type: none"> • Assess potential conflict • Consider the conflict situation • Carry out strategies to resolve conflict
Learning Content / Topics	<ul style="list-style-type: none"> • Cultural context - relevant aspects of culture may include cultural protocols, language, cultural business, family and community responsibilities, local history. • Legal requirements - organisations operate under provision of state legislation as legal entities and funding recipients which influence decision-making • Organisation processes • Equity and diversity principles • Conflict resolution strategies • Professional support
Resources: Equipment, Tools and Materials	<ul style="list-style-type: none"> • Students require access to a personal computer with connection to the Internet.
Prescribed Texts	Tba
References	<p><i>Websites</i></p> <p>http://www.managementhelp.org/grp_skill/grp_cnfl/grp_cnfl.htm</p> <p>http://en.wikipedia.org/wiki/Conflict_management</p> <p>http://www.cnr.berkeley.edu/ucce50/ag-labor/7labor/13.htm</p>
Recommended Teaching learning Activities	<p>The recommended learning method for the module is “<i>Active Learning</i>”, that is, having students engage in some activity that <i>forces them to think about and comment</i> on the information presented.</p> <p>Students won't simply be listening, but will be developing skills in handling</p>

	<p>concepts. They will <i>analyze, synthesize, and evaluate</i> information in discussion with other students, through asking questions, or through writing. <i>In short, students will be engaged in activities that force them to reflect upon ideas and upon how they are using those ideas.</i></p> <p>Some teaching methods promote <i>active learning</i>, for example:</p> <ul style="list-style-type: none"> • Brain-storming • Discussion • Case study • Role play • Cooperative Learning / Group work 		
Assessment and Weighting	Type	Topic/Activity	Weighting
	Essay: 1000-1500 words	Research and prepare a document on a topic, e.g. <i>describe the various types of conflict commonly found in the workplace and provide solutions to end the conflict.</i>	30%
	Case Study: 1500-2000 words plus a presentation if time allows	Given a Scenario prepare a response. E.g. <i>given a conflict scenario describe the actions you would take to resolve the conflict.</i>	40%
	Written Assignment	General assignment on topics not covered in previous assessments.	30%
Duration	50 Hours		
Hand Book Entry	<p>This module covers managing conflict within the management, the organisation and between the organisation and the community.</p> <p>This includes, assessing potential conflict, considering the conflict situation, and carrying out strategies to resolve conflict</p>		

Module Title	Continuous Improvement Implementation
Module Code	XXXXXX
Module Type	Core
Credit Points	2
Pre-requisites	Nil
Module Aims:	This module describes the performance outcomes, skills and knowledge required to implement the organisation's continuous improvement systems and processes.
Learning Outcomes	On completion of this module, the learner will be able to: <ul style="list-style-type: none"> • Implement continuous improvement systems and processes • Monitor and review performance • Provide opportunities for further improvement
Learning Content / Topics	<ul style="list-style-type: none"> • principles and techniques associated with: <ul style="list-style-type: none"> • benchmarking • best practice • change management • continuous improvement systems and processes • quality systems.
Resources: Equipment, Tools and Materials	<ul style="list-style-type: none"> • Students require access to a personal computer with connection to the Internet.
Prescribed Texts	Tba
References	<p>Websites</p> <p>http://en.wikipedia.org/wiki/Continuous_improvement</p> <p>http://www.managementhelp.org/quality/cont_imp/cont_imp.htm</p>
Recommended Teaching learning Activities	<p>The recommended learning method for the module is “<i>Active Learning</i>”, that is, having students engage in some activity that <i>forces them to think about and comment</i> on the information presented.</p> <p>Students won't simply be listening, but will be developing skills in handling concepts. They will <i>analyze, synthesize, and evaluate</i> information in discussion with other students, through asking questions, or through writing. <i>In short, students will be engaged in activities that force them to reflect upon ideas and upon how they</i></p>

	<p><i>are using those ideas.</i></p> <p>Some teaching methods promote <i>active learning</i>, for example:</p> <ul style="list-style-type: none"> • Brain-storming • Discussion • Case study • Role play • Cooperative Learning / Group work 		
Assessment and Weighting	Type	Topic/Activity	Weighting
	Essay: 1000-1500 words	Research and prepare a document on a topic, e.g. <i>continuous improvement systems and processes.</i>	30%
	Case Study: 1500-2000 words plus a presentation if time allows	Given a Scenario prepare a response. E.g. <i>visit a company and survey their continuous improvement operation.</i>	40%
	Written Assignment	General assignment on topics not covered in previous assessments.	30%
Duration	50 Hours		
Hand Book Entry	<p>This module describes the performance outcomes, skills and knowledge required to implement the organisation's continuous improvement systems and processes.</p> <p>This includes, the Implementation of continuous improvement systems and processes, the monitoring and review of performance and how to provide opportunities for further improvement</p>		

Module Title	Enterprise Development
Module Code	XXXXXX
Module Type	Core
Credit Points	2
Pre-requisites	Nil
Module Aims:	This module covers the competencies required for converting business ideas to enterprises at an awareness level. It examines the personal aspects/traits required to be an entrepreneur and gives an understanding of basic business concepts and provides direction in setting up small scale business enterprises. It does not give an in depth understanding of general business concepts such as Marketing and Finance nor does it give the competencies required for managing a business. These are covered in separate electives.
Learning Outcomes	On completion of this module, the learner will be able to: <ul style="list-style-type: none"> • Evaluating personal traits • Understanding the basic nature of a business • Identification, Screening and Selection of ideas for development as a business opportunity • Planning for business success by developing a business plan
Learning Content / Topics	<ul style="list-style-type: none"> • Business environment and industry market trends • Methods of analysing cost and benefits of business options • Methods of carrying out a SWOT analysis • Methods of developing business objectives • Relevant market analysis and research.
Resources: Equipment, Tools and Materials	<ul style="list-style-type: none"> • Students require access to a personal computer with connection to the Internet.
Prescribed Texts	Tba
References	<p><i>Websites</i></p> <p>http://www.entrepreneur.com/marketing/</p> <p>http://www.myownbusiness.org/course_list.html</p> <p>http://www.toolkit.com/small_business_guide/sbg.aspx?nid=P02_5431</p> <p>http://sbinfoCanada.about.com/cs/businessplans/a/bizplanmarkplan_3.htm</p> <p>www.sie.ac.uk/File/41R0.aspx</p>

Recommended Teaching learning Activities	<p>The recommended learning method for the module is “<i>Active Learning</i>”, that is, having students engage in some activity that <i>forces them to think about and comment</i> on the information presented.</p> <p>Students won't simply be listening, but will be developing skills in handling concepts. They will <i>analyze, synthesize, and evaluate</i> information in discussion with other students, through asking questions, or through writing. <i>In short, students will be engaged in activities that force them to reflect upon ideas and upon how they are using those ideas.</i></p> <p>Some teaching methods promote <i>active learning</i>, for example:</p> <ul style="list-style-type: none"> • Brain-storming • Discussion • Case study • Role play • Cooperative Learning / Group work 		
Assessment and Weighting	Type	Topic/Activity	Weighting
	Essay: 1000-1500 words	Research and prepare a document on a topic, e.g. <i>what does it take to be an entrepreneur?</i>	30%
	Case Study: 1500-2000 words plus a presentation if time allows	Given a Scenario prepare a response. E.g. <i>given a business idea, develop a business plan.</i>	40%
Written Assignment	General assignment on topics not covered in previous assessments.	30%	
Duration	50 Hours		
Hand Book Entry	<p>This module covers the competencies required for converting business ideas to enterprises at an awareness level.</p> <p>It includes, the evaluation of personal traits to be an entrepreneur, the understanding the basic nature of a business, the identification, screening and selection of ideas for development as a business opportunity and planning for business success by the development of a business plan</p>		

