



**Ethiopian TVET-System**

**Model Curriculum**

**IT support service level I**

Based on  
Occupational Standard (OS)

## Preface

The reformed TVET-System is an outcome-based system. It utilizes the needs of the labor market and occupational requirements from the world of work as the benchmark and standard for TVET delivery. The requirements from the world of work are analyzed and documented – taking into account international benchmarking – as occupational standards (OS).

In the reformed TVET-System, curricula and curriculum development play an important role with regard to quality driven TVET-Delivery. Curricula help to facilitate the learning process in a way, that trainees acquire the set of occupational competences (skills, knowledge and attitude) required at the working place and defined in the occupational standards (OS). Responsibility for Curriculum Development will be given to the Regional TVET-Authorities and TVET-Providers.

This curriculum has been developed by a group of experts from different Regional TVET-Authorities based on the occupational standard for Information Technology support service level I. It has the character of a model curriculum and is an example on how to transform the occupational requirements as defined in the respective occupational standard into an adequate curriculum.

The curriculum development process has been actively supported and facilitated by the Ministry of Education – in line with one of its mandates to provide technical support to the regions – and by the TVET-Reform Component of the Engineering Capacity Building Program.

## **TVET-Program Design**

### **1.1. TVET-Program Title: IT support service Level I**

#### **1.2. TVET-Program Description**

The Program is designed to develop the necessary knowledge, skills and attitude of the learners to the standard required by the occupation. The contents of this program are in line with the occupational standard. Learners who successfully completed the Program will be qualified to work as a IT support service Technician with competencies elaborated in the respective OS. Graduates of the program will have the required qualification to work in the EI sector in the field of IT support service.

The prime objective of this training program is to equip the learners with the identified competences specified in the OS. Graduates are therefore expected to Connect Hardware Peripherals , Install Software Application, Record Client Support Requirements, Protect Application or System Software, Maintain Equipment and Software Inventory and Documentation ,Operate Personal Computer, Apply Quality Standards,Work with Others, Receive and Respond to Workplace Communication, Demonstrate Work Values, Develop Understanding of Entrepreneurship, Apply 5S Procedures in accordance with the performance criteria described in the OS.

#### **1.3. TVET-Program Learning Outcomes**

The expected outputs of this program are the acquisition and implementation of the following units of competence –

<a href="#">EIS ITS1 01 0811</a>	Connect Hardware Peripherals
<a href="#">EIS ITS1 02 0811</a>	Install Software Application
<a href="#">EIS ITS1 03 0811</a>	Record Client Support Requirements
<a href="#">EIS ITS1 04 0811</a>	Protect Application or System Software
<a href="#">EIS ITS1 05 0811</a>	Maintain Equipment and Software Inventory and Documentation
<a href="#">EIS ITS1 06 0811</a>	Operate Personal Computer
<a href="#">EIS ITS1 07 0811</a>	Apply Quality Standards
<a href="#">EIS ITS1 08 0811</a>	Work with Others
<a href="#">EIS ITS1 09 0811</a>	Receive and Respond to Workplace Communication
<a href="#">EIS ITS1 10 0811</a>	Demonstrate Work Values
<a href="#">EIS ITS1 11 0811</a>	Develop Understanding of Entrepreneurship
<a href="#">EIS ITS1 12 1012</a>	Apply 5S Procedures

#### 1.4. Duration of the TVET-Program

The Program will have duration of **430 hours** including the on-the-job practice or cooperative training time

#### 1.5. Qualification Level and Certification

Based on the descriptors elaborated on the Ethiopian National TVET Qualification Framework (NTQF) the qualification of this specific TVET Program is “**Level I**”.

The learner can exit after successfully completing the Modules in one level and will be awarded the equivalent institutional certificate on the level completed. The learner can also exit after completing any one learning module. However, only certificate of attainment or attendance (this is institutional discretion) will be awarded.

#### 1.6. Target Groups

Any citizen **with or without impairment** who meets the entry requirements under items 1.7 and capable of participating in the learning activities is entitled to take part in the Program.

#### 1.7 Entry Requirements

The prospective participants of this program are required to possess the requirements or directive of the Federal TVET Agency.

#### 1.8 Mode of Delivery

This TVET-Program is characterized as a formal Program on middle level technical skills. The mode of delivery is co-operative training. The TVET-institution and identified companies have forged an agreement to co-operate with regard to implementation of this program. The time spent by the trainees in the industry will give them enough exposure to the actual world of work and enable them to get hands-on experience.

The co-operative approach will be supported with school-based lecture-discussion, simulation and actual practice. These modalities will be utilized before the trainees are exposed to the industry environment.

## 1.7. TVET-Program Structure

Unit of Competence		Module Code & Title		Learning Outcomes	Duration (In Hours)
<a href="#">EIS ITS1 06 0811</a>	Apply 5S Procedures	<a href="#">EIS ITS1 M01 0811</a>	Applying 5S Procedures	<ul style="list-style-type: none"> <li>○ Develop understanding of quality system</li> <li>○ Sort needed items from unneeded</li> <li>● Set workplace in order</li> <li>● Shine work area</li> <li>○ Standardize activities</li> <li>○ Sustain 5S system</li> </ul>	25
<a href="#">EIS ITS1 09 0811</a>	Receive and Respond to Workplace Communication	<a href="#">EIS ITS1 M02 0517</a>	Receiving and Responding to Workplace Communication	<ul style="list-style-type: none"> <li>● Develop effective workplace relationship</li> <li>● Contribute to work group activities</li> </ul>	20
<a href="#">EIS ITS1 01 0811</a>	Connect Hardware Peripherals	<a href="#">EIS ITS1 M03 0811</a>	Connecting Hardware Peripherals	<ul style="list-style-type: none"> <li>● Confirm requirements of client</li> <li>● Obtain required peripherals</li> <li>● Connect hardware peripherals</li> <li>● Connect workstation to the internet</li> </ul>	40
<a href="#">EIS ITS1 06 0811</a>	Operate Personal Computer	<a href="#">EIS ITS1 M04 0517</a>	Operating Personal Computer	<ul style="list-style-type: none"> <li>● Start the computer</li> <li>● Access basic system information</li> <li>● Navigate and Manipulate desktop environment</li> <li>● Organize basic directory/ folder structure and files</li> <li>● Organize files for user and/or organization requirements</li> <li>● Print information</li> <li>● Operate application software</li> </ul>	110

<a href="#">EIS ITS1 02 0811</a>	Install Software Application	<a href="#">EIS ITS1 M05 0517</a>	Installing Software Application	<ul style="list-style-type: none"> <li>• Determine software and upgrade requirements</li> <li>• Obtain software or software upgrade</li> <li>• Install or upgrade software</li> </ul>	40
<a href="#">EIS ITS1 04 0811</a>	Protecting Application or System Software	<a href="#">EIS ITS1 M06 0517</a>	Protecting Application or System Software	<ul style="list-style-type: none"> <li>• Ensure user accounts are controlled</li> <li>• Detect and remove destructive software</li> <li>• Identify and take action to stop spam</li> </ul>	40
<a href="#">EIS ITS1 05 0811</a>	Maintain Inventories of Equipment, Software and Documentation	<a href="#">EIS ITS1 M07 0517</a>	Maintaining Inventories of Equipment, Software and Documentation	<ul style="list-style-type: none"> <li>• Document and update inventory</li> <li>• Store technical documentation</li> </ul>	30
<a href="#">EIS ITS1 03 0811</a>	Record Client Support Requirements	<a href="#">EIS ITS1 M08 0517</a>	Recording Client Support Requirements	<ul style="list-style-type: none"> <li>• Log requests for support</li> <li>• Prioritize support requests with appropriate personnel</li> </ul>	30
<a href="#">EIS ITS1 07 0811</a>	Apply Quality Standards	<a href="#">EIS ITS1 M09 0517</a>	Applying Quality Standards	<ul style="list-style-type: none"> <li>• Assess own work</li> <li>• Assess quality of received articles</li> <li>• Record information</li> <li>• Study causes of quality deviations</li> <li>• Complete documentation</li> </ul>	20
<a href="#">EIS ITS1 08 0811</a>	Work with Others	<a href="#">EIS ITS1 M10 0517</a>	Working with Others	<ul style="list-style-type: none"> <li>• Develop effective workplace relationship</li> <li>• Contribute to work group activities</li> </ul>	15

<a href="#">EIS ITS1 10 0811</a>	Demonstrate Work Values	<a href="#">EIS ITS1 M11 0517</a>	Demonstrating Work Values	<ul style="list-style-type: none"> <li>• Define the purpose of work</li> <li>• Apply work values/ethics</li> <li>• Deal with ethical problems</li> <li>• Maintain integrity of conduct in the workplace</li> </ul>	25
<a href="#">EIS ITS1 11 0811</a>	Develop Understanding of Entrepreneurship	<a href="#">EIS ITS1 M12 0517</a>	Developing Understanding of Entrepreneurship	<ul style="list-style-type: none"> <li>• Describe and explain the principles, concept and scope of entrepreneurship</li> <li>• Discuss how to become entrepreneur</li> <li>• Discuss how to organize an enterprise</li> <li>• Discuss how to operate an enterprise</li> <li>• Develop one's own business plan</li> </ul>	35

\*The time duration (Hours) indicated for the module should include all activities in and out of the TVET institution.

## **1.10 Institutional Assessment**

Two types of evaluation will be used in determining the extent to which learning outcomes are achieved. The specific learning outcomes are stated in the modules. In assessing them, verifiable and observable indicators and standards shall be used.

The formative assessment is incorporated in the learning modules and form part of the learning process. Formative evaluation provides the trainee with feedback regarding success or failure in attaining learning outcomes. It identifies the specific learning errors that need to be corrected, and provides reinforcement for successful performance as well. For the teacher, formative evaluation provides information for making instruction and remedial work more effective.

Summative Evaluation the other form of evaluation is given when all the modules in the program have been accomplished. It determines the extent to which competence have been achieved. And, the result of this assessment decision shall be expressed in the term 'competent or not yet competent'.

Techniques or tools for obtaining information about trainees' achievement include oral or written test, demonstration and on-site observation.

## **1.11 TVET Teachers Profile**

The teachers conducting this particular TVET Program are C Level and have satisfactory practical experiences or equivalent qualifications.



LEARNING MODULE 1	Logo of TVET Provider
TVET-PROGRAMME TITLE: IT SUPPORT SERVICE LEVEL I	
MODULE TITLE: <b>Applying 5S Procedures</b>	
MODULE CODE: EIS ITS1 M01 0517	
NOMINAL DURATION: <b>25</b> Hours	
<p><b>MODULE DESCRIPTION:</b> This module of competence covers the skills, attitudes and knowledge required by an employee or worker to apply 5S procedures (structured approach to housekeeping) to their own job and work area and maintains the housekeeping and other standards set by 5S. The module assumes the employee or worker has a particular job and an allocated work area and that processes in the work area are known by the individual.</p>	
<p><b>LEARNING OUTCOMES</b></p> <p>At the end of the module the learner will be able to:</p> <ul style="list-style-type: none"> <li>Lo1. Develop understanding of quality system</li> <li>Lo2. Sort needed items from unneeded</li> <li>LO3. Set workplace in order</li> <li>LO4. Shine work area</li> <li>LO5. Standardize activities</li> <li>LO6. Sustain 5S system</li> </ul>	
<p><b>MODULE CONTENTS:</b></p> <p><b>Lo1. Develop understanding of quality system</b></p> <ul style="list-style-type: none"> <li>1.1. Discussing quality assurance procedures</li> <li>1.2. Understanding the relationship of quality system and continuous improvement in the workplace</li> <li>1.3. Identifying and relating the elements of quality assurance (QA) system to workplace requirement</li> <li>1.4. Explaining the 5S system</li> </ul> <p><b>Lo2. Sort needed items from unneeded</b></p> <ul style="list-style-type: none"> <li>2.1 Identifying all items in the work area</li> <li>2.2 Distinguishing essential and non-essential items</li> </ul>	