Module Title	Inventory Systems Management
Module Code	XXXXXX
Module Type	Core
Credit Points	2
Pre-requisites	Nil
Module Aims:	This module describes the performance outcomes, skills and knowledge required to control inventory in a retail or manufacturing environment. It involves managing receipt, dispatch and storage of merchandise, and managing stock control.
Learning Outcomes	On completion of this module, the learner will be able to: <ul style="list-style-type: none"> • Manage receipt, dispatch and storage of merchandise. • Manage stock control.
Learning Content / Topics	<ul style="list-style-type: none"> • Store policy and procedures in regard to: <ul style="list-style-type: none"> ○ receipt of goods from suppliers ○ dispatch of goods ○ shrinkage prevention ○ waste controls ○ safety controls ○ secure storage in an appropriate environment ○ equipment used to move stock • Store systems and equipment for stock recording and control • Inventory control • Storage security • Licensing requirements for operating moving equipment (if applicable) • Relevant legislation and statutory requirements • Relevant industry codes of practice • OH&S legislation and codes of practice.
Resources: Equipment, Tools and Materials	<ul style="list-style-type: none"> • Students require access to a personal computer with connection to the Internet.
Prescribed Texts	Tba

References	<p><i>Websites</i></p> <p>http://en.wikipedia.org/wiki/Inventory_control_system</p> <p>http://www.rfidradio.com/?p=11</p> <p>http://www.inventory-management.org/</p>		
Recommended Teaching learning Activities	<p>The recommended learning method for the module is “<i>Active Learning</i>”, that is, having students engage in some activity that <i>forces them to think about and comment</i> on the information presented.</p> <p>Students won't simply be listening, but will be developing skills in handling concepts. They will <i>analyze, synthesize, and evaluate</i> information in discussion with other students, through asking questions, or through writing. <i>In short, students will be engaged in activities that force them to reflect upon ideas and upon how they are using those ideas.</i></p> <p>Some teaching methods promote <i>active learning</i>, for example:</p> <ul style="list-style-type: none"> • Brain-storming • Discussion • Case study • Role play • Cooperative Learning / Group work 		
Assessment and Weighting	Type	Topic/Activity	Weighting
	Essay: 1000-1500 words	Research and prepare a document on a topic, e.g. <i>what to look for when selecting a inventory software package.</i>	30%
	Case Study: 1500-2000 words plus a presentation if time allows	Given a Scenario prepare a response. E.g. <i>prepare or review/critique of an inventory system of a company of your choice..</i>	40%
Written Assignment	General assignment on topics not covered in previous assessments.	30%	
Duration	50 Hours		
Hand Book Entry	This module describes the performance outcomes, skills and knowledge required to control inventory in a retail or manufacturing environment. It involves managing receipt, dispatch and storage of merchandise, and managing stock control.		

Module Title	Purchasing Planning
Module Code	XXXXXX
Module Type	Core
Credit Points	2
Pre-requisites	Nil
Module Aims:	This module describes the performance outcomes, skills and knowledge required to prepare invitations to offer, identify suppliers, issue invitations to offer, and prepare purchase recommendations.
Learning Outcomes	On completion of this module, the learner will be able to: <ul style="list-style-type: none"> • Prepare invitations to offer • Identify suppliers • Issue invitations to offer • Prepare recommendations to purchase
Learning Content / Topics	<ul style="list-style-type: none"> • Communication skills to negotiate and liaise with potential suppliers and relevant personnel involved in purchasing planning • Culturally appropriate communication skills to relate to people from diverse backgrounds and people with diverse abilities • Information technology skills to use software relevant to conducting purchasing planning activity • Information management skills to ensure all aspects of purchasing planning are conducted in sufficient detail • Literacy skills to write tender or quotation documents and written reports containing complex concepts • Organisational and time management skills to sequence tasks and meet timelines.
Resources: Equipment, Tools and Materials	<ul style="list-style-type: none"> • Students require access to a personal computer with connection to the Internet.
Prescribed Texts	Tba
References	<i>Websites</i> http://www.npa.gov.lk/cbrd/diploma.php http://www.adb.org/Procurement/default.asp

Recommended Teaching learning Activities	<p>The recommended learning method for the module is “<i>Active Learning</i>”, that is, having students engage in some activity that <i>forces them to think about and comment</i> on the information presented.</p> <p>Students won't simply be listening, but will be developing skills in handling concepts. They will <i>analyze, synthesize, and evaluate</i> information in discussion with other students, through asking questions, or through writing. <i>In short, students will be engaged in activities that force them to reflect upon ideas and upon how they are using those ideas.</i></p> <p>Some teaching methods promote <i>active learning</i>, for example:</p> <ul style="list-style-type: none"> • Brain-storming • Discussion • Case study • Role play • Cooperative Learning / Group work 		
Assessment and Weighting	Type	Topic/Activity	Weighting
	Essay: 1000-1500 words	Research and prepare a document on a topic, e.g. <i>describe the process for purchasing equipment for an ADB project.</i>	30%
	Case Study: 1500-2000 words plus a presentation if time allows	Given a Scenario prepare a response. E.g. <i>given the necessary documentation to evaluate tenders for consultancy services for an ADB project.</i>	40%
Written Assignment	General assignment on topics not covered in previous assessments.	30%	
Duration	50 Hours		
Hand Book Entry	This module describes the performance outcomes, skills and knowledge required to prepare invitations to offer, identify suppliers, issue invitations to offer, and prepare purchase recommendations.		

Module Title	Quality Assurance Procedures
Module Code	XXXXXX
Module Type	Core
Credit Points	2
Pre-requisites	Nil
Module Aims:	This module involves the skills and knowledge required to apply quality procedures within work activities including applying quality concepts to work, planning and trialing improvements in work processes and implementing improvements confirmed through the trials.
Learning Outcomes	On completion of this module, the learner will be able to: <ul style="list-style-type: none"> • Apply quality concepts • Trial improvements • Implement improvements
Learning Content / Topics	<ul style="list-style-type: none"> • Workplace quality assurance and improvement principles and procedures • Relevant OH&S procedures and guidelines • Housekeeping standards and procedures required in the workplace • Workplace or site layout • Focus of operation of work systems, equipment or management, site and organisational operating procedures • Typical quality-related problems that may arise in work operations and products, and related options for action and solutions • Impact of job on enterprise and individual performance
Resources: Equipment, Tools and Materials	<ul style="list-style-type: none"> • Students require access to a personal computer with connection to the Internet.
Prescribed Texts	Tba
References	<i>Websites</i> http://www.quality.co.uk/example/manual.htm http://www.yvqm.com/

Recommended Teaching learning Activities	<p>The recommended learning method for the module is “<i>Active Learning</i>”, that is, having students engage in some activity that <i>forces them to think about and comment</i> on the information presented.</p> <p>Students won't simply be listening, but will be developing skills in handling concepts. They will <i>analyze, synthesize, and evaluate</i> information in discussion with other students, through asking questions, or through writing. <i>In short, students will be engaged in activities that force them to reflect upon ideas and upon how they are using those ideas.</i></p> <p>Some teaching methods promote <i>active learning</i>, for example:</p> <ul style="list-style-type: none"> • Brain-storming • Discussion • Case study • Role play • Cooperative Learning / Group work 														
Assessment and Weighting	<table border="1"> <thead> <tr> <th data-bbox="491 922 756 967">Type</th> <th data-bbox="762 922 1174 967">Topic/Activity</th> <th data-bbox="1174 922 1378 967">Weighting</th> </tr> </thead> <tbody> <tr> <td data-bbox="491 967 756 1137">Essay: 1000-1500 words</td> <td data-bbox="762 967 1174 1137">Research and prepare a document on a topic, e.g. <i>the difference between a QA manual and QA procedures.</i></td> <td data-bbox="1174 967 1378 1137">30%</td> </tr> <tr> <td data-bbox="491 1137 756 1326">Case Study: 1500-2000 words plus a presentation if time allows</td> <td data-bbox="762 1137 1174 1326">Given a Scenario prepare a response. E.g. <i>obtain a copy of a QA Manual and QA procedures from a company and review them..</i></td> <td data-bbox="1174 1137 1378 1326">40%</td> </tr> <tr> <td data-bbox="491 1326 756 1447">Written Assignment</td> <td data-bbox="762 1326 1174 1447">General assignment on topics not covered in previous assessments.</td> <td data-bbox="1174 1326 1378 1447">30%</td> </tr> </tbody> </table>	Type	Topic/Activity	Weighting	Essay: 1000-1500 words	Research and prepare a document on a topic, e.g. <i>the difference between a QA manual and QA procedures.</i>	30%	Case Study: 1500-2000 words plus a presentation if time allows	Given a Scenario prepare a response. E.g. <i>obtain a copy of a QA Manual and QA procedures from a company and review them..</i>	40%	Written Assignment	General assignment on topics not covered in previous assessments.	30%		
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Case Study: 1500-2000 words plus a presentation if time allows	Given a Scenario prepare a response. E.g. <i>obtain a copy of a QA Manual and QA procedures from a company and review them..</i>	40%													
Written Assignment	General assignment on topics not covered in previous assessments.	30%													
Duration	50 Hours														
Hand Book Entry	<p>This module involves the skills and knowledge required to apply quality procedures within work activities including applying quality concepts to work, planning and trialing improvements in work processes and implementing improvements confirmed through the trials.</p> <p>This includes, applying quality concepts, and the trialling and implementing of QA improvements.</p>														

Module Title	Risk & Hazard Identification & Assessment in Occupational Health & Safety
Module Code	XXXXXX
Module Type	Core
Credit Points	2
Pre-requisites	Occupational Health and Safety Procedures and Practice.
Module Aims:	This module describes the performance outcomes, skills and knowledge required to identify hazards and to assess Occupational Health and Safety (OHS) risks in the workplace.
Learning Outcomes	<p>On completion of this module, the learner will be able to:</p> <ul style="list-style-type: none"> • Investigate incidents for prevention • Access existing sources of information and data to identify hazards • Conduct hazard identification • Assess risk • Participate in implementation process
Learning Content / Topics	<ul style="list-style-type: none"> • Mechanical techniques and related technologies, software and hardware associated with implementing scientific principles in technology solutions and related to appropriate technology applications • The limitations of mechanical techniques and associated technologies, software and hardware • The relevance of scientific principles to mechanical technology • The applicability and limitations of an extensive range of mechanical techniques and associated technologies, software and hardware • The choice of mechanical scientific principles for particular applications • The applicability of particular mechanical techniques and associated technologies, software and hardware to specific applications • The choice of mechanical techniques and associated technologies, software and hardware for particular applications • The method of application of the scientific principles • Fundamental and derived quantities and explained • Common systems of units • The procedure for converting between systems of units • Common prefixes used with units and their values • The procedure for ensuring coherent units for meaningful solutions to equations • The concept of significant figures • The uncertainty of computations based on experimental data • The procedures for determining the significance of figures in calculations • The procedures for estimating errors in derived quantities

	<ul style="list-style-type: none"> • The method of application of the mechanical techniques and associated technologies, software and hardware • The significance of the calculation solution style in relation to the original task • The significance of the non calculation solution style in relation to the original task 		
Resources: Equipment, Tools and Materials	<ul style="list-style-type: none"> • Students require access to a personal computer with connection to the Internet. 		
Prescribed Texts	Tba		
References	<p><i>Websites</i></p> <p>http://www.ilo.org/public/english/region/asro/bangkok/asiaosh/newsletr/chemical/sri_chem.htm</p> <p>http://www.labourdept.gov.lk/lab_Institute_of_Occupational_Safety_and_Health.htm</p> <p>http://www.ilo.org/global/About_the_ILO/Media_and_public_information/Feature_stories/lang-en/WCMS_092158/index.htm</p>		
Recommended Teaching learning Activities	<p>The recommended learning method for the module is “<i>Active Learning</i>”, that is, having students engage in some activity that <i>forces them to think about and comment</i> on the information presented.</p> <p>Students won't simply be listening, but will be developing skills in handling concepts. They will <i>analyze, synthesize, and evaluate</i> information in discussion with other students, through asking questions, or through writing. <i>In short, students will be engaged in activities that force them to reflect upon ideas and upon how they are using those ideas.</i></p> <p>Some teaching methods promote <i>active learning</i>, for example:</p> <ul style="list-style-type: none"> • Brain-storming • Discussion • Case study • Role play • Cooperative Learning / Group work 		
Assessment and Weighting	Type	Topic/Activity	Weighting
	Practical Work	Successful completion of all practical activities.	50%
	Written assignment	General assignment on topics covered to date.	25%

	Written test	General test on all topics.	25%
Duration	50 Hours		
Hand Book Entry	<p>This module describes the performance outcomes, skills and knowledge required to identify hazards and to assess Occupational Health and Safety (OHS) risks in the workplace.</p> <p>It includes the investigation of incidents for injury prevention, the accessing of existing sources of information and data to identify hazards, how to conduct hazard identification, the assessment of risk and the participation in the implementation process</p>		

Module Title	Risk Management Processes
Module Code	XXXXXX
Module Type	Core
Credit Points	2
Pre-requisites	Nil
Module Aims:	This module describes the performance outcomes, skills and knowledge required to identify risks and to apply established risk management processes to a subset of an organisation or project's operations that are within the person's own work responsibilities and area of operation.
Learning Outcomes	On completion of this module, the learner will be able to: <ul style="list-style-type: none"> • Identify risks • Analyse and evaluate risks • Treat risks • Monitor and review effectiveness of risk treatment/s
Learning Content / Topics	<ul style="list-style-type: none"> • Sri Lanka and international standards for risk management • Key provisions of relevant legislation from all levels of government that may affect aspects of business operations, such as: <ul style="list-style-type: none"> ○ Anti-discrimination legislation ○ Ethical principles ○ Codes of practice ○ Privacy laws ○ Environmental issues ○ Occupational health and safety • Organisational policies and procedures relating to risk management processes and strategies • Auditing requirements relating to risk management.
Resources: Equipment, Tools and Materials	<ul style="list-style-type: none"> • Students require access to a personal computer with connection to the Internet.
Prescribed Texts	Tba
References	<p><i>Websites</i></p> <p>http://www.sra.org/</p> <p>http://en.wikipedia.org/wiki/Risk_analysis</p> <p>http://www.mindtools.com/pages/article/newTMC_07.htm</p>

Recommended Teaching learning Activities	<p>The recommended learning method for the module is “<i>Active Learning</i>”, that is, having students engage in some activity that <i>forces them to think about and comment</i> on the information presented.</p> <p>Students won't simply be listening, but will be developing skills in handling concepts. They will <i>analyze, synthesize, and evaluate</i> information in discussion with other students, through asking questions, or through writing. <i>In short, students will be engaged in activities that force them to reflect upon ideas and upon how they are using those ideas.</i></p> <p>Some teaching methods promote <i>active learning</i>, for example:</p> <ul style="list-style-type: none"> • Brain-storming • Discussion • Case study • Role play • Cooperative Learning / Group work 		
Assessment and Weighting	Type	Topic/Activity	Weighting
	Essay: 1000-1500 words	Research and prepare a document on a topic, e.g. <i>how to identify risk.</i>	30%
	Case Study: 1500-2000 words plus a presentation if time allows	Given a Scenario prepare a response. E.g. <i>perform a risk analysis on a real or simulated scenario.</i>	40%
Written Assignment	General assignment on topics not covered in previous assessments.	30%	
Duration	50 Hours		
Hand Book Entry	<p>This module describes the performance outcomes, skills and knowledge required to identify risks and to apply established risk management processes to a subset of an organisation or project's operations that are within the person's own work responsibilities and area of operation.</p> <p>This includes, identifying risks, analysing and evaluating risks, treating risks and how to monitor and review the effectiveness of risk treatment/s.</p>		