2.3 Sorting items to achieve deliverables and value expecting

2.4 Sorting items required for regulatory

2.5 Placing any non-essential item in a appropriate place

2.6 Checking Regularly essential items in the work area

### **Lo3. Set workplace in order**

3.1. Identifying best location for each essential item

3.2. Placing each essential item in its assigned location

3.3. returning essential item to its assigned location after use

3.4. Checking Regularly essential item in its assigned location

### **Lo4. Shine work area**

4.1 Keeping the work area clean and tidy

4.2 Conducting regular housekeeping activities during shift

4.3 Ensuring the work area is neat, clean and tidy at both shift

### **Lo5. Standardize activities**

5.1 Following procedures

5.2 Follow checklists for activities

5.3 Keeping the work area to specified standard

### **Lo 6. Sustain 5S system**

6.1 Cleaning up after completion of job and before commencing next job or end of shift

6.2 Identifying unlikely compliance to standards and take actions

6.3 Inspecting work area regularly for compliance to specified standard

6.4 Recommending improvements to lift the level of compliance in the workplace

## LEARNING METHODS:

For None Impaired Trainees	Reasonable Adjustment for Trainees with Disability (TWD)			
	Low Vision and Blind	Deaf	Hard of hearing	Physical impairment
<b>Lecture-discussion</b>	<ul style="list-style-type: none"> <li>❖ Provide large print text</li> <li>❖ Prepare the lecture in Audio/video &amp; in <u>Brail format</u></li> <li>❖ Organize the class room seating arrangement to be accessible to trainees</li> <li>❖ Write short notes on the black/white board using large text</li> <li>❖ Make sure the luminosity of the light of class room is kept</li> <li>❖ Use normal tone of voice</li> <li>❖ Encourage trainees to record the lecture in audio format</li> <li>❖ Provide Orientation on the physical feature of the work shop</li> <li>❖ Summarize main points</li> </ul>	<ul style="list-style-type: none"> <li>❖ Assign sign language interpreter</li> <li>❖ Arrange the class room seating to be conducive for eye to eye contact</li> <li>❖ Make sure the luminosity of the light of class room is kept</li> <li>❖ Introduce new and relevant vocabularies</li> <li>❖ Use short and clear sentences</li> <li>❖ Give emphasis on visual lecture and ensure the attention of the trainees</li> <li>❖ Avoid movement during lecture time</li> <li>❖ Present the lecture in video format</li> <li>❖ Summarize main points</li> </ul>	<ul style="list-style-type: none"> <li>❖ Organize the class room seating arrangement to be accessible to trainees</li> <li>❖ Speak loudly</li> <li>❖ Ensure the attention of the trainees</li> <li>❖ Present the lecture in video format</li> <li>❖ Ensure the attention of the trainees</li> </ul>	<ul style="list-style-type: none"> <li>❖ Organize the class room seating arrangement to be accessible for wheelchairs users.</li> <li>❖ Facilitate and support the trainees who have severe impairments on their upper limbs to take note</li> <li>❖ Provide Orientation on the physical feature of the work shop</li> </ul>
<b>Group discussion</b>	<ul style="list-style-type: none"> <li>❖ Facilitate the integration of trainees with group members</li> <li>❖ Conduct close follow up</li> <li>❖ Introduce the trainees with other group member</li> <li>❖ Brief the thematic issues of the work</li> </ul>	<ul style="list-style-type: none"> <li>❖ Use sign language interpreters</li> <li>❖ Facilitate the integration of trainees with group members</li> <li>❖ Conduct close follow up</li> <li>❖ Introduce the trainees with other group member</li> </ul>	<ul style="list-style-type: none"> <li>❖ Facilitate the integration of trainees with group members</li> <li>❖ Conduct close follow up</li> <li>❖ Introduce the trainees with other group member</li> <li>❖ Inform the group members to speak loudly</li> </ul>	<ul style="list-style-type: none"> <li>❖ Introduce the trainees with their peers</li> </ul>

<b>Individual assignment</b>	<ul style="list-style-type: none"> <li>❖ prepare the assignment questions in large text/Brail</li> <li>❖ Encourage the trainees to prepare and submit the assignment in large texts/Brail</li> <li>❖ Make available recorded assignment questions</li> <li>❖ Facilitate the trainees to prepare and submit the assignment in soft or hard copy</li> </ul>	<ul style="list-style-type: none"> <li>❖ use sign language interpreter</li> <li>❖ provide briefing /orientation on the assignment</li> <li>❖ provide visual recorded material</li> </ul>	<ul style="list-style-type: none"> <li>❖ provide briefing /orientation on the assignment</li> <li>❖ provide visual recorded material</li> </ul>	
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## ASSESSMENT METHODS:

<b>Interview</b>		<ul style="list-style-type: none"> <li>❖ Use sign language interpreter</li> <li>❖ Ensure or conform whether the proper communication was conducted with the trainee through the service of the sign language interpreter</li> <li>❖ Use short and clear questioning</li> <li>❖ Time extension</li> </ul>	<ul style="list-style-type: none"> <li>❖ Speak loudly</li> <li>❖ Using sign language interpreter if necessary</li> </ul>	<ul style="list-style-type: none"> <li>❖ Use written response as an option for the trainees having speech challenges</li> </ul>
<b>Written test</b>	<ul style="list-style-type: none"> <li>❖ Prepare the exam in large texts/Brail</li> <li>❖ Use interview as an option if necessary</li> <li>❖ Prepare the exam in audio format</li> <li>❖ Assign human reader (if necessary)</li> <li>❖ Time extension</li> </ul>	<ul style="list-style-type: none"> <li>❖ Prepare the exam using short sentences, multiple choices, True or False, matching and short answers</li> <li>❖ Avoid essay writing</li> <li>❖ Time extension</li> </ul>	<ul style="list-style-type: none"> <li>❖ Prepare the exam using short sentences, multiple choices, True or False, matching and short answers if necessary.</li> </ul>	<ul style="list-style-type: none"> <li>❖ Use oral response as an option to give answer for trainees having severe upper limb impairment</li> <li>❖ Time extension for trainees having severe upper limb impairment</li> </ul>

## **ASSESSMENT CRITERIA:**

### **LO1 Develop understanding of quality system**

- Discuss quality assurance procedures of the enterprise or organization
- Understand the relationship of quality system and continuous improvement in the workplace
- Identify and relate to workplace requirements the purpose and elements of quality assurance (QA) system
- Explain the 5S system as part of the quality assurance of the work organization

### **LO2 Sort needed items from unneeded**

- Identify all items in the work area
- Distinguish between essential and non-essential items
- Sort items to achieve deliverables and value expected by downstream and final customers
- Sort items required for regulatory or other required purposes
- Place any non-essential item in a appropriate place other than the workplace
- Regularly check that only essential items are in the work area

### **LO3 Set workplace in order**

- Identify the best location for each essential item
- Place each essential item in its assigned location
- After use immediately return each essential item to its assigned location
- Regularly check that each essential item is in its assigned location

### **LO4 Shine work area**

- Keep the work area clean and tidy at all times
- Conduct regular housekeeping activities during shift
- Ensure the work area is neat, clean and tidy at both beginning and end of shift

### **LO5 Standardize activities**

- Follow procedures
- Follow checklists for activities, where available
- Keep the work area to specified standard

### **Lo6. Sustain 5S system**

- Clean up after completion of job and before commencing next job or end of shift
- Identify situations where compliance to standards is unlikely and take actions specified in procedures
- Inspect work area regularly for compliance to specified standard
- Recommend improvements to lift the level of compliance in the workplace

## Annex: Resource Requirements

EIS ITS1 M01 0517 Applying 5S Procedures				
Item No.	Category/Item	Description/ Specifications	Quantity	Recommended Ratio (Item: Trainee)
<b>A.</b>	<b>Learning Materials</b>			
1.	TTLM	Teachers made <ul style="list-style-type: none"> <li>• Learning guide</li> <li>• Teachers guide</li> <li>• Assessment package</li> </ul>	5	1:5
2.	Reference Book	5S for operators (1995)	5	1:5
3.	Journals/publications/magazines	Recent	5	1:5
<b>B.</b>	<b>Learning Facilities and Infrastructure</b>			
1.	Class room		1	1:25
2.	Workshop		1	1:25
3.	Visual training media (LCD, laptops, blackboard, whiteboard, flip chart)		Each 1	1:25
<b>C.</b>	<b>Consumable Materials</b>			
1.	Paper			
2.	Paint			
3.	Sticker			
4.	Broom			
5.	Pencil			
6.	Sponge			
<b>D.</b>	<b>Tools and Equipment</b>			
1.	1.1. Safety equipment's and tools 1.2. (dust masks/ goggles, glove, working cloth, first aid, safety shoes etc)			
2.	Materials for 3S activity (hook, signboard, nails, shelves, chip wood, shadow board/ tools board, measuring tape, ruler etc)			

LEARNING MODULE 2		Logo of TVET Provider
<b>TVET-PROGRAMME TITLE:</b> IT SUPPORT SERVICE LEVEL I		
<b>MODULE TITLE:-</b> Receiving and Responding to Workplace Communication		
<b>MODULE CODE:</b> <a href="#">EIS ITS1 M02 0517</a>		
<b>NOMINAL DURATION:</b> 20 Hours		
<b>MODULE DESCRIPTION:</b> This module covers the knowledge, skills and attitudes required to receive, respond and act on verbal and written communication.		
<b>LEARNING OUTCOMES</b> At the end of the module the learner will be able to: <ul style="list-style-type: none"> <li>Lo1.Follow routine spoken messages</li> <li>Lo2.Perform workplace duties following written notices</li> </ul>		
<b>MODULE CONTENTS:</b> <b>Lo1.Follow routine spoken messages</b> <ul style="list-style-type: none"> <li>1.1. Gathering information</li> <li>1.2. Recording information/instruction</li> <li>1.3. Acting upon instruction immediately</li> <li>1.4. Seeking Clarification of information in workplace</li> </ul> <b>LO2. Perform workplace duties following written notices</b> <ul style="list-style-type: none"> <li>2.1 Organizational guidelines</li> <li>2.2 Reading and interpreting notices and instructions</li> <li>2.3 following routine instruction</li> <li>2.4 giving feedback</li> </ul>		





<b>Learning Methods:</b>				
<b>For None Impaired Trainees</b>	<b>Reasonable Adjustment For Trainees With Disability (Twd)</b>			
	<b>Low Vision And Blind</b>	<b>Deaf</b>	<b>Hard Of Hearing</b>	<b>Physical Impairment</b>
<b>Lecture-Discussion</b>	<ul style="list-style-type: none"> <li>❖ Provide Large Print Text</li> <li>❖ Prepare The Lecture In Audio/Video &amp; In <u>Brail Format</u></li> <li>❖ Organize The Class Room Seating Arrangement To Be Accessible To Trainees</li> <li>❖ Write Short Notes On The Black/White Board Using Large Text</li> <li>❖ Make Sure The Luminosity Of The Light Of Class Room Is Kept</li> <li>❖ Use Normal Tone Of Voice</li> <li>❖ Encourage Trainees To Record The Lecture In Audio Format</li> <li>❖ Provide Orientation On The Physical Feature Of The Work Shop</li> <li>❖ Summarize Main Points</li> </ul>	<ul style="list-style-type: none"> <li>❖ Assign Sign Language Interpreter</li> <li>❖ Arrange The Class Room Seating To Be Conducive For Eye To Eye Contact</li> <li>❖ Make Sure The Luminosity Of The Light Of Class Room Is Kept</li> <li>❖ Introduce New And Relevant Vocabularies</li> <li>❖ Use Short And Clear Sentences</li> <li>❖ Give Emphasis On Visual Lecture And Ensure The Attention Of The Trainees</li> <li>❖ Avoid Movement During Lecture Time</li> <li>❖ Present The Lecture In Video Format</li> <li>❖ Summarize Main Points</li> </ul>	<ul style="list-style-type: none"> <li>❖ Organize The Class Room Seating Arrangement To Be Accessible To Trainees</li> <li>❖ Speak Loudly</li> <li>❖ Ensure The Attention Of The Trainees</li> <li>❖ Present The Lecture In Video Format</li> <li>❖ Ensure The Attention Of The Trainees</li> </ul>	<ul style="list-style-type: none"> <li>❖ Organize The Class Room Seating Arrangement To Be Accessible For Wheelchairs Users.</li> <li>❖ Facilitate And Support The Trainees Who Have Severe Impairments On Their Upper Limbs To Take Note</li> <li>❖ Provide Orientation On The Physical Feature Of The Work Shop</li> </ul>
<b>Group Discussion</b>	<ul style="list-style-type: none"> <li>❖ Facilitate The Integration Of Trainees With Group Members</li> <li>❖ Conduct Close Follow Up</li> <li>❖ Introduce The Trainees With Other Group Member</li> <li>❖ Brief The Thematic Issues Of The Work</li> </ul>	<ul style="list-style-type: none"> <li>❖ Use Sign Language Interpreters</li> <li>❖ Facilitate The Integration Of Trainees With Group Members</li> <li>❖ Conduct Close Follow Up</li> <li>❖ Introduce The Trainees With Other Group Member</li> </ul>	<ul style="list-style-type: none"> <li>❖ Facilitate The Integration Of Trainees With Group Members</li> <li>❖ Conduct Close Follow Up</li> <li>❖ Introduce The Trainees With Other Group Member</li> <li>❖ Inform The Group Members To Speak Loudly</li> </ul>	<ul style="list-style-type: none"> <li>❖ Introduce The Trainees With Their Peers</li> </ul>

<b>Individual Assignment</b>	<ul style="list-style-type: none"> <li>❖ Prepare The Assignment Questions In Large Text/Brail</li> <li>❖ Encourage The Trainees To Prepare And Submit The Assignment In Large Texts/Brail</li> <li>❖ Make Available Recorded Assignment Questions</li> <li>❖ Facilitate The Trainees To Prepare And Submit The Assignment In Soft Or Hard Copy</li> </ul>	<ul style="list-style-type: none"> <li>❖ Use Sign Language Interpreter</li> <li>❖ Provide Briefing /Orientation On The Assignment</li> <li>❖ Provide Visual Recorded Material</li> </ul>	<ul style="list-style-type: none"> <li>❖ Provide Briefing /Orientation On The Assignment</li> <li>❖ Provide Visual Recorded Material</li> </ul>	
<b>Assessment Methods:</b>				
<b>Interview</b>		<ul style="list-style-type: none"> <li>❖ Use Sign Language Interpreter</li> <li>❖ Ensure Or Confirm Whether The Proper Communication Was Conducted With The Trainee Through The Service Of The Sign Language Interpreter</li> <li>❖ Use Short And Clear Questioning</li> <li>❖ Time Extension</li> </ul>	<ul style="list-style-type: none"> <li>❖ Speak Loudly</li> <li>❖ Using Sign Language Interpreter If Necessary</li> </ul>	<ul style="list-style-type: none"> <li>❖ Use Written Response As An Option For The Trainees Having Speech Challenges</li> </ul>
<b>Written Test</b>	<ul style="list-style-type: none"> <li>❖ Prepare The Exam In Large Texts/Brail</li> <li>❖ Use Interview As An Option If Necessary</li> <li>❖ Prepare The Exam In Audio Format</li> <li>❖ Assign Human Reader (If Necessary)</li> <li>❖ Time Extension</li> </ul>	<ul style="list-style-type: none"> <li>❖ Prepare The Exam Using Short Sentences, Multiple Choices, True Or False, Matching And Short Answers</li> <li>❖ Avoid Essay Writing</li> <li>❖ Time Extension</li> </ul>	<ul style="list-style-type: none"> <li>❖ Prepare The Exam Using Short Sentences, Multiple Choices, True Or False, Matching And Short Answers If Necessary.</li> </ul>	<ul style="list-style-type: none"> <li>❖ Use Oral Response As An Option To Give Answer For Trainees Having Severe Upper Limb Impairment</li> <li>❖ Time Extension For Trainees Having Severe Upper Limb Impairment</li> </ul>

## **Assessment criteria**

### **Lo1.Follow routine spoken messages**

- Required information is gathered by listening attentively and correctly interpreting or understanding information/ instructions
- Instructions/information are properly recorded
- Instructions are acted upon immediately in accordance with information received
- Clarification is sought from workplace supervisor on all occasions when any instruction/information is not clear

### **Lo2.Perform workplace duties following written notices**

- Written notices and instructions are read and interpreted correctly in accordance with organizational guidelines
- Routine written instruction are followed in sequence
- Feedback is given to workplace supervisor based on the instructions/information received

## Annex: Resource Requirements

EIS ITS1 M02 0517 Receiving and Responding to Workplace Communication				
Item No.	Category/Item	Description/ Specifications	Quantity	Recommended Ratio (Item: Trainee)
<b>A.</b>	<b><i>Learning Materials</i></b>			
1.	TTLM	Teachers Made <ul style="list-style-type: none"> <li>• Teacher's Guide</li> <li>• Assessment Packet</li> <li>• Learning Guide</li> </ul>	25	1:1
2.	Textbooks	Any Relevant books	25	1:1
3.	Reference Books	<ul style="list-style-type: none"> <li>• Success in communication (<b>Stuart Sillars</b>)</li> <li>• A guide to customer user support help desk and support specialist 5<sup>th</sup> edition (Fred Beisse)</li> </ul>	5	1:5
<b>B.</b>	<b><i>Learning Facilities &amp; Infrastructure</i></b>			
1.	Lecture Room	- Standard		1:25
2.	Library	-Standard		
3.	Shelves	Wooden or Metal		
4.	White board	1.5 * 1.5		
5.	Braille equipment		Standard	
6.	White board marker	Any		
<b>C.</b>	<b><i>Consumable Materials</i></b>			
1.	Stationery	- Whiteboard marker, printing paper, printer ink		
2	Flash Disk	4 GB		
<b>D</b>	<b><i>Tools and Equipment</i></b>			
1	Laptop	Any	1	
2	UPS	Any	1	
3	Divider	Any	1	
4	Multimedia Projector	LCD	1	
5	Printer	Any	1	

LEARNING MODULE 3	Logo of TVET Provider
<b>TVET-PROGRAMME TITLE:</b> IT SUPPORT SERVICE LEVEL I	
<b>MODULE TITLE:-</b> Connecting Hardware Peripherals	
<b>MODULE CODE:</b> EIS ITS1 M03 0517	
<b>NOMINAL DURATION:</b> 40 Hours	
<b>MODULE DESCRIPTION:</b> This Module defines the competence required to connect hardware peripherals according to instructions and a workstation or networked computer to the internet.	
<b>LEARNING OUTCOMES</b>  At the end of the module the learner will be able to: <ul style="list-style-type: none"> <li>Lo1. Confirm requirements of client</li> <li>Lo2. Obtain required peripherals</li> <li>Lo3. Connect hardware peripherals</li> <li>Lo4. Connect workstation to the internet</li> </ul>	
<b>MODULE CONTENTS:</b>  <b>Lo1. Confirm Requirements Of Client</b> <ul style="list-style-type: none"> <li>1.1. Organizational Standards</li> <li>1.2. Identifying And Confirming Client Peripherals</li> <li>1.3. Documenting And Reporting Client Requirements And Peripheral</li> <li>1.4. Verifying Client Requirements</li> <li>1.5. Taking Action To Ensure Client Support Expectations               <ul style="list-style-type: none"> <li>1.5.1. Vendor Warranty</li> <li>1.5.2. Support Services</li> </ul> </li> </ul> <b>Lo2. Obtain Required Peripherals</b> <ul style="list-style-type: none"> <li>2.1. Obtaining Peripherals</li> <li>2.2. Entering Peripherals Into Equipment Inventory</li> <li>2.3. Delivering Components And Validating The Contents That Match The Packing List</li> <li>2.4. Storing Peripherals</li> </ul> <b>Lo3. Connect Hardware Peripherals</b> <ul style="list-style-type: none"> <li>3.1. Verifying Timeframe For Installation</li> <li>3.2. Environmental Consideration And OHS Standard</li> <li>3.3. Removing And Replacing Old Peripheral</li> <li>3.4. Connecting New Peripherals</li> </ul>	

3.4.1. Considering Minimum Disruption To Clients

3.4.2. Considering Operating System Procedures

3.5. Configuring Computer To Accept The New Peripherals

3.6. Testing And Confirming Hardware Peripherals

**Lo4. Connect Workstation To The Internet**

4.1. Connecting Workstations To The Internet And Confirming Its Functionality

4.2. Launching Internet Browser Software To Access The Internet

## LEARNING METHODS:

For None Impaired Trainees	Reasonable Adjustment for Trainees with Disability (TWD)			
	Low Vision and Blind	Deaf	Hard of hearing	Physical impairment
<b>Lecture-discussion</b>	<ul style="list-style-type: none"> <li>❖ Provide large print text</li> <li>❖ Prepare the lecture in Audio/video &amp; in <u>Brail format</u></li> <li>❖ Organize the class room seating arrangement to be accessible to trainees</li> <li>❖ Write short notes on the black/white board using large text</li> <li>❖ Make sure the luminosity of the light of class room is kept</li> <li>❖ Use normal tone of voice</li> <li>❖ Encourage trainees to record the lecture in audio format</li> <li>❖ Provide Orientation on the physical feature of the work shop</li> <li>❖ Summarize main points</li> </ul>	<ul style="list-style-type: none"> <li>❖ Assign sign language interpreter</li> <li>❖ Arrange the class room seating to be conducive for eye to eye contact</li> <li>❖ Make sure the luminosity of the light of class room is kept</li> <li>❖ Introduce new and relevant vocabularies</li> <li>❖ Use short and clear sentences</li> <li>❖ Give emphasis on visual lecture and ensure the attention of the trainees</li> <li>❖ Avoid movement during lecture time</li> <li>❖ Present the lecture in video format</li> <li>❖ Summarize main points</li> </ul>	<ul style="list-style-type: none"> <li>❖ Organize the class room seating arrangement to be accessible to trainees</li> <li>❖ Speak loudly</li> <li>❖ Ensure the attention of the trainees</li> <li>❖ Present the lecture in video format</li> <li>❖ Ensure the attention of the trainees</li> </ul>	<ul style="list-style-type: none"> <li>❖ Organize the class room seating arrangement to be accessible for wheelchairs users.</li> <li>❖ Facilitate and support the trainees who have severe impairments on their upper limbs to take note</li> <li>❖ Provide Orientation on the physical feature of the work shop</li> </ul>
<b>Demonstration</b>	<ul style="list-style-type: none"> <li>❖ Conduct close follow up</li> <li>❖ Use verbal description</li> <li>❖ Provide special attention in the process of guidance</li> <li>❖ facilitate the support of peer trainees</li> <li>❖ Prepare &amp; use simulation</li> </ul>	<ul style="list-style-type: none"> <li>❖ use Sign language interpreter</li> <li>❖ Use video recorded material</li> <li>❖ Ensure attention of the trainees</li> <li>❖ Provide structured training</li> <li>❖ Show clear and short method</li> <li>❖ Use gesture</li> <li>❖ provide tutorial support (if necessary)</li> </ul>	<ul style="list-style-type: none"> <li>❖ Illustrate in clear &amp; short method</li> <li>❖ Use Video recorded material</li> <li>❖ Ensure the attention of the trainees</li> <li>❖ provide tutorial support (if necessary)</li> </ul>	<ul style="list-style-type: none"> <li>❖ Facilitate and support the trainees having severe upper limbs impairment to operate equipment's / machines</li> <li>❖ Assign peer trainees to assist</li> <li>❖ Conduct close follow up</li> <li>❖ provide tutorial support(if necessary)</li> </ul>

<b>Group discussion</b>	<ul style="list-style-type: none"> <li>❖ Facilitate the integration of trainees with group members</li> <li>❖ Conduct close follow up</li> <li>❖ Introduce the trainees with other group member</li> <li>❖ Brief the thematic issues of the work</li> </ul>	<ul style="list-style-type: none"> <li>❖ Use sign language interpreters</li> <li>❖ Facilitate the integration of trainees with group members</li> <li>❖ Conduct close follow up</li> <li>❖ Introduce the trainees with other group member</li> </ul>	<ul style="list-style-type: none"> <li>❖ Facilitate the integration of trainees with group members</li> <li>❖ Conduct close follow up</li> <li>❖ Introduce the trainees with other group member</li> <li>❖ Inform the group members to speak loudly</li> </ul>	<ul style="list-style-type: none"> <li>❖ Introduce the trainees with their peers</li> </ul>
<b>Exercise</b>	<ul style="list-style-type: none"> <li>❖ Conduct close follow up and guidance</li> <li>❖ Provide tutorial support if necessary</li> <li>❖ provide special attention in the process</li> </ul>	<ul style="list-style-type: none"> <li>❖ Conduct close follow up and guidance</li> <li>❖ Provide tutorial support if necessary</li> <li>❖ provide special attention in the process/practical training</li> <li>❖ Introduce new and relevant vocabularies</li> </ul>	<ul style="list-style-type: none"> <li>❖ Conduct close follow up and guidance</li> <li>❖ Provide tutorial support if necessary</li> <li>❖ provide special attention in the process/ practical training</li> </ul>	<ul style="list-style-type: none"> <li>❖ Assign peer trainees</li> <li>❖ Use additional nominal hours if necessary</li> </ul>
<b>Individual assignment</b>	<ul style="list-style-type: none"> <li>❖ prepare the assignment questions in large text/Brail</li> <li>❖ Encourage the trainees to prepare and submit the assignment in large texts/Brail</li> <li>❖ Make available recorded assignment questions</li> <li>❖ Facilitate the trainees to prepare and submit the assignment in soft or hard copy</li> </ul>	<ul style="list-style-type: none"> <li>❖ use sign language interpreter</li> <li>❖ provide briefing /orientation on the assignment</li> <li>❖ provide visual recorded material</li> </ul>	<ul style="list-style-type: none"> <li>❖ provide briefing /orientation on the assignment</li> <li>❖ provide visual recorded material</li> </ul>	