Module Title	Small Team Management
Module Code	XXXXXX
Module Type	Core
Credit Points	2
Pre-requisites	Nil
Module Aims:	<p>This module describes the performance outcomes, skills and knowledge required to plan for the management of and to manage staff of a small team.</p> <p>It involves industrial relations, staff selection, staff records, induction, training, team development and career planning to enhance business operations through retaining a competent, committed and motivated team in the workplace.</p>
Learning Outcomes	<p>On completion of this module, the learner will be able to:</p> <ul style="list-style-type: none"> • Develop a Staffing Plan • Recruit, induct, train and retain the team • Comply with industrial relations obligations • Maintain staff records • Manage staff • Review team performance
Learning Content / Topics	<ul style="list-style-type: none"> • Legislative requirements relating to business operation, especially in regard to occupational health and safety and environmental issues, equal employment opportunity , industrial relations and anti-discrimination • OHS responsibilities and procedures for managing hazards • Relevant industry awards/enterprise agreements • Staff development and career planning • Staff counselling, grievance and disciplinary procedures• roles and uses of qualitative and quantitative research • Use of survey instruments • Requirements of house or other style manuals or protocols for written communication
Resources: Equipment, Tools and Materials	<ul style="list-style-type: none"> • Students require access to a personal computer with connection to the Internet.
Prescribed Texts	Tba
References	<p><i>Websites</i></p> <p>http://www.swtafe.vic.edu.au/toolbox/sm_bus/content/08_manageteam/topics_menu.htm</p>

	http://www.elm-training.co.uk/masthome.htm http://resources.bnet.com/topic/team-building.html		
Recommended Teaching learning Activities	<p>The recommended learning method for the module is “<i>Active Learning</i>”, that is, having students engage in some activity that <i>forces them to think about and comment</i> on the information presented.</p> <p>Students won't simply be listening, but will be developing skills in handling concepts. They will <i>analyze, synthesize, and evaluate</i> information in discussion with other students, through asking questions, or through writing. <i>In short, students will be engaged in activities that force them to reflect upon ideas and upon how they are using those ideas.</i></p> <p>Some teaching methods promote <i>active learning</i>, for example:</p> <ul style="list-style-type: none"> • Brain-storming • Discussion • Case study • Role play • Cooperative Learning / Group work 		
Assessment and Weighting	Type	Topic/Activity	Weighting
	Essay: 1000-1500 words	Research and prepare a document on a topic, e.g. <i>the ideal makeup of personality traits in a small team.</i>	30%
	Case Study: 1500-2000 words plus a presentation if time allows	Given a Scenario prepare a response. E.g. <i>given a workplace scenario manage a small team to solve it.</i>	40%
	Written Assignment	General assignment on topics not covered in previous assessments.	30%
Duration	50 Hours		
Hand Book Entry	<p>This module describes the performance outcomes, skills and knowledge required to plan for the management of and to manage staff of a small team.</p> <p>It involves industrial relations, staff selection, staff records, induction, training, team development and career planning to enhance business operations through retaining a competent, committed and motivated team in the workplace.</p>		

Module Title	Staff Selection, Recruitment and Induction
Module Code	XXXXXX
Module Type	Core
Credit Points	2
Pre-requisites	Nil
Module Aims:	This module describes the performance outcomes, skills and knowledge required to execute tasks associated with the recruitment cycle.
Learning Outcomes	On completion of this module, the learner will be able to: <ul style="list-style-type: none"> • Determine job descriptions • Plan for selection • Assess and select applicants • Appoint and induct successful candidate
Learning Content / Topics	<ul style="list-style-type: none"> • Documentation required for recruitment and selection • Human resource functions, human resource life cycle and the place of recruitment and selection in that life cycle • Principles of equity, diversity and relevant legislation. • Range of interviewing techniques and other selection processes and their application.
Resources: Equipment, Tools and Materials	<ul style="list-style-type: none"> • Students require access to a personal computer with connection to the Internet.
Prescribed Texts	Tba
References	<p><i>Websites</i></p> <p>http://www.acas.org.uk/index.aspx?articleid=892</p> <p>http://www.employee-selection-guide.com/</p> <p>http://www.gov.je/SocialSecurity/Employment/Employment+Relations/THE+A-Z+OF+WORK/Recruitment+Selection+and+Induction.htm</p>
Recommended Teaching learning Activities	<p>The recommended learning method for the module is “<i>Active Learning</i>”, that is, having students engage in some activity that <i>forces them to think about and comment</i> on the information presented.</p> <p>Students won't simply be listening, but will be developing skills in handling concepts. They will <i>analyze, synthesize, and evaluate</i> information in discussion with other students, through asking questions, or through writing. <i>In short, students will be engaged in activities that force them to reflect upon</i></p>

	<p><i>ideas and upon how they are using those ideas.</i></p> <p>Some teaching methods promote <i>active learning</i>, for example:</p> <ul style="list-style-type: none"> • Brain-storming • Discussion • Case study • Role play • Cooperative Learning / Group work 		
Assessment and Weighting	Type	Topic/Activity	Weighting
	Essay: 1000-1500 words	Research and prepare a document on a topic, e.g. <i>describe the steps in recruiting and inducting a new employee for your hypothetical or real section..</i>	30%
	Case Study: 1500-2000 words plus a presentation if time allows	Given a Scenario prepare a response. E.g. <i>given a job description, writes an advertisement for the job, appoint a selection team and design the agenda and questions to the candidate for the selection interview.</i>	40%
	Written Assignment	General assignment on topics not covered in previous assessments.	30%
Duration	50 Hours		
Hand Book Entry	<p>This module describes the performance outcomes, skills and knowledge required to execute tasks associated with the recruitment cycle.</p> <p>It includes, determining job descriptions, planning for selection assessing and selecting applicants and appointing and inducting successful candidate</p>		

IV. MARKETING AND CUSTOMER RELATIONS

Module Title	Small Business Marketing
Module Code	XXXXXX
Module Type	Core
Credit Points	2
Pre-requisites	Nil
Module Aims:	This module describes the performance outcomes, skills and knowledge required to develop and implement marketing strategies, and to monitor and improve market performance.
Learning Outcomes	<p>On completion of this module, the learner will be able to:</p> <ul style="list-style-type: none"> • Develop marketing strategies • Determine a marketing mix for the business • Implement marketing strategies • Monitor and improve marketing performance
Learning Content / Topics	<ul style="list-style-type: none"> • Industry market trends • Methods of analysing costs and benefits of marketing strategies • Methods of developing marketing objectives and marketing mix • Methods of monitoring customer satisfaction • Relevant market analysis and research • Relevant marketing concepts and methods.
Resources: Equipment, Tools and Materials	<ul style="list-style-type: none"> • Students require access to a personal computer with connection to the Internet
Prescribed Texts	Tba
References	<p><i>Websites</i></p> <p>http://www.entrepreneur.com/marketing/</p> <p>http://www.marketingforsuccess.com/</p> <p>http://www.myownbusiness.org/course_list.html</p> <p>http://www.marketingbestpractices.com/</p>