<b>ASSESSMENT METHODS:</b>				
<b>Interview</b>		<ul style="list-style-type: none"> <li>❖ Use sign language interpreter</li> <li>❖ Ensure or conform whether the proper communication was conducted with the trainee through the service of the sign language interpreter</li> <li>❖ Use short and clear questioning</li> <li>❖ Time extension</li> </ul>	<ul style="list-style-type: none"> <li>❖ Speak loudly</li> <li>❖ Using sign language interpreter if necessary</li> </ul>	<ul style="list-style-type: none"> <li>❖ Use written response as an option for the trainees having speech challenges</li> </ul>
<b>Written test</b>	<ul style="list-style-type: none"> <li>❖ Prepare the exam in large texts/Brail</li> <li>❖ Use interview as an option if necessary</li> <li>❖ Prepare the exam in audio format</li> <li>❖ Assign human reader (if necessary)</li> <li>❖ Time extension</li> </ul>	<ul style="list-style-type: none"> <li>❖ Prepare the exam using short sentences, multiple choices, True or False, matching and short answers</li> <li>❖ Avoid essay writing</li> <li>❖ Time extension</li> </ul>	<ul style="list-style-type: none"> <li>❖ Prepare the exam using short sentences, multiple choices, True or False, matching and short answers if necessary.</li> </ul>	<ul style="list-style-type: none"> <li>❖ Use oral response as an option to give answer for trainees having severe upper limb impairment</li> <li>❖ Time extension for trainees having severe upper limb impairment</li> </ul>
<b>Demonstration/Observation</b>	<ul style="list-style-type: none"> <li>❖ Brief the instruction or provide them in large text/Brail</li> <li>❖ Time extension</li> </ul>	<ul style="list-style-type: none"> <li>❖ Use sign language interpreter</li> <li>❖ Brief on the instruction of the exam</li> <li>❖ Provide activity-based/ practical assessment method</li> <li>❖ Time extension</li> </ul>	<ul style="list-style-type: none"> <li>❖ Provide activity based assessment</li> <li>❖ Brief on the instruction of the exam</li> <li>❖ Use loud voice</li> <li>❖ Time extension</li> </ul>	<ul style="list-style-type: none"> <li>❖ Provide activity based assessment</li> <li>❖ Conduct close follow up</li> <li>❖ Time extension</li> </ul>

## **Assessment criteria**

### **Lo1. Confirm requirements of client**

- Client peripherals are identified requirements and confirmed in accordance with organizational standards
- Client requirements and peripherals needed are documented in line with organizational standards and findings are reported to the appropriate person
- Client requirements are verified with appropriate person in line with organizational standards and reporting procedures
- Action must be taken to ensure client support expectations are covered by vendor warranty and support services

### **Lo2. Obtain required peripherals**

- Peripherals are obtained under instruction from appropriate person
- Peripherals are entered into equipment inventory according to organizational standards
- Validate that contents of delivered components and physical contents match the packing list and resolve discrepancies, if necessary
- Peripherals are stored according to vendor/manual guidelines

### **Lo3. Connect hardware peripherals**

- Timeframe for installation schedule is verified with the client in accordance with the organization requirements
- Old peripherals are removed and/or replaced with minimum disruption to clients taking into account environmental considerations and OHS standards
- New peripherals are connected with minimum disruption to clients and taking into account the operating system procedures
- The computer is configured to accept the new peripherals
- Hardware peripherals are tested and confirm client satisfaction, particular attention must be paid to possible impact on other systems and adjustments are made as required

#### **Lo4. Connect workstation to the internet**

- Workstations are connected to the internet through the existing internet connection and functionality confirmed
- Internet browser software is launched to enable access to the internet and functionality confirmed

## Annex: Resource Requirements

EIS ITS1 M03 0517 Connecting hardware peripheral				
Item No.	Category/Item	Description/ Specifications	Quantity	Recommended Ratio (Item: Trainee)
<b>A.</b>	<b><i>Learning Materials</i></b>			
1.	TTLM	Teachers Made • Teacher's Guide • Assessment Packet Learning Guide	25	1:1
2.	Textbooks	Any Relevant Books	25	1:1
3.	Reference Books	The Winn L. Rosch Hardware Bible (6th Edition) <b>Winn L Rosch</b>  The A+ Certification & PC Repair Handbook (Networking Series) <b>Christopher A. Crayton Joel Z. Rosenthal Kevin J. Irwin</b>  Maintenance Planning and Scheduling Handbook, 2nd Edition (McGraw-Hill Handbooks) <b>Richard Palmer</b>	5	1:5
4.	Manuals and procedures	Hardware connectivity manual		1:1
5	Internet and virtual library		25	1:1
<b>B.</b>	<b><i>Learning Facilities &amp; Infrastructure</i></b>			
1	Workshop	- 8x12m; equipped with IT	1	1:25
2.	Library	- Multipurpose		
3.	Shelves	- wooden or metal	5	
4	White Board	1.50 X 1.50	1	
5	Cabinet	- metal	1	
6	Internet and Virtual library	High speed Internet Connection Recommended E-VDO, Broad Band	1	1:25
<b>C.</b>	<b><i>Consumable Materials</i></b>			
1	Blank CD	- CD-R/RW	5	1:5
2	Stationery	- Whiteboard marker, printing paper, printer ink		
3	Flash disk	San disk or similar 4GB	5	1:5

4	Connectors	Terminals, converters, splitters e.g SATA to IDE, USB splitter	13	1:2
5	Lead	1 m	2	1:13
<b>D.</b>	<b>Tools and Equipments</b>			
1	Samples	<ul style="list-style-type: none"> <li>Hardware installation procedure publications</li> </ul>	5	1:5
2	Computer	<ul style="list-style-type: none"> <li>At least 80 GB, 3.4Ghz, P IV</li> <li>With Expandability</li> </ul>	25	1:1
3	UPS	<ul style="list-style-type: none"> <li>750 Volt Ampere</li> </ul>	2	
4	Divider	<ul style="list-style-type: none"> <li>American socket supporter</li> </ul>	14	
5	Multimedia projector	- LCD	1	1:25
6	Printer	Laser Jet	1	
7	Network Tool Kit	Full set	5	1:5
8	Maintenance Tool Kit	Full set	12	1:2
9	Desk jet Printer	Color	1	1:25
10	Video Camera	Digital	1	1:25
11	Web Camera	Desk top fixable	5	1:5
12	Expansion Cards	Video card, Modem Card, Network Card, TV Card	5	1:5
13	Hard Disk	Internal HDD of any capacity SATA IDE	5 5	1:5
14	Scanner	Image and Text support	1	1:25
15	RAM	Different types	13	1:2
16	Network Switch	24 port	2	1:13
17	Network Hub	12 port	5	1:5

LEARNING MODULE 4	Logo of TVET Provider
TVET-PROGRAMME TITLE: IT SUPPORT SERVICE LEVEL I	
MODULE TITLE:- Operating Personal Computer	
MODULE CODE: EIS ITS1 M04 0517	
NOMINAL DURATION: <b>110</b> Hours	
<p>MODULE DESCRIPTION: This module defines the competence required to operate a personal computer, including starting the PC, logging in, using and understanding desktop icons and their links to underlying programs, navigating a directory structure, saving work, printing, closing down the PC and word processing.</p>	
<p><b>LEARNING OUTCOMES</b></p> <p>At the end of the module the learner will be able to:</p> <ul style="list-style-type: none"> <li>Lo1. Start the computer</li> <li>Lo2. Access basic system information</li> <li>Lo3. Navigate and Manipulate desktop environment</li> <li>Lo4. Organize basic directory/ folder structure and files</li> <li>Lo5. Organize files for user and/or organization requirements</li> <li>Lo6. Print information</li> <li>Lo7. Operate application software</li> </ul>	
<p><b>MODULE CONTENTS:</b></p> <p><b>Lo1. Start the computer</b></p> <ul style="list-style-type: none"> <li>1.1 <i>Checking Peripheral device connections</i></li> <li>1.2 <i>OHS standards</i></li> <li>1.3 Checking Input voltage</li> <li>1.4 Switching on Power at both the power point and <i>computer</i></li> </ul> <p><b>Lo2. Access basic system information</b></p> <ul style="list-style-type: none"> <li>2.1. Inserting username and password on introductory screen</li> <li>2.1 Navigating operating system to access system information</li> </ul>	

## 2.2 Using *On-line help functions*

### **Lo3. Navigate and Manipulate desktop environment**

3.1 creating and customizing Desktop icons

3.2 selecting, opening and closing desktop icons to access *application programs*

3.3 Manipulating Application windows to return original conditions

### **Lo4. Organize basic directory/ folder structure and files**

4.1 creating and naming Directories and subdirectories

4.2 identifying *Attributes* of directories

4.3 moving Subdirectories between directories

4.4 renaming Directories

4.5 Accessing Directories and subdirectories via different paths

### **Lo5. Organize files for user and/or organization requirements**

5.1. using *System browser* to search drives

5.2. Accessing Most common types of files in the directories

5.3. selecting, opening and renaming Groups of files

5.4. moving Files between directories

5.6. coping Files to *disks*

5.7. restoring Deleted files

5.8. erasing and formatting Disks

### **Lo6. Print information**

6.1. Adding Printers and ensuring correct *printer setting*

6.2 changing Default printer

6.3 printing Information

### **Lo7. Operate application software**

7.1. Creating Documents and customizing basic settings

- 7.2    formatting document and creating tables
- 7.3    Adding Images and using mail merge
- 7.4    selecting basic print settings and printing documents



## LEARNING METHODS:

For None Impaired Trainees	Reasonable Adjustment for Trainees with Disability (TWD)			
	Low Vision and Blind	Deaf	Hard of hearing	Physical impairment
<b>Lecture-discussion</b>	<ul style="list-style-type: none"> <li>❖ Provide large print text</li> <li>❖ Prepare the lecture in <b>Audio/video &amp; in Brail format</b></li> <li>❖ Organize the class room seating arrangement to be accessible to trainees</li> <li>❖ Write short notes on the black/white board using large text</li> <li>❖ Make sure the luminosity of the light of class room is kept</li> <li>❖ Use normal tone of voice</li> <li>❖ Encourage trainees to record the lecture in audio format</li> <li>❖ Provide Orientation on the physical feature of the work shop</li> <li>❖ Summarize main points</li> </ul>	<ul style="list-style-type: none"> <li>❖ Assign sign language interpreter</li> <li>❖ Arrange the class room seating to be conducive for eye to eye contact</li> <li>❖ Make sure the luminosity of the light of class room is kept</li> <li>❖ Introduce new and relevant vocabularies</li> <li>❖ Use short and clear sentences</li> <li>❖ Give emphasis on visual lecture and ensure the attention of the trainees</li> <li>❖ Avoid movement during lecture time</li> <li>❖ Present the lecture in video format</li> <li>❖ Summarize main points</li> </ul>	<ul style="list-style-type: none"> <li>❖ Organize the class room seating arrangement to be accessible to trainees</li> <li>❖ Speak loudly</li> <li>❖ Ensure the attention of the trainees</li> <li>❖ Present the lecture in video format</li> <li>❖ Ensure the attention of the trainees</li> </ul>	<ul style="list-style-type: none"> <li>❖ Organize the class room seating arrangement to be accessible for wheelchairs users.</li> <li>❖ Facilitate and support the trainees who have severe impairments on their upper limbs to take note</li> <li>❖ Provide Orientation on the physical feature of the work shop</li> </ul>

<b>Demonstration</b>	<ul style="list-style-type: none"> <li>❖ Conduct close follow up</li> <li>❖ Use verbal description</li> <li>❖ Provide special attention in the process of guidance</li> <li>❖ facilitate the support of peer trainees</li> <li>❖ Prepare &amp; use simulation</li> </ul>	<ul style="list-style-type: none"> <li>❖ use Sign language interpreter</li> <li>❖ Use video recorded material</li> <li>❖ Ensure attention of the trainees</li> <li>❖ Provide structured training</li> <li>❖ Show clear and short method</li> <li>❖ Use gesture</li> <li>❖ provide tutorial support (if necessary)</li> </ul>	<ul style="list-style-type: none"> <li>❖ Illustrate in clear &amp; short method</li> <li>❖ Use Video recorded material</li> <li>❖ Ensure the attention of the trainees</li> <li>❖ provide tutorial support (if necessary)</li> </ul>	<ul style="list-style-type: none"> <li>❖ Facilitate and support the trainees having severe upper limbs impairment to operate equipments/ machines</li> <li>❖ Assign peer trainees to assist</li> <li>❖ Conduct close follow up</li> <li>❖ provide tutorial support (if necessary)</li> </ul>
<b>Group discussion</b>	<ul style="list-style-type: none"> <li>❖ Facilitate the integration of trainees with group members</li> <li>❖ Conduct close follow up</li> <li>❖ Introduce the trainees with other group member</li> <li>❖ Brief the thematic issues of the work</li> </ul>	<ul style="list-style-type: none"> <li>❖ Use sign language interpreters</li> <li>❖ Facilitate the integration of trainees with group members</li> <li>❖ Conduct close follow up</li> <li>❖ Introduce the trainees with other group member</li> </ul>	<ul style="list-style-type: none"> <li>❖ Facilitate the integration of trainees with group members</li> <li>❖ Conduct close follow up</li> <li>❖ Introduce the trainees with other group member</li> <li>❖ Inform the group members to speak loudly</li> </ul>	<ul style="list-style-type: none"> <li>❖ Introduce the trainees with their peers</li> </ul>
<b>Exercise</b>	<ul style="list-style-type: none"> <li>❖ Conduct close follow up and guidance</li> <li>❖ Provide tutorial support if necessary</li> <li>❖ provide special attention in the process</li> </ul>	<ul style="list-style-type: none"> <li>❖ Conduct close follow up and guidance</li> <li>❖ Provide tutorial support if necessary</li> <li>❖ provide special attention in the process/practical training</li> <li>❖ Introduce new and relevant vocabularies</li> </ul>	<ul style="list-style-type: none"> <li>❖ Conduct close follow up and guidance</li> <li>❖ Provide tutorial support if necessary</li> <li>❖ provide special attention in the process/ practical training</li> </ul>	<ul style="list-style-type: none"> <li>❖ Assign peer trainees</li> <li>❖ Use additional nominal hours if necessary</li> </ul>

<b>Individual assignment</b>	<ul style="list-style-type: none"> <li>❖ prepare the assignment questions in large text/Brail</li> <li>❖ Encourage the trainees to prepare and submit the assignment in large texts/Brail</li> <li>❖ Make available recorded assignment questions</li> <li>❖ Facilitate the trainees to prepare and submit the assignment in soft or hard copy</li> </ul>	<ul style="list-style-type: none"> <li>❖ se sign language interpreter</li> <li>❖ rovide briefing /orientation on the assignment</li> <li>❖ rovide visual recorded material</li> </ul>	<ul style="list-style-type: none"> <li>❖ rovide briefing /orientation on the assignment</li> <li>❖ rovide visual recorded material</li> </ul>	
<b>ASSESSMENT METHODS:</b>				
<b>Interview</b>		<ul style="list-style-type: none"> <li>❖ Use sign language interpreter</li> <li>❖ Ensure or conform whether the proper communication was conducted with the trainee through the service of the sign language interpreter</li> <li>❖ Use short and clear questioning</li> <li>❖ Time extension</li> </ul>	<ul style="list-style-type: none"> <li>❖ Speak loudly</li> <li>❖ Using sign language interpreter if necessary</li> </ul>	<ul style="list-style-type: none"> <li>❖ Use written response as an option for the trainees having speech challenges</li> </ul>

<b>Written test</b>	<ul style="list-style-type: none"> <li>❖ Prepare the exam in large texts/Brail</li> <li>❖ Use interview as an option if necessary</li> <li>❖ Prepare the exam in audio format</li> <li>❖ Assign human reader (if necessary)</li> <li>❖ Time extension</li> </ul>	<ul style="list-style-type: none"> <li>❖ Prepare the exam using short sentences, multiple choices, True or False, matching and short answers</li> <li>❖ Avoid essay writing</li> <li>❖ Time extension</li> </ul>	<ul style="list-style-type: none"> <li>❖ Prepare the exam using short sentences, multiple choices, True or False, matching and short answers if necessary.</li> </ul>	<ul style="list-style-type: none"> <li>❖ Use oral response as an option to give answer for trainees having severe upper limb impairment</li> <li>❖ Time extension for trainees having severe upper limb impairment</li> </ul>
<b>Demonstration/Observation</b>	<ul style="list-style-type: none"> <li>❖ Brief the instruction or provide them in large text/Brail</li> <li>❖ Time extension</li> </ul>	<ul style="list-style-type: none"> <li>❖ Use sign language interpreter</li> <li>❖ Brief on the instruction of the exam</li> <li>❖ Provide activity-based/practical assessment method</li> <li>❖ Time extension</li> </ul>	<ul style="list-style-type: none"> <li>❖ Provide activity based assessment</li> <li>❖ Brief on the instruction of the exam</li> <li>❖ Use loud voice</li> <li>❖ Time extension</li> </ul>	<ul style="list-style-type: none"> <li>❖ Provide activity based assessment</li> <li>❖ Conduct close follow up</li> <li>❖ Time extension</li> </ul>

## **Assessment criteria**

### **Lo1. Start the computer**

- Peripheral device connections for correct position are checked
- Input voltage for the device based on the OHS standards are checked
- Power at both the power point and computer are switched on

### **Lo2. Access basic system information**

- User name and password are inserted as prompted and noted access, privacy, security and related conditions of use displayed on introductory screens
- Operating system are navigated to access system information to identify system configuration and application versions in operation
- On-line help functions are used as required

### **Lo3. Navigate and Manipulate desktop environment**

- Desktop icons are created and customized
- Desktop icons are selected, opened and closed to access application programs
- Application windows are manipulated and desktop returned to original conditions

### **Lo4. Organize basic directory/ folder structure and files**

- Directories and subdirectories are created and named
- Attributes of directories are identified
- Subdirectories between directories are moved
- Directories as required are renamed
- Directories and subdirectories are accessed via different paths

### **Lo5. Organize files for user and/or organization requirements**

- System browser are used to search drives for specific files
- Most commonly used types of files in the directories are accessed
- Groups of files are selected, opened and renamed as required
- Files between directories are moved
- Files to disks are copied
- Deleted files are restored as necessary

- Disks are erased and formatted as necessary

#### **Lo6. Print information**

- Printers are added if required and ensured to have correct printer settings
- Default printer are changed if appropriate
- Information is printed from an installed printer

#### **Lo7. Operate application software**

- Documents and customize basic settings are created to meet page layout conventions
- Document and create tables are formatted
- Images and use mail merge are added
- Basic print settings and print documents are selected

## Annex: Resource Requirements

EIS ITS1 M04 0517 Operating Personal Computer				
Item No.	Category/Item	Description/ Specifications	Quantity	Recommended Ratio (Item: Trainee)
<b>A.</b>	<b><i>Learning Materials</i></b>			
1.	TTLM	Teacher's made handouts <ul style="list-style-type: none"> <li>• Job sheet</li> <li>• Information sheet</li> <li>• Operation sheet</li> </ul>	25	1:1
2.	Textbooks	Any Relevant Books	25	1:1
3.	Reference Books	<ul style="list-style-type: none"> <li>• micro soft Office step by step guide</li> <li>• Fundamentals of Computing</li> <li>• Introduction to computer</li> </ul>		1:10
4.	Journals/Publication/Magazines	- ICT journals(Monthly)		1:25
<b>B.</b>	<b><i>Learning Facilities &amp; Infrastructure</i></b>			
1	Lecture Room	- 8x12m; equipped with IT equipment and internet		1:25
2.	Library	- Multipurpose		
3.	Shelves	- wooden or metal	5	
4.	Locker	- wooden or metal	2	
5.	Cabinet	- metal	1	
<b>C.</b>	<b><i>Consumable Materials</i></b>			
1.	Blank Disk	- CD-R/RW - DVD/CDRW	5	1:4
2.	Stationery	- Whiteboard marker, printing paper, printer ink		
<b>D.</b>	<b>Tools and Equipments</b>			
1	Samples	• Inventory Record	-	-
2	Operating systems	-window 7,8, 10 - Ubuntu		
3	ISP Service	<ul style="list-style-type: none"> <li>• EV-DO</li> <li>• Broadband</li> </ul>		
4	UPS	• 750 Volt Am per	25	
5	Divider	• American socket supporter	13	
6	Desktop Computer including its peripherals	- w/15 inch flat monitor and 120 GB Hard disk; RAM size 1GB; 3Gz or above	25	1:1
7	Multimedia projector	- LCD	1	Per section

8	Printer	- Capability of A3 printing - color printing capability	1	1:25
9	Network toolkit	- set/case	5	1:5
10	Maintenance toolkit	- set/case	5	1:5
11	Scanner	- HP 2055	2	1:13
12	Web cam	-8pixel and above	2	1:13



LEARNING MODULE 5	Logo of TVET Provider
TVET-PROGRAMME TITLE: IT Support Service Level I	
MODULE TITLE:- Installing Software Application	
MODULE CODE: EIS ITS1 M05 0517	
NOMINAL DURATION:40Hours	
<b>MODULE DESCRIPTION:</b> This module defines the competence required to install or upgrade basic software applications using a commercial applications program.	
<b>LEARNING OUTCOMES</b> At the end of the module the learner will be able to: <ul style="list-style-type: none"> <li>Lo1. Determine software and upgrade requirements</li> <li>Lo2. Obtain software or software upgrade</li> <li>LO3. Install or upgrade software</li> </ul>	
<b>MODULE CONTENTS:</b> <b>Lo1. Determine software and upgrade requirements</b> <ul style="list-style-type: none"> <li>1.1. Documenting and reporting Client requirements</li> <li>1.2. Acting on instruction to meet clients requirement</li> </ul> <b>Lo2. Obtain software or software upgrade</b> <ul style="list-style-type: none"> <li>2.1. Investigating and selecting Application program</li> <li>2.2. Obtaining Application program using prescribed instruction</li> <li>2.3. Determining Licensing requirements and record</li> <li>2.4. Ensuring minimum hardware and operating system requirement</li> </ul> <b>Lo3. Install or upgrade software</b> <ul style="list-style-type: none"> <li>3.1. Installing or upgrading software</li> <li>3.2. Completing Installation process with minimal disruption</li> <li>3.3. Carrying out Testing and acceptance</li> <li>3.4. paying attention to possible impact on other systems</li> <li>3.5. Ensuring client requirements in line with the organizational standard</li> <li>3.6. Referring Outstanding client issues</li> </ul>	

## LEARNING METHODS:

For None Impaired Trainees	Reasonable Adjustment for Trainees with Disability (TWD)			
	Low Vision and Blind	Deaf	Hard of hearing	Physical impairment
<b>Lecture-discussion</b>	<ul style="list-style-type: none"> <li>❖ Provide large print text</li> <li>❖ Prepare the lecture in <b>Audio/video &amp; in Brail format</b></li> <li>❖ Organize the class room seating arrangement to be accessible to trainees</li> <li>❖ Write short notes on the black/white board using large text</li> <li>❖ Make sure the luminosity of the light of class room is kept</li> <li>❖ Use normal tone of voice</li> <li>❖ Encourage trainees to record the lecture in audio format</li> <li>❖ Provide Orientation on the physical feature of the work shop</li> <li>❖ Summarize main points</li> </ul>	<ul style="list-style-type: none"> <li>❖ Assign sign language interpreter</li> <li>❖ Arrange the class room seating to be conducive for eye to eye contact</li> <li>❖ Make sure the luminosity of the light of class room is kept</li> <li>❖ Introduce new and relevant vocabularies</li> <li>❖ Use short and clear sentences</li> <li>❖ Give emphasis on visual lecture and ensure the attention of the trainees</li> <li>❖ Avoid movement during lecture time</li> <li>❖ Present the lecture in video format</li> <li>❖ Summarize main points</li> </ul>	<ul style="list-style-type: none"> <li>❖ Organize the class room seating arrangement to be accessible to trainees</li> <li>❖ Speak loudly</li> <li>❖ Ensure the attention of the trainees</li> <li>❖ Present the lecture in video format</li> <li>❖ Ensure the attention of the trainees</li> </ul>	<ul style="list-style-type: none"> <li>❖ Organize the class room seating arrangement to be accessible for wheelchairs users.</li> <li>❖ Facilitate and support the trainees who have severe impairments on their upper limbs to take note</li> <li>❖ Provide Orientation on the physical feature of the work shop</li> </ul>