Recommended Teaching learning Activities	<p>The recommended learning method for the module is “<i>Active Learning</i>”, that is, having students engage in some activity that <i>forces them to think about and comment</i> on the information presented.</p> <p>Students won't simply be listening, but will be developing skills in handling concepts. They will <i>analyze, synthesize, and evaluate</i> information in discussion with other students, through asking questions, or through writing. <i>In short, students will be engaged in activities that force them to reflect upon ideas and upon how they are using those ideas.</i></p> <p>Some teaching methods promote <i>active learning</i>, for example:</p> <ul style="list-style-type: none"> • Brain-storming • Discussion • Case study • Role play • Cooperative Learning / Group work 		
Assessment and Weighting	Type	Topic/Activity	Weighting
	Essay: 1000-1500 words	<ul style="list-style-type: none"> • Research and prepare a document on a topic, e.g. <i>Methods of developing marketing objectives and marketing mix.</i> 	30%
	Case Study: 1500-2000 words plus a presentation if time allows	<ul style="list-style-type: none"> • Given a Scenario prepare a response. E.g. <i>For a selected industry determine market trends.</i> 	40%
Written Assignment	<ul style="list-style-type: none"> • General assignment on topics not covered in previous assessments. 	30%	
Duration	100 Hours		
Hand Book Entry	<p>This module describes the performance outcomes, skills and knowledge required to develop and implement marketing strategies, and to monitor and improve market performance.</p> <p>This includes developing marketing strategies; determine a marketing mix for the business; implementing marketing strategies and monitoring and improving marketing performance</p>		

Module Title	Market Research
Module Code	XXXXXX
Module Type	Core
Credit Points	2
Pre-requisites	Nil
Module Aims:	This module describes the performance outcomes, skills and knowledge required to plan and conduct market research by identifying market research needs, defining market research objectives, identifying data gathering approaches and developing a market research plan.
Learning Outcomes	<p>On completion of this module, the learner will be able to:</p> <ul style="list-style-type: none"> • Conduct desk research to gather background market information • Develop research methodology and objectives • Recruit respondents • Gather data and information from respondents • Analyse research information • Prepare research reports
Learning Content / Topics	<ul style="list-style-type: none"> • Key provisions of relevant legislation from all forms of government, codes of practice and national standards that may affect aspects of business operations such as: <ul style="list-style-type: none"> ○ Anti-discrimination legislation and principles of equal opportunity, equity, and diversity ○ Sri Lanka direct marketing code of practice • Ethical principles • Free TV Sri Lanka commercial television industry code of practice • Privacy laws • Marketing communications concepts and processes • Market research principles and practices including: • Data processing methods and data analysis techniques • Design of samples • Development and use of hypotheses • Research reporting formats • Roles and uses of qualitative and quantitative research • Use of survey instruments • Requirements of house or other style manuals or protocols for written communication
Resources: Equipment, Tools and Materials	<ul style="list-style-type: none"> • Students require access to a personal computer with connection to the Internet • Relevant legislation documents.
Prescribed Texts	Tba
References	<p><i>Websites</i></p> <p>http://www.srilankabusiness.com/pmarkets/thailand_pped.htm</p>

	http://en.wikipedia.org/wiki/Market_research http://www.mrs.org.uk/ http://www.entrepreneur.com/marketing/		
Recommended Teaching learning Activities	<p>The recommended learning method for the module is “<i>Active Learning</i>”, that is, having students engage in some activity that <i>forces them to think about and comment</i> on the information presented.</p> <p>Students won't simply be listening, but will be developing skills in handling concepts. They will <i>analyze, synthesize, and evaluate</i> information in discussion with other students, through asking questions, or through writing. <i>In short, students will be engaged in activities that force them to reflect upon ideas and upon how they are using those ideas.</i></p> <p>Some teaching methods promote <i>active learning</i>, for example:</p> <ul style="list-style-type: none"> • Brain-storming • Discussion • Case study • Role play • Cooperative Learning / Group work 		
Assessment and Weighting	Type	Topic/Activity	Weighting
	Essay: 1000-1500 words	Research and prepare a document on a topic, e.g. <i>the value of market research.</i>	30%
	Case Study: 1500-2000 words plus a presentation if time allows Written Assignment	Given a Scenario prepare a response. E.g. <i>prepare a market research plan for a client.</i> General assignment on topics not covered in previous assessments.	40% 30%
Duration	100 Hours		
Hand Book Entry	<p>This module describes the performance outcomes, skills and knowledge required to plan and conduct market research by identifying market research needs, defining market research objectives, identifying data gathering approaches and developing a market research plan.</p> <p>Topics included are how to conduct desk research to gather background market information; the development of research methodology and objectives; how to recruit respondents; the gathering of data and information from respondents; how to analyse research information and the preparation of research reports.</p>		

Module Title	Marketing and Sales Plan for a Product
Module Code	XXXXXX
Module Type	Core
Credit Points	2
Pre-requisites	Nil
Module Aims:	This module describes the performance outcomes, skills and knowledge required to develop a marketing and sales plan for a product, based on strategic objectives and in accordance with established performance targets.
Learning Outcomes	<p>On completion of this module, the learner will be able to:</p> <ul style="list-style-type: none"> • Plan marketing activities • Implement and manage marketing activities • Develop a sales plan for a product • Plan promotional materials • Coordinate promotional activities • Review and report on promotional activities
Learning Content / Topics	<ul style="list-style-type: none"> • Identification and overview knowledge of key provisions of relevant legislation from all levels of government that affects business operations, codes of practice and national standards, such as: <ul style="list-style-type: none"> ○ Anti-discrimination ○ Ethical principles ○ Consumer protection ○ Contract law ○ Privacy laws ○ Trade Practices Act • Industry, organisation, product • Methods for monitoring sales outcomes • Organisational strategic direction and objectives • Principles and techniques for selling • Statistical techniques for analysing sales and market trends. • Organisational policies and procedures • Specific product knowledge related to goods and services being marketed

Resources: Equipment, Tools and Materials	<ul style="list-style-type: none"> Students require access to a personal computer with connection to the Internet. 		
Prescribed Texts	Tba		
References	<i>Websites</i> http://www.toolkit.com/small_business_guide/sbg.aspx?nid=P02_5431 http://sbinfocanada.about.com/cs/businessplans/a/bizplanmarkplan_3.htm www.sie.ac.uk/File/41R0.aspx		
Recommended Teaching learning Activities	<p>The recommended learning method for the module is “<i>Active Learning</i>”, that is, having students engage in some activity that <i>forces them to think about and comment</i> on the information presented.</p> <p>Students won't simply be listening, but will be developing skills in handling concepts. They will <i>analyze, synthesize, and evaluate</i> information in discussion with other students, through asking questions, or through writing. <i>In short, students will be engaged in activities that force them to reflect upon ideas and upon how they are using those ideas.</i></p> <p>Some teaching methods promote <i>active learning</i>, for example:</p> <ul style="list-style-type: none"> Brain-storming Discussion Case study Role play Cooperative Learning / Group work 		
Assessment and Weighting	Type	Topic/Activity	Weighting
	Essay: 1000-1500 words	Research and prepare a document on a topic, e.g. <i>the essential structure of a sales and marketing plan.</i>	30%
	Case Study: 1500-2000 words plus a presentation if time allows	Given a Scenario prepare a response. E.g. <i>prepare or review/critique a sales and marketing plan for a product.</i>	40%
	Written Assignment	General assignment on topics not covered in previous assessments.	30%
Duration	50 Hours		