<b>Group discussion</b>	<ul style="list-style-type: none"> <li>❖ Facilitate the integration of trainees with group members</li> <li>❖ Conduct close follow up</li> <li>❖ Introduce the trainees with other group member</li> <li>❖ Brief the thematic issues of the work</li> </ul>	<ul style="list-style-type: none"> <li>❖ Use sign language interpreters</li> <li>❖ Facilitate the integration of trainees with group members</li> <li>❖ Conduct close follow up</li> <li>❖ Introduce the trainees with other group member</li> </ul>	<ul style="list-style-type: none"> <li>❖ Facilitate the integration of trainees with group members</li> <li>❖ Conduct close follow up</li> <li>❖ Introduce the trainees with other group member</li> <li>❖ Inform the group members to speak loudly</li> </ul>	<ul style="list-style-type: none"> <li>❖ Introduce the trainees with their peers</li> </ul>
<b>Individual assignment</b>	<ul style="list-style-type: none"> <li>❖ prepare the assignment questions in large text/Brail</li> <li>❖ Encourage the trainees to prepare and submit the assignment in large texts/Brail</li> <li>❖ Make available recorded assignment questions</li> <li>❖ Facilitate the trainees to prepare and submit the assignment in soft or hard copy</li> </ul>	<ul style="list-style-type: none"> <li>❖ use sign language interpreter</li> <li>❖ provide briefing /orientation on the assignment</li> <li>❖ provide visual recorded material</li> </ul>	<ul style="list-style-type: none"> <li>❖ provide briefing /orientation on the assignment</li> <li>❖ provide visual recorded material</li> </ul>	

## ASSESSMENT METHODS:

<b>Interview</b>		<ul style="list-style-type: none"> <li>❖ Use sign language interpreter</li> <li>❖ Ensure or confirm whether the proper communication was conducted with the trainee through the service of the sign language interpreter</li> <li>❖ Use short and clear questioning</li> <li>❖ Time extension</li> </ul>	<ul style="list-style-type: none"> <li>❖ Speak loudly</li> <li>❖ Using sign language interpreter if necessary</li> </ul>	<ul style="list-style-type: none"> <li>❖ Use written response as an option for the trainees having speech challenges</li> </ul>
<b>Written test</b>	<ul style="list-style-type: none"> <li>❖ Prepare the exam in large texts/Brail</li> <li>❖ Use interview as an option if necessary</li> <li>❖ Prepare the exam in audio format</li> <li>❖ Assign human reader (if necessary)</li> <li>❖ Time extension</li> </ul>	<ul style="list-style-type: none"> <li>❖ Prepare the exam using short sentences, multiple choices, True or False, matching and short answers</li> <li>❖ Avoid essay writing</li> <li>❖ Time extension</li> </ul>	<ul style="list-style-type: none"> <li>❖ Prepare the exam using short sentences, multiple choices, True or False, matching and short answers if necessary.</li> </ul>	<ul style="list-style-type: none"> <li>❖ Use oral response as an option to give answer for trainees having severe upper limb impairment</li> <li>❖ Time extension for trainees having severe upper limb impairment</li> </ul>

## **Assessment criteria**

### **Lo1. Determine software and upgrade requirements**

- Client requirements are documented and reported to appropriate person in accordance with the workplace standard
- Act on instructions to meet client requirements in line with organizational requirements

### **Lo2. Obtain software or software upgrade**

- Application program that best conforms to requirements and organizational policies are investigated and selected
- Application program under instruction is obtained from appropriate person
- Licensing requirements and record are determined in line with organizational guidelines
- Target computer is ensured to conform with the minimum hardware and operating system requirements of the application program

### **Lo3. Install or upgrade software**

- New or upgraded software are installed in accordance with appropriate person or organizational instructions
- Installation process is completed efficiently and effectively with minimal disruption
- Testing and acceptance are carried out in line with corporate guidelines, paying particular attention to possible impact on other systems
- Ensure client requirements are satisfied in accordance with the organizational standard
- Outstanding client issues are referred to appropriate person as necessary

## Annex: Resource Requirements

EIS ITS1 M05 0517 Installing Software Application				
Item No.	Category/Item	Description/ Specifications	Quantity	Recommended Ratio (Item: Trainee)
<b>A.</b>	<b><i>Learning Materials</i></b>			
1.	TTLM	Teacher's made <ul style="list-style-type: none"> <li>Teachers Guide</li> <li>Learning Guide</li> <li>Assessment Packet</li> </ul>	25	1:1
2	Reference Books	Any Relevant Books		1:5
<b>B.</b>	<b><i>Learning Facilities &amp; Infrastructure</i></b>			
1	Workshop	- 8x12m; equipped with networked computer, reference materials		1:25
2.	Library	- Multipurpose		
3.	Internet	Dialup / broadband		1:8
4	Shelves	- wooden or metal	5	
5	White Board	1.50 X 1.50	1	
6	Cabinet	- metal	1	
<b>C.</b>	<b><i>Consumable Materials</i></b>			
1	Blank Disk	- CD-R/RW	5	1:5
2	Stationery	- Whiteboard marker, printing paper, printer ink		
3	Flash disk	San disk or similar 1 or 2GB	5	1:5
4				
<b>D.</b>	<b><i>Tools and Equipments</i></b>			
1	Samples	Business Requirement	5	1:5
2	Laptop	Core i5, Ram=4GB, hard disk= 500GB	5	1:5
3	Server	160 GB, 3.4Ghr, P IV	1	
4	Basic computer maintenance Tool kit	Screw(set), wrist pad, anti electro static mat, anti electro static bag	10	1:3
5	Software	antivirus software , operating system (Linux 7.0 or above, Windows 2000 or above, Apple OS X or above ),recovery software	25	1:1
6	Modem	dsl modems,	3	
7	UPS	• 750 Volt Amper	1	
8	Divider	• American socket supporter	2	
9	Multimedia projector	- LCD	1	1:25
10	Printer	any	1	1:25

LEARNING MODULE 6	Logo of TVET Provider
TVET-PROGRAMME TITLE: IT Support Service Level I	
MODULE TITLE:- <b>Protecting Application or System Software</b>	
MODULE CODE: EIS ITS1 M06 0517	
NOMINAL DURATION: <b>40</b> Hours	
<b>MODULE DESCRIPTION:</b> This module defines the competence required to keep application or system software working effectively. It includes detecting and removing destructive software	
<b>LEARNING OUTCOMES</b> At the end of the module the learner will be able to: <ul style="list-style-type: none"> <li>Lo1. Ensure user accounts are controlled</li> <li>Lo2. Detect and remove destructive software</li> <li>LO3. Identify and take action to stop spam</li> </ul>	
<b>MODULE CONTENTS:</b> <b>Lo1. Ensure user accounts are controlled</b> <ul style="list-style-type: none"> <li>1.1. Modifying default user settings to conform security policy</li> <li>1.2. Modifying Previously created user settings to update security policy</li> <li>1.3. Displaying and Ensuring legal notices at logon</li> <li>1.4. Checking strength of passwords using appropriate utilities</li> <li>1.5. Monitoring Emails to uncover breaches</li> <li>1.6. Accessing information service               <ul style="list-style-type: none"> <li>1.6.1. identifying security gaps</li> <li>1.6.2. taking appropriate action using hardware and software or patches</li> </ul> </li> </ul> <b>Lo2. Detect and remove destructive software</b> <ul style="list-style-type: none"> <li>1.3. defining and identifying Common types of destructive software</li> <li>1.4. selecting and installing Virus protection compatible with the operating system</li> <li>1.5. describing Advanced systems of protection</li> </ul>	

- 1.6. installing Software updates on a regular basis
- 1.7. configuring Software security settings
- 1.8. running and/or scheduling Virus protection software on a regular basis
- 1.9. reporting Detected destructive software
- 1.10. removing destructive software

**Lo3. Identify and take action to stop spam**

- 3.1 defining and identifying Common types of spam
- 3.2 Taking Appropriate action to protect unauthorized access
- 3.3 configuring and using Spam filters
- 3.4 reporting and documenting Spams to identify the security threats



## LEARNING METHODS:

For None Impaired Trainees	Reasonable Adjustment for Trainees with Disability (TWD)			
	Low Vision and Blind	Deaf	Hard of hearing	Physical impairment
<b>Lecture-discussion</b>	<ul style="list-style-type: none"> <li>❖ Provide large print text</li> <li>❖ Prepare the lecture in <b>Audio/video &amp; in Brail format</b></li> <li>❖ Organize the class room seating arrangement to be accessible to trainees</li> <li>❖ Write short notes on the black/white board using large text</li> <li>❖ Make sure the luminosity of the light of class room is kept</li> <li>❖ Use normal tone of voice</li> <li>❖ Encourage trainees to record the lecture in audio format</li> <li>❖ Provide Orientation on the physical feature of the work shop</li> <li>❖ Summarize main points</li> </ul>	<ul style="list-style-type: none"> <li>❖ Assign sign language interpreter</li> <li>❖ Arrange the class room seating to be conducive for eye to eye contact</li> <li>❖ Make sure the luminosity of the light of class room is kept</li> <li>❖ Introduce new and relevant vocabularies</li> <li>❖ Use short and clear sentences</li> <li>❖ Give emphasis on visual lecture and ensure the attention of the trainees</li> <li>❖ Avoid movement during lecture time</li> <li>❖ Present the lecture in video format</li> <li>❖ Summarize main points</li> </ul>	<ul style="list-style-type: none"> <li>❖ Organize the class room seating arrangement to be accessible to trainees</li> <li>❖ Speak loudly</li> <li>❖ Ensure the attention of the trainees</li> <li>❖ Present the lecture in video format</li> <li>❖ Ensure the attention of the trainees</li> </ul>	<ul style="list-style-type: none"> <li>❖ Organize the class room seating arrangement to be accessible for wheelchairs users.</li> <li>❖ Facilitate and support the trainees who have severe impairments on their upper limbs to take note</li> <li>❖ Provide Orientation on the physical feature of the work shop</li> </ul>

Demonstration	<ul style="list-style-type: none"> <li>❖ Conduct close follow up</li> <li>❖ Use verbal description</li> <li>❖ Provide special attention in the process of guidance</li> <li>❖ facilitate the support of peer trainees</li> <li>❖ Prepare &amp; use simulation</li> </ul>	<ul style="list-style-type: none"> <li>❖ use Sign language interpreter</li> <li>❖ Use video recorded material</li> <li>❖ Ensure attention of the trainees</li> <li>❖ Provide structured training</li> <li>❖ Show clear and short method</li> <li>❖ Use gesture</li> <li>❖ Provide tutorial support (if necessary)</li> </ul>	<ul style="list-style-type: none"> <li>❖ Illustrate in clear &amp; short method</li> <li>❖ Use Video recorded material</li> <li>❖ Ensure the attention of the trainees</li> <li>❖ Provide tutorial support (if necessary)</li> </ul>	<ul style="list-style-type: none"> <li>❖ Facilitate and support the trainees having severe upper limbs impairment to operate equipments/ machines</li> <li>❖ Assign peer trainees to assist</li> <li>❖ Conduct close follow up</li> <li>❖ Provide tutorial support (if necessary)</li> </ul>
Group discussion	<ul style="list-style-type: none"> <li>❖ Facilitate the integration of trainees with group members</li> <li>❖ Conduct close follow up</li> <li>❖ Introduce the trainees with other group member</li> <li>❖ Brief the thematic issues of the work</li> </ul>	<ul style="list-style-type: none"> <li>❖ Use sign language interpreters</li> <li>❖ Facilitate the integration of trainees with group members</li> <li>❖ Conduct close follow up</li> <li>❖ Introduce the trainees with other group member</li> </ul>	<ul style="list-style-type: none"> <li>❖ Facilitate the integration of trainees with group members</li> <li>❖ Conduct close follow up</li> <li>❖ Introduce the trainees with other group member</li> <li>❖ Inform the group members to speak loudly</li> </ul>	<ul style="list-style-type: none"> <li>❖ Introduce the trainees with their peers</li> </ul>