Hand Book Entry	<p>This module describes the performance outcomes, skills and knowledge required to develop a marketing and sales plan for a product, based on strategic objectives and in accordance with established performance targets.</p> <p>This includes how to plan marketing activities; implementing and managing marketing activities; how to develop a sales plan for a product and plan promotional materials; the coordination of promotional activities and how to review and report on promotional activities.</p>
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Module Title	Customer Service Coordination
Module Code	XXXXXX
Module Type	Core
Credit Points	2
Pre-requisites	Nil
Module Aims:	This module describes the performance outcomes, skills and knowledge required to coordinate quality customer service standards, and to support personnel to implement customer service standards and systems within the organisation.
Learning Outcomes	<p>On completion of this module, the learner will be able to:</p> <ul style="list-style-type: none"> • Coordinate the implementation of quality customer service standards • Coordinate the implementation of customer service systems • Implement team customer service standards
Learning Content / Topics	<ul style="list-style-type: none"> • Detailed product or service knowledge • Models of customer service • Typical organisational procedures and standards for customer service relationships • Customer service problems • Customer feedback/complaint systems • Compliance with quality procedures
Resources: Equipment, Tools and Materials	<ul style="list-style-type: none"> • Students require access to a personal computer with connection to the Internet.
Prescribed Texts	Tba
References	<p><i>Websites</i></p> <p>http://www.smallbiz.nsw.gov.au/smallbusiness/Managing+a+Business/Client+Service/</p> <p>http://en.wikipedia.org/wiki/Customer_service</p> <p>http://www.instituteofcustomerservice.com/</p>
Recommended Teaching learning Activities	<p>The recommended learning method for the module is “<i>Active Learning</i>”, that is, having students engage in some activity that <i>forces them to think about and comment</i> on the information presented.</p> <p>Students won't simply be listening, but will be developing skills in handling concepts. They will <i>analyze, synthesize, and evaluate</i> information in discussion with other students, through asking questions, or through writing. <i>In short, students will be engaged in activities that force them to reflect upon ideas and upon how they are using those ideas.</i></p>

	Some teaching methods promote <i>active learning</i> , for example: <ul style="list-style-type: none"> • Brain-storming • Discussion • Case study • Role play • Cooperative Learning / Group work 		
Assessment and Weighting	Type	Topic/Activity	Weighting
	Essay: 1000-1500 words	Research and prepare a document on a topic, e.g. <i>the consequences of bad customer service</i> .	30%
	Case Study: 1500-2000 words plus a presentation if time allows	Given a Scenario prepare a response. E.g. <i>visit several local companies to receive information on a product and report on the customer service – good or bad</i> .	40%
	Written Assignment	General assignment on topics not covered in previous assessments.	30%
Duration	100 Hours		
Hand Book Entry	<p>This module describes the performance outcomes, skills and knowledge required to coordinate quality customer service standards, and to support personnel to implement customer service standards and systems within the organisation.</p> <p>This includes the various models of customer service; typical organisational procedures and standards for customer service relationships; typical customer service problems; how to implement a customer feedback/complaint system and compliance with the organisations quality procedures.</p>		

V. FINANCE-PROCUREMENT-IMPORT/EXPORT-ENVIRONMENT

Module Title	Work-Team Budgets and Financial Plans
Module Code	XXXXXX
Module Type	Core
Credit Points	2
Pre-requisites	Nil
Module Aims:	This module develops the skills and knowledge required to undertake financial management within a work team in an organisation.
Learning Outcomes	<p>On completion of this module, the learner will be able to:</p> <ul style="list-style-type: none"> • Plan financial management approaches • Implement financial management approaches • Monitor and control finances • Review and evaluate financial management processes
Learning Content / Topics	<ul style="list-style-type: none"> • Basic accounting principles • Organisational requirements related to financial management • Relevant legislation and current requirements of the taxation office, including VAT • Requirements for organisational record keeping and auditing • Principles and techniques involved in: <ul style="list-style-type: none"> ○ Budgeting ○ Cash flows ○ Electronic spreadsheets ○ VAT ○ Ledgers and financial statements ○ Profit and loss statements.
Resources: Equipment, Tools and Materials	Students require access to a personal computer with a spreadsheet computer package, e.g. MS Excel
Prescribed Texts	Tba

References	<p><i>Websites</i></p> <p>http://www.educationonlineforcomputers.com/training/Free-Microsoft-Excel-Training/</p>		
Recommended Teaching learning Activities	<p>The recommended learning method for the module is “<i>Active Learning</i>”, that is, having students engage in some activity that <i>forces them to think about and comment</i> on the information presented.</p> <p>Students won't simply be listening, but will be developing skills in handling concepts. They will <i>analyze, synthesize, and evaluate</i> information in discussion with other students, through asking questions, or through writing. <i>In short, students will be engaged in activities that force them to reflect upon ideas and upon how they are using those ideas.</i></p> <p>Some teaching methods promote <i>active learning</i>, for example:</p> <ul style="list-style-type: none"> • Brain-storming • Discussion • Case study • Role play • Cooperative Learning / Group work 		
Assessment and Weighting	Type	Topic/Activity	Weighting
	Essay: 1000-1500 words	Research and prepare a document on a topic, e.g. <i>Financing Management Processes</i>	30%
	Case Study: 1500-2000 words plus a presentation if time allows	Given a Scenario prepare a response. E.g. report to the management on <i>evaluating the effectiveness of financial management processes.</i>	40%
Written Assignment	General assignment on topics not covered in previous assessments.	30%	
Duration	50 Hours		
Hand Book Entry	<p>This unit describes the performance outcomes, skills and knowledge required to undertake financial management within a work team in an organisation.</p> <p>This includes planning and implementing financial management approaches, supporting team members whose role involves aspects of financial operations, monitoring and controlling finances, and reviewing and evaluating effectiveness of financial management processes in line with the financial objectives of the work team and the organisation.</p>		

Module Title	Environmental Management
Module Code	XXXXXX
Module Type	Elective
Credit Points	2
Pre-requisites	Nil
Module Aims:	This module develops the skills and knowledge required to develop and implement a workplace environmental management policy, including the modification of the policy to suit changed circumstances.
Learning Outcomes	On completion of this module, the learner will be able to: <ul style="list-style-type: none"> • Develop workplace environmental management policy • Communicate workplace environmental management policy • Implement workplace environmental management policy • Review workplace environmental management policy implementation
Learning Content / Topics	<ul style="list-style-type: none"> • Best practice approaches relevant to own work with respect to environmental management. • Environmental management legislation, regulations and codes of practice applicable to industry and organisation. • Equal employment opportunity, equity and diversity principles and occupational health and safety implications of environmental policy being developed. • Environmental policy development processes and practices. • Principles, practices and available tools and techniques of environmental management relevant to the particular industry context. • Quality assurance systems relevant to environmental management in own organisation. • Relevant industry competency in environmental management. • Relevant organisational policies, procedures and protocols with respect to environmental management. • Relevant systems and procedures to aid in the achievement of workplace environmental management.
Resources: Equipment, Tools and Materials	<ul style="list-style-type: none"> • Students require access to a personal computer connected to the Internet. • Environmental management legislation, regulations and codes of practice applicable to industry and organisation
Prescribed Texts	Tba
References	<p><i>Websites</i></p> <p>http://www.ejustice.lk/cej-environmentalregulations.htm</p> <p>http://en.wikipedia.org/wiki/Environmental_management</p> <p>http://www.springer.com/environment/environmental+management/journal/267</p>

Recommended Teaching learning Activities	<p>The recommended learning method for the module is “<i>Active Learning</i>”, that is, having students engage in some activity that <i>forces them to think about and comment</i> on the information presented.</p> <p>Students won't simply be listening, but will be developing skills in handling concepts. They will <i>analyze, synthesize, and evaluate</i> information in discussion with other students, through asking questions, or through writing. <i>In short, students will be engaged in activities that force them to reflect upon ideas and upon how they are using those ideas.</i></p> <p>Some teaching methods promote <i>active learning</i>, for example:</p> <ul style="list-style-type: none"> • Brain-storming • Discussion • Case study • Role play • Cooperative Learning / Group work 		
Assessment and Weighting	Type	Topic/Activity	Weighting
	Essay: 1000-1500 words	Research and prepare a document on a topic, e.g. <i>SL environmental legislation.</i>	30%
	Case Study: 1500-2000 words plus a presentation if time allows	Given a Scenario prepare a response. E.g. <i>report to the Board on changes required to the company's environmental management policy.</i>	40%
	Written Assignment	General assignment on topics not covered in previous assessments.	30%
Duration	50 Hours		
Hand Book Entry	<p>This module develops the skills and knowledge required to develop and implement a workplace environmental management policy, including the modification of the policy to suit changed circumstances.</p> <p>This includes the development of a workplace environmental management policy; the communication of the workplace environmental management policy; the implementation of the workplace environmental management policy and the review of the workplace environmental management policy implementation</p>		