<b>Individual assignment</b>	<ul style="list-style-type: none"> <li>❖ prepare the assignment questions in large text/Brail</li> <li>❖ Encourage the trainees to prepare and submit the assignment in large texts/Brail</li> <li>❖ Make available recorded assignment questions</li> <li>❖ Facilitate the trainees to prepare and submit the assignment in soft or hard copy</li> </ul>	<ul style="list-style-type: none"> <li>❖ use sign language interpreter</li> <li>❖ provide briefing /orientation on the assignment</li> <li>❖ provide visual recorded material</li> </ul>	<ul style="list-style-type: none"> <li>❖ provide briefing /orientation on the assignment</li> <li>❖ provide visual recorded material</li> </ul>	
<b>ASSESSMENT METHODS:</b>				
<b>Interview</b>		<ul style="list-style-type: none"> <li>❖ Use sign language interpreter</li> <li>❖ Ensure or confirm whether the proper communication was conducted with the trainee through the service of the sign language interpreter</li> <li>❖ Use short and clear questioning</li> <li>❖ Time extension</li> </ul>	<ul style="list-style-type: none"> <li>❖ Speak loudly</li> <li>❖ Using sign language interpreter if necessary</li> </ul>	<ul style="list-style-type: none"> <li>❖ Use written response as an option for the trainees having speech challenges</li> </ul>

<b>Written test</b>	<ul style="list-style-type: none"> <li>❖ Prepare the exam in large texts/Brail</li> <li>❖ Use interview as an option if necessary</li> <li>❖ Prepare the exam in audio format</li> <li>❖ Assign human reader (if necessary)</li> <li>❖ Time extension</li> </ul>	<ul style="list-style-type: none"> <li>❖ Prepare the exam using short sentences, multiple choices, True or False, matching and short answers</li> <li>❖ Avoid essay writing</li> <li>❖ Time extension</li> </ul>	<ul style="list-style-type: none"> <li>❖ Prepare the exam using short sentences, multiple choices, True or False, matching and short answers if necessary.</li> </ul>	<ul style="list-style-type: none"> <li>❖ Use oral response as an option to give answer for trainees having severe upper limb impairment</li> <li>❖ Time extension for trainees having severe upper limb impairment</li> </ul>
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## **Assessment criteria**

### **Lo1. Ensure user accounts are controlled**

- Modify default user settings to ensure that they conform to security policy
- Previously created user settings are modified to ensure they conform to updated security policy
- Ensure legal notices displayed at logon are appropriate
- Appropriate utilities are used to check strength of passwords and consider tightening rules for password complexity
- Emails are monitored to uncover breaches in compliance with legislation
- information services are accessed to identify security gaps and take appropriate action using hardware and software or patches

### **Lo2. Detect and remove destructive software**

- Common types of destructive software are defined and identified
- Virus protection compatible with the operating system in use are selected and installed
- Advanced systems of protection are described in order to understand further options
- Software updates on a regular basis are installed
- Software security settings are configured to prevent destructive software from infecting computer
- Virus protection software are run and/or scheduled on a regular basis
- Detected destructive software are reported to appropriate person and remove the destructive software

### **Lo3. Identify and take action to stop spam**

- Defining and identifying Common types of spam
- Taking Appropriate action is in order to protect unauthorized access of spammers
- Configuring and using Spam filters

## Annex: Resource Requirements

EIS ITS1 M06 0517 Protecting Application or System Software				
Item No.	Category/Item	Description/ Specifications	Quantity	Recommended Ratio (Item: Trainee)
<b>A.</b>	<b><i>Learning Materials</i></b>			
1.	TTLM	Teacher's made <ul style="list-style-type: none"> <li>Teachers Guide</li> <li>Learning Guide</li> <li>Assessment Packet</li> </ul>	25	1:1
2	Reference Books	Any Relevant Books		1:5
<b>B.</b>	<b><i>Learning Facilities &amp; Infrastructure</i></b>			
1	workshop	- 8x12m; equipped with networked computer, reference materials		1:25
2.	Library	- Multipurpose		
3.	Internet	Dialup / broadband		1:8
4	Shelves	- wooden or metal	5	
5	White Board	1.50 X 1.50	1	
6	Cabinet	- metal	1	
<b>C.</b>	<b><i>Consumable Materials</i></b>			
1	Blank Disk	- CD-R/RW	5	1:5
2	Stationery	- Whiteboard marker, printing paper, printer ink		
3	Flash disk	San disk or similar 1 or 2GB	5	1:5
4				
<b>D.</b>	<b><i>Tools and Equipments</i></b>			
1	Samples	Business Requirement	5	1:5
2	Laptop	<ul style="list-style-type: none"> <li>Core I5, RAM=4GB, HDD=500 GB</li> </ul>	1	1:25
3	server	160 GB, 3.4Ghr, P IV	1	
4	Basic computer maintenance Tool kit	Screw(set), wrist pad, anti electro static mat, anti electro static bag	10	1:3
5	Software	antivirus software , operating system (window 7 or above, linex Apple OS X or above ),recovery software	25	1:1
6	modem	any	1	1:25

7	UPS	750 Volt Ampere	1	
8	Divider	any	2	
9	Multimedia projector	LCD	1	Per section
10	Printer	any	1	

LEARNING MODULE 7		Logo of TVET Provider
TVET-PROGRAMME TITLE: IT Support Service Level I		
MODULE TITLE:- <b>Maintaining Inventories of Equipment, Software and Documentation</b>		
MODULE CODE: EIS ITS1 M07 0517		
NOMINAL DURATION:30Hours		
MODULE DESCRIPTION: This module defines the competence required to record and store details of software, hardware and technical documentation		
<b>LEARNING OUTCOMES</b> At the end of the module the learner will be able to: <ul style="list-style-type: none"> <li>Lo1. Document and update inventory</li> <li>Lo2. Store technical documentation</li> </ul>		
<b>MODULE CONTENTS</b> <b>Lo1. Document and update inventory</b> <ul style="list-style-type: none"> <li>1.1 Maintaining <i>Hardware inventory</i></li> <li>1.2 <i>Maintaining and updating licenses and Software inventory</i></li> <li>1.3 <i>Recording and organizing storage of user documentation or technical manuals</i></li> </ul> <b>Lo2. Store technical documentation</b> <ul style="list-style-type: none"> <li>2.1 Taking action to ensure software, hardware and equipment not in use and storing</li> <li>2.2 storing technical documentation securely</li> <li>2.3 Accessing and disseminating Technical documentation</li> </ul>		



LEARNING METHODS:				
For None Impaired Trainees	Reasonable Adjustment for Trainees with Disability (TWD)			
	Low Vision and Blind	Deaf	Hard of hearing	Physical impairment
<b>Lecture-discussion</b>	<ul style="list-style-type: none"> <li>❖ Provide large print text</li> <li>❖ Prepare the lecture in <b>Audio/video &amp; in Brail format</b></li> <li>❖ Organize the class room seating arrangement to be accessible to trainees</li> <li>❖ Write short notes on the black/white board using large text</li> <li>❖ Make sure the luminosity of the light of class room is kept</li> <li>❖ Use normal tone of voice</li> <li>❖ Encourage trainees to record the lecture in audio format</li> <li>❖ Provide Orientation on the physical feature of the work</li> </ul>	<ul style="list-style-type: none"> <li>❖ Assign sign language interpreter</li> <li>❖ Arrange the class room seating to be conducive for eye to eye contact</li> <li>❖ Make sure the luminosity of the light of class room is kept</li> <li>❖ Introduce new and relevant vocabularies</li> <li>❖ Use short and clear sentences</li> <li>❖ Give emphasis on visual lecture and ensure the attention of the trainees</li> <li>❖ Avoid movement during lecture time</li> <li>❖ Present the lecture in video format</li> <li>❖ Summarize main points</li> </ul>	<ul style="list-style-type: none"> <li>❖ Organize the class room seating arrangement to be accessible to trainees</li> <li>❖ Speak loudly</li> <li>❖ Ensure the attention of the trainees</li> <li>❖ Present the lecture in video format</li> <li>❖ Ensure the attention of the trainees</li> </ul>	<ul style="list-style-type: none"> <li>❖ Organize the class room seating arrangement to be accessible for wheelchairs users.</li> <li>❖ Facilitate and support the trainees who have severe impairments on their upper limbs to take note</li> <li>❖ Provide Orientation on the physical feature of the work shop</li> </ul>

	shop			
	❖ Summarize main points			
<b>Demonstration</b>	<ul style="list-style-type: none"> <li>❖ Conduct close follow up</li> <li>❖ Use verbal description</li> <li>❖ Provide special attention in the process of guidance</li> <li>❖ facilitate the support of peer trainees</li> <li>❖ Prepare &amp; use simulation</li> </ul>	<ul style="list-style-type: none"> <li>❖ use Sign language interpreter</li> <li>❖ Use video recorded material</li> <li>❖ Ensure attention of the trainees</li> <li>❖ Provide structured training</li> <li>❖ Show clear and short method</li> <li>❖ Use gesture</li> <li>❖ provide tutorial support (if necessary)</li> </ul>	<ul style="list-style-type: none"> <li>❖ Illustrate in clear &amp; short method</li> <li>❖ Use Video recorded material</li> <li>❖ Ensure the attention of the trainees</li> <li>❖ provide tutorial support (if necessary)</li> </ul>	<ul style="list-style-type: none"> <li>❖ Facilitate and support the trainees having severe upper limbs impairment to operate equipments/ machines</li> <li>❖ Assign peer trainees to assist</li> <li>❖ Conduct close follow up</li> <li>❖ provide tutorial support (if necessary)</li> </ul>
<b>Group discussion</b>	<ul style="list-style-type: none"> <li>❖ Facilitate the integration of trainees with group members</li> <li>❖ Conduct close follow up</li> <li>❖ Introduce the trainees with other group member</li> <li>❖ Brief the thematic issues of the work</li> </ul>	<ul style="list-style-type: none"> <li>❖ Use sign language interpreters</li> <li>❖ Facilitate the integration of trainees with group members</li> <li>❖ Conduct close follow up</li> <li>❖ Introduce the trainees with other group member</li> </ul>	<ul style="list-style-type: none"> <li>❖ Facilitate the integration of trainees with group members</li> <li>❖ Conduct close follow up</li> <li>❖ Introduce the trainees with other group member</li> <li>❖ Inform the group members to speak loudly</li> </ul>	<ul style="list-style-type: none"> <li>❖ Introduce the trainees with their peers</li> </ul>
<b>Exercise</b>	<ul style="list-style-type: none"> <li>❖ Conduct close follow up and guidance</li> <li>❖ Provide tutorial support if necessary</li> <li>❖ provide special attention</li> </ul>	<ul style="list-style-type: none"> <li>❖ Conduct close follow up and guidance</li> <li>❖ Provide tutorial support if necessary</li> <li>❖ provide special attention in</li> </ul>	<ul style="list-style-type: none"> <li>❖ Conduct close follow up and guidance</li> <li>❖ Provide tutorial support if necessary</li> <li>❖ provide special</li> </ul>	<ul style="list-style-type: none"> <li>❖ Assign peer trainees</li> <li>❖ Use additional nominal hours if necessary</li> </ul>

	in the process	the process/practical training ❖ Introduce new and relevant vocabularies	attention in the process/ practical training	
<b>Individual assignment</b>	<ul style="list-style-type: none"> <li>❖ Prepare the assignment questions in large text/Brail</li> <li>❖ Encourage the trainees to prepare and submit the assignment in large texts/Brail</li> <li>❖ Make available recorded assignment questions</li> <li>❖ Facilitate the trainees to prepare and submit the assignment in soft or hard copy</li> </ul>	<ul style="list-style-type: none"> <li>❖ Use sign language interpreter</li> <li>❖ Provide briefing /orientation on the assignment</li> <li>❖ Provide visual recorded material</li> </ul>	<ul style="list-style-type: none"> <li>❖ Provide briefing /orientation on the assignment</li> <li>❖ Provide visual recorded material</li> </ul>	
<b>ASSESSMENT METHODS:</b>				
<b>Interview</b>		<ul style="list-style-type: none"> <li>❖ Use sign language interpreter</li> <li>❖ Ensure or confirm whether the proper communication was conducted with the trainee through the service of the sign language interpreter</li> <li>❖ Use short and clear questioning</li> </ul>	<ul style="list-style-type: none"> <li>❖ Speak loudly</li> <li>❖ Using sign language interpreter if necessary</li> </ul>	<ul style="list-style-type: none"> <li>❖ Use written response as an option for the trainees having speech challenges</li> </ul>