Module Title	Importing and Exporting of Goods
Module Code	XXXXXX
Module Type	Core
Credit Points	2
Pre-requisites	Nil
Module Aims:	This unit develops the skills and knowledge required to provide general assistance to senior staff in organising the importing and exporting of goods.
Learning Outcomes	<p>On completion of this module, the learner will be able to:</p> <ul style="list-style-type: none"> • Follow organisational systems and processes for organising the importation and exportation of goods • Contribute to cost calculations • Assist in completing required documentation • Communicate with carriers
Learning Content / Topics	<ul style="list-style-type: none"> • Identification and overview knowledge of key provisions of relevant legislation from all levels of government that affects business operations, codes of practice and national standards, such as: <ul style="list-style-type: none"> ○ Customs act ○ Dangerous goods act ○ International commercial terms (Incoterms) ○ Trade legislation: customs legislation, import processing charges act, customs licensing charges ○ Trade Practices act ○ Free-trade agreements, e.g India–Sri Lanka Free Trade Agreement. ○ Warsaw convention ○ World Trade Organization determinations • Significant trade routes and modes of transport • International and Sri Lanka regulatory bodies and their roles and responsibilities • Organisational policies and procedures relating to business operations in an international trade context • Financing of Trade, e.g. Letters of Credit, International Bonds and Guarantees, forfeiting, country risk. • Penalties for incorrect customs declarations
Resources: Equipment, Tools and Materials	<ul style="list-style-type: none"> • Students require access to a personal computer with connection to the Internet • Relevant legislation documents.

Prescribed Texts	Tba		
References	<i>Websites</i> http://www.iccwbo.org/incoterms/id3045/index.html		
Recommended Teaching learning Activities	<p>The recommended learning method for the module is “<i>Active Learning</i>”, that is, having students engage in some activity that <i>forces them to think about and comment</i> on the information presented.</p> <p>Students won't simply be listening, but will be developing skills in handling concepts. They will <i>analyze, synthesize, and evaluate</i> information in discussion with other students, through asking questions, or through writing. <i>In short, students will be engaged in activities that force them to reflect upon ideas and upon how they are using those ideas.</i></p> <p>Some teaching methods promote <i>active learning</i>, for example:</p> <ul style="list-style-type: none"> • Brain-storming • Discussion • Case study • Role play • Cooperative Learning / Group work 		
Assessment and Weighting	Type	Topic/Activity	Weighting
	Essay: 1000-1500 words	Research and prepare a document on a topic, e.g. <i>financing of trade.</i>	30%
	Case Study: 1500-2000 words plus a presentation if time allows	Given a Scenario prepare a response. E.g. <i>report to the Board on the issues in starting the import/export of a product.</i>	40%
	Written Assignment	General assignment on topics not covered in previous assessments.	30%
Duration	100 Hours		

<p>Hand Book Entry</p>	<p>This unit develops the skills and knowledge required to provide general assistance to senior staff in organising the importing and exporting of goods.</p> <p>This includes the identification and overview of key provisions of relevant legislation; international commercial terms (incoterms); trade legislation; free-trade agreements; Warsaw convention; World Trade Organization determinations; significant trade routes and modes of transport; International and Sri Lanka regulatory bodies and their roles and responsibilities; organisational policies and procedures relating to business operations in an international trade context; financing of trade; penalties for incorrect customs declarations.</p>
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VI. WORKPLACE TRAINING

Module Title	Training in the Workplace
Module Code	XXXXXX
Module Type	Core
Credit Points	2
Pre-requisites	Nil
Module Aims:	This module specifies the competency required to conduct individual and group instruction and demonstration of work skills
Learning Outcomes	<p>On completion of this module, the learner will be able to:</p> <ul style="list-style-type: none"> • Organise instruction and demonstration • Conduct instruction and demonstration • Check training performance
Learning Content / Topics	<ul style="list-style-type: none"> • Learner characteristics and needs • Content and requirements of the relevant learning program and/or delivery plan • Sources and availability of relevant learning resources and learning materials • Content of learning resources/learning materials • Training techniques which enhance learning and when to use them, e.g. using: <ul style="list-style-type: none"> ○ instruction and explanation ○ questioning ○ practice ○ written information ○ group/pair/team activities ○ individual activities ○ demonstration • Learning principles (introductory), for example: <ul style="list-style-type: none"> ○ learning and experience are connected for meaning ○ adults need to know why they are learning ○ adults can self-evaluate ○ adults learn in different ways • Different learning styles, (introductory), for example: <ul style="list-style-type: none"> ○ visual

	<ul style="list-style-type: none"> ○ audio ○ theoretical ○ activist ○ reflective ● OH&S, for example: <ul style="list-style-type: none"> ○ roles and responsibilities of key personnel in learning environment ○ responsibilities of learners learning environment ○ relevant policies and procedures including hazard identification, risk assessment, reporting requirements, safe use of equipment and emergency procedures ○ hazard identification and risk controls for the specific learning environment ● Organisational policies, systems of operation relevant to specific area of training, e.g. Job roles, industrial relations requirements
Resources: Equipment, Tools and Materials	<ul style="list-style-type: none"> ● Students require access to a personal computer with connection to the Internet.
Prescribed Texts	Tba
References	<p><i>Websites</i></p> <p>http://www.icwfd.org/index.html</p>
Recommended Teaching learning Activities	<p>The recommended learning method for the module is “<i>Active Learning</i>”, that is, having students engage in some activity that <i>forces them to think about and comment</i> on the information presented.</p> <p>Students won't simply be listening, but will be developing skills in handling concepts. They will <i>analyze, synthesize, and evaluate</i> information in discussion with other students, through asking questions, or through writing. <i>In short, students will be engaged in activities that force them to reflect upon ideas and upon how they are using those ideas.</i></p> <p>Some teaching methods promote <i>active learning</i>, for example:</p> <ul style="list-style-type: none"> ● Brain-storming ● Discussion ● Case study ● Role play

	<ul style="list-style-type: none"> Cooperative Learning / Group work 		
Assessment and Weighting	Type	Topic/Activity	Weighting
	Essay: 1000-1500 words	Research and prepare a document on a topic, e.g. <i>Contrast classroom delivery with workplace delivery.</i>	30%
	Case Study: 1500-2000 words plus a presentation if time allows	Given a Scenario prepare a response. E.g. <i>On a given learning program outline, prepare and deliver a short course.</i>	40%
	Written Assignment	General assignment on topics not covered in previous assessments.	30%
Duration	50 Hours		
Hand Book Entry	<p>This module specifies the competency required to conduct individual and group instruction and demonstration of work skills</p> <p>It includes, how to organise instruction and demonstration, how to conduct instruction and demonstration, and how to check training performance</p>		

Module Title	Training Program Design
Module Code	XXXXXX
Module Type	Core
Credit Points	2
Pre-requisites	Workplace Training Delivery
Module Aims:	This module specifies the competency required to design, develop and evaluate learning programs to meet an identified need for a group of learners, using appropriate criteria.
Learning Outcomes	<p>On completion of this module, the learner will be able to:</p> <ul style="list-style-type: none"> • Define the parameters of the learning program in consultation with the participants • Generate options for designing the learning program • Develop the learning program content • Design the structure of the learning program • Review the learning program
Learning Content / Topics	<ul style="list-style-type: none"> • Relevant competency standards to be used as the basis of the learning program • Other performance standards/criteria to be used as the basis of the learning program, where relevant • The distinction and relationship between a accredited courses, learning strategy and learning program, where linked • Different purposes and focus of learning programs • A sound knowledge of learning principles, including: <ul style="list-style-type: none"> • Training needs to be learner-centred • Adults have a need to be self-directing and decide for themselves what they want to learn • Adults have a range of life experience, so connecting learning to experience is meaningful • Adults have a need to know why they are learning something • An introductory knowledge of adult learning theory, including: <ul style="list-style-type: none"> • Behavioural learning theory • Cognitive learning theory • Information processing theory • Industry content/subject matter knowledge specific to the area/s of the learning program • Learners profile, learner target group characteristics • Learning styles that best suit the learner profile/target group, for example: <ul style="list-style-type: none"> ○ theorist ○ pragmatist ○ activist ○ reflector ○ auditory

	<ul style="list-style-type: none"> ○ visual ● Instructional design principles relating to different design options for learning program design/structure ● Availability and types of different relevant learning resources, learning materials and pre-developed learning activities ● How to develop and document new learning activities and related learning materials ● Different delivery modes and delivery methods for example: <ul style="list-style-type: none"> ○ face-to-face ○ work-based ○ online ○ distance-resource-based ○ individual facilitation techniques ○ blended delivery ○ different assessment methods ● How to prepare costings related to the development of the learning program ● Relevant policies, legal requirements, codes of practice and national standards including ● State legislation, for example: <ul style="list-style-type: none"> ○ copyright and privacy laws in terms of electronic technology ○ record keeping and security of information ○ plagiarism ○ competency standards ○ licensing requirements ○ OHS ○ industry/workplace requirements ○ duty of care under common law ● Anti-discrimination including equal opportunity, racial vilification and disability discrimination ● Workplace relations ● Industrial awards/enterprise agreements ● Relevant OHS knowledge relating to the work role, and OHS considerations which need to be included in the learning program, including: <ul style="list-style-type: none"> ○ internal policies and procedures to meet OHS requirements ○ hazards commonly found in the work environment to which learning is related ● Evaluation and feedback methods
Resources: Equipment, Tools and Materials	<ul style="list-style-type: none"> ● Students require access to a personal computer with connection to the Internet.
Prescribed Texts	Tba
References	<p><i>Websites</i></p> <p>http://www.icwfd.org/index.html</p>

	http://www.reproline.jhu.edu/english/6read/6training/cbt/cbt.htm http://www.adaptit.org/tt/may.page		
Recommended Teaching learning Activities	<p>The recommended learning method for the module is “<i>Active Learning</i>”, that is, having students engage in some activity that <i>forces them to think about and comment</i> on the information presented.</p> <p>Students won't simply be listening, but will be developing skills in handling concepts. They will <i>analyze, synthesize, and evaluate</i> information in discussion with other students, through asking questions, or through writing. <i>In short, students will be engaged in activities that force them to reflect upon ideas and upon how they are using those ideas.</i></p> <p>Some teaching methods promote <i>active learning</i>, for example:</p> <ul style="list-style-type: none"> • Brain-storming • Discussion • Case study • Role play • Cooperative Learning / Group work 		
Assessment and Weighting	Type	Topic/Activity	Weighting
	Essay: 1000-1500 words	Research and prepare a document on a topic, e.g. <i>contrast criteria-based assessment to competency-based assessment..</i>	30%
	Case Study: 1500-2000 words plus a presentation if time allows	Given a Scenario prepare a response. E.g. <i>Given a training scenario, design a learning program to meet the specifications required..</i>	40%
	Written Assignment	General assignment on topics not covered in previous assessments.	30%
Duration	50 Hours		
Hand Book Entry	<p>This module specifies the competency required to design, develop and evaluate learning programs to meet an identified need for a group of learners, using appropriate criteria.</p> <p>It includes, the process to define the parameters of the learning program in consultation with the participants, how to generate options for designing the learning program, developing the learning program content and how to design the structure, and review, the learning program</p>		

Module Title	Training Program Monitoring and Evaluating
Module Code	XXXXXX
Module Type	Core
Credit Points	2
Pre-requisites	Training Program Design
Module Aims:	This module specifies the competency required to lead and conduct the evaluation of a training program.
Learning Outcomes	<p>On completion of this module, the learner will be able to:</p> <ul style="list-style-type: none"> • Identify the basis for the evaluation • Plan evaluation of the training program • Conduct evaluation of the training program • Determine and report evaluation outcomes
Learning Content / Topics	<ul style="list-style-type: none"> • Legislation, codes of practice and standards, relevant to quality internal auditing, for example: • Evidence guide for accredited training organisations and auditors • Auditor code of ethics • Quality management and quality assurance • Accredited courses, and what comprises quality training and assessment services • How training and/or assessment organisations operate • Compliance with quality management requirements e.g. ISO 9001 2000, Total Quality management (TQM) • Terminology relating to quality evaluation processes • Evaluation models/methods e.g. The Kirkpatrick Approach • Records management systems of the organisation • Other relevant policy, legislation, codes of practice and national standards including state legislation, for example: <ul style="list-style-type: none"> ○ plagiarism ○ competency standards/other associated criteria ○ copyright and privacy laws ○ security of information and confidentiality requirements ○ duty of care as it relates to coordinating personnel and learning ○ the industrial relations system, industry/workplace relations, and industrial awards/enterprise agreements ○ anti-discrimination including equal opportunity, racial vilification and disability discrimination

	<ul style="list-style-type: none"> ○ vocational education and training systems ● OH&S relating to planning and conducting an evaluation, including: <ul style="list-style-type: none"> ○ sources of information on OHS as it applies to the training and/or assessment organisation ○ risks that should be addressed by a training and/or assessment organisation ○ legislative requirements for OHS record keeping and reporting requirements ○ OHS obligations of the training and/or assessment organisation, the trainer/facilitator, assessor, learner and candidate ○ requirements for consultation under OHS legislation 		
Resources: Equipment, Tools and Materials	<ul style="list-style-type: none"> ● Students require access to a personal computer with connection to the Internet. 		
Prescribed Texts	Tba		
References	<p><i>Websites</i></p> <p>http://www.businesslink.gov.uk/bdotg/action/detail?type=RESOURCES&itemId=1074429726</p> <p>http://ifets.fit.fraunhofer.de/periodical/vol_2_2002/eseryel.html</p> <p>http://www.orau.gov/pbm/training.html</p>		
Recommended Teaching learning Activities	<p>The recommended learning method for the module is “<i>Active Learning</i>”, that is, having students engage in some activity that <i>forces them to think about and comment</i> on the information presented.</p> <p>Students won't simply be listening, but will be developing skills in handling concepts. They will <i>analyze, synthesize, and evaluate</i> information in discussion with other students, through asking questions, or through writing. <i>In short, students will be engaged in activities that force them to reflect upon ideas and upon how they are using those ideas.</i></p> <p>Some teaching methods promote <i>active learning</i>, for example:</p> <ul style="list-style-type: none"> ● Brain-storming ● Discussion ● Case study ● Role play ● Cooperative Learning / Group work 		
Assessment and Weighting	Type	Topic/Activity	Weighting
	Essay: 1000-1500 words	Research and prepare a document on a topic, e.g. <i>What are the benefits of evaluating a training plan?</i>	30%

	Case Study: 1500-2000 words plus a presentation if time allows	Given a Scenario prepare a response. E.g. <i>Given a training program scenario, p[perform an evaluation on the program..</i>	40%
	Written Assignment	General assignment on topics not covered in previous assessments.	30%
Duration	50 Hours		
Hand Book Entry	<p>This module specifies the competency required to lead and conduct the evaluation of a training program.</p> <p>It includes, the identification of the basis for the evaluation, the planning or the evaluation of the training program, how to conduct an evaluation of the training program and determine and report the evaluation outcomes</p>		