		❖ Time extension		
<b>Written test</b>	<ul style="list-style-type: none"> <li>❖ Prepare the exam in large texts/Brail</li> <li>❖ Use interview as an option if necessary</li> <li>❖ Prepare the exam in audio format</li> <li>❖ Assign human reader (if necessary)</li> <li>❖ Time extension</li> </ul>	<ul style="list-style-type: none"> <li>❖ Prepare the exam using short sentences, multiple choices, True or False, matching and short answers</li> <li>❖ Avoid essay writing</li> <li>❖ Time extension</li> </ul>	<ul style="list-style-type: none"> <li>❖ Prepare the exam using short sentences, multiple choices, True or False, matching and short answers if necessary.</li> </ul>	<ul style="list-style-type: none"> <li>❖ Use oral response as an option to give answer for trainees having severe upper limb impairment</li> <li>❖ Time extension for trainees having severe upper limb impairment</li> </ul>
<b>Demonstration/Observation</b>	<ul style="list-style-type: none"> <li>❖ Brief the instruction or provide them in large text/Brail</li> <li>❖ Time extension</li> </ul>	<ul style="list-style-type: none"> <li>❖ Use sign language interpreter</li> <li>❖ Brief on the instruction of the exam</li> <li>❖ Provide activity-based/practical assessment method</li> <li>❖ Time extension</li> </ul>	<ul style="list-style-type: none"> <li>❖ Provide activity based assessment</li> <li>❖ Brief on the instruction of the exam</li> <li>❖ Use loud voice</li> <li>❖ Time extension</li> </ul>	<ul style="list-style-type: none"> <li>❖ Provide activity based assessment</li> <li>❖ Conduct close follow up</li> <li>❖ Time extension</li> </ul>

## **Assessment criteria**

### **Lo1. Document and update inventory**

- 1.1 Hardware inventory is maintained that creates a profile or description of each piece of equipment
- 1.2 Software inventory and licenses are maintained and updated, as required, particularly when upgrading software
- 1.3 Storage of user documentation or technical manuals are recorded and organized

### **Lo2. Store technical documentation**

- 2.1 Action is taken to ensure software, hardware and equipment not in use, stored in a manner as recommended by technical manuals
- 2.2 Ensure technical documentation is stored securely
- 2.3 Technical documentation are accessed and disseminated as required by clients

## Annex: Resource Requirements

EIS ITS1 M07 0517 Maintaining Inventories of Equipment, Software and Documentation				
Item No.	Category/Item	Description/ Specifications	Quantity	Recommended Ratio (Item: Trainee)
<b>A.</b>	<b>Learning Materials</b>			
1.	TTLM	Teacher's made <ul style="list-style-type: none"> <li>Information sheet</li> <li>Operation sheet</li> </ul>	25	1:1
2.	Textbooks	If Available	25	1:1
3.	Reference Books			1:10
4.	Journals/Publication/Magazines	- ICT journals(Monthly)		1:25
<b>B.</b>	<b>Learning Facilities &amp; Infrastructure</b>			
1	Lecture Room	- 8x12m; equipped with IT equipment and internet		1:25
2.	Library	- Multipurpose		
3.	Shelves	- wooden or metal	5	
4.	Locker	- wooden or metal	2	
5.	Cabinet	- metal	1	
<b>C.</b>	<b>Consumable Materials</b>			
1.	Blank Disk	- CD-R/RW - DVD/CDRW	5	1:4
2.	Stationery	- Whiteboard marker, printing paper, printer ink		
<b>D.</b>	<b>Tools and Equipments</b>			
1	Samples	• Inventory Record		1:25
2	Operating systems			
3	ISP Service	• Current Internet Technologies (E-VDO, Broadband)		
4	UPS	• 750 Volt Am per	25	
5	Divider	Any	13	
6	Desktop Computer including its peripherals	- w/15 inch flat monitor and 120 GB Hard disk; RAM size 1GB; 3Gz or above	25	1:1
7	Multimedia projector	- LCD	1	1:1
8	Printer	- Capability of A3 printing - color printing capability	1	1:1
9	Network toolkit	- set/case	5	1:5
10	Maintenance toolkit	- set/case	5	1:5
11	Scanner	Any	2	1:13
12	Web cam	-8piixel and above	2	1:13

LEARNING MODULE 8		Logo of TVET Provider
TVET-PROGRAMME TITLE: IT Support Service Level I I		
MODULE TITLE:- <b>Recording Client Support Requirements</b>		
MODULE CODE: EIS ITS1 M08 0517		
NOMINAL DURATION: 30Hours		
<b>MODULE DESCRIPTION:</b> This module defines the competence required to record, prioritize and escalate client support requests.		
<b>LEARNING OUTCOMES</b> At the end of the module the learner will be able to: Lo1. Log requests for support Lo2. Prioritize support requests with appropriate personnel		
<b>MODULE CONTENTS:</b> <b>Lo1. Log requests for support</b> <ul style="list-style-type: none"> <li>1.1. organizational standards</li> <li>1.2. Recording Client support requests and requirements</li> <li>1.3. Reviewing Client support history and details</li> <li>1.4. Checking and requesting information for accuracy and urgency</li> </ul> <b>Lo2. Prioritize support requests with appropriate personnel</b> <ul style="list-style-type: none"> <li>2.1 Identifying Relevant guidelines</li> <li>2.2 Prioritizing Client requests</li> <li>2.3 Referring Requests to an appropriate person or department</li> <li>2.4 Involving Appropriate persons with client support to be communicated</li> </ul>		

## LEARNING METHODS:

For None Impaired Trainees	Reasonable Adjustment for Trainees with Disability (TWD)			
	Low Vision and Blind	Deaf	Hard of hearing	Physical impairment
<b>Lecture-discussion</b>	<ul style="list-style-type: none"> <li>❖ Provide large print text</li> <li>❖ Prepare the lecture in <b>Audio/video &amp; in Brail format</b></li> <li>❖ Organize the class room seating arrangement to be accessible to trainees</li> <li>❖ Write short notes on the black/white board using large text</li> <li>❖ Make sure the luminosity of the light of class room is kept</li> <li>❖ Use normal tone of voice</li> <li>❖ Encourage trainees to record the lecture in audio format</li> <li>❖ Provide Orientation on the physical feature of the work shop</li> <li>❖ Summarize main points</li> </ul>	<ul style="list-style-type: none"> <li>❖ Assign sign language interpreter</li> <li>❖ Arrange the class room seating to be conducive for eye to eye contact</li> <li>❖ Make sure the luminosity of the light of class room is kept</li> <li>❖ Introduce new and relevant vocabularies</li> <li>❖ Use short and clear sentences</li> <li>❖ Give emphasis on visual lecture and ensure the attention of the trainees</li> <li>❖ Avoid movement during lecture time</li> <li>❖ Present the lecture in video format</li> <li>❖ Summarize main points</li> </ul>	<ul style="list-style-type: none"> <li>❖ Organize the class room seating arrangement to be accessible to trainees</li> <li>❖ Speak loudly</li> <li>❖ Ensure the attention of the trainees</li> <li>❖ Present the lecture in video format</li> <li>❖ Ensure the attention of the trainees</li> </ul>	<ul style="list-style-type: none"> <li>❖ Organize the class room seating arrangement to be accessible for wheelchairs users.</li> <li>❖ Facilitate and support the trainees who have severe impairments on their upper limbs to take note</li> <li>❖ Provide Orientation on the physical feature of the work shop</li> </ul>



Demonstration				
	<ul style="list-style-type: none"> <li>❖ Conduct close follow up</li> <li>❖ Use verbal description</li> <li>❖ Provide special attention in the process of guidance</li> <li>❖ facilitate the support of peer trainees</li> <li>❖ Prepare &amp; use simulation</li> </ul>	<ul style="list-style-type: none"> <li>❖ use Sign language interpreter</li> <li>❖ Use video recorded material</li> <li>❖ Ensure attention of the trainees</li> <li>❖ Provide structured training</li> <li>❖ Show clear and short method</li> <li>❖ Use gesture</li> <li>❖ Provide tutorial support (if necessary)</li> </ul>	<ul style="list-style-type: none"> <li>❖ Illustrate in clear &amp; short method</li> <li>❖ Use Video recorded material</li> <li>❖ Ensure the attention of the trainees</li> <li>❖ Provide tutorial support (if necessary)</li> </ul>	<ul style="list-style-type: none"> <li>❖ Facilitate and support the trainees having severe upper limbs impairment to operate equipments/ machines</li> <li>❖ Assign peer trainees to assist</li> <li>❖ Conduct close follow up</li> <li>❖ Provide tutorial support (if necessary)</li> </ul>
<b>Group discussion</b>	<ul style="list-style-type: none"> <li>❖ Facilitate the integration of trainees with group members</li> <li>❖ Conduct close follow up</li> <li>❖ Introduce the trainees with other group member</li> <li>❖ Brief the thematic issues of the work</li> </ul>	<ul style="list-style-type: none"> <li>❖ Use sign language interpreters</li> <li>❖ Facilitate the integration of trainees with group members</li> <li>❖ Conduct close follow up</li> <li>❖ Introduce the trainees with</li> </ul>	<ul style="list-style-type: none"> <li>❖ Facilitate the integration of trainees with group members</li> <li>❖ Conduct close follow up</li> <li>❖ Introduce the trainees with</li> </ul>	<ul style="list-style-type: none"> <li>❖ Introduce the trainees with their peers</li> </ul>

		other group member	other group member	
			❖ Inform the group members to speak loudly	
<b>Individual assignment</b>	<ul style="list-style-type: none"> <li>❖ prepare the assignment questions in large text/Brail</li> <li>❖ Encourage the trainees to prepare and submit the assignment in large texts/Brail</li> <li>❖ Make available recorded assignment questions</li> <li>❖ Facilitate the trainees to prepare and submit the assignment in soft or hard copy</li> </ul>	<ul style="list-style-type: none"> <li>❖ use sign language interpreter</li> <li>❖ provide briefing /orientation on the assignment</li> <li>❖ provide visual recorded material</li> </ul>	<ul style="list-style-type: none"> <li>❖ provide briefing /orientation on the assignment</li> <li>❖ provide visual recorded material</li> </ul>	
<b>ASSESSMENT METHODS:</b>				

<b>Interview</b>		<ul style="list-style-type: none"> <li>❖ Use sign language interpreter</li> <li>❖ Ensure or confirm whether the proper communication was conducted with the trainee through the service of the sign language interpreter</li> <li>❖ Use short and clear questioning</li> <li>❖ Time extension</li> </ul>	<ul style="list-style-type: none"> <li>❖ Speak loudly</li> <li>❖ Using sign language interpreter if necessary</li> </ul>	<ul style="list-style-type: none"> <li>❖ Use written response as an option for the trainees having speech challenges</li> </ul>
<b>Written test</b>	<ul style="list-style-type: none"> <li>❖ Prepare the exam in large texts/Brail</li> <li>❖ Use interview as an option if necessary</li> <li>❖ Prepare the exam in audio format</li> <li>❖ Assign human reader (if necessary)</li> <li>❖ Time extension</li> </ul>	<ul style="list-style-type: none"> <li>❖ Prepare the exam using short sentences, multiple choices, True or False, matching and short answers</li> <li>❖ Avoid essay writing</li> <li>❖ Time extension</li> </ul>	<ul style="list-style-type: none"> <li>❖ Prepare the exam using short sentences, multiple choices, True or False, matching and short answers if necessary.</li> </ul>	<ul style="list-style-type: none"> <li>❖ Use oral response as an option to give answer for trainees having severe upper limb impairment</li> <li>❖ Time extension for trainees having severe upper limb impairment</li> </ul>

## **Assessment criteria**

### **Lo1. Log requests for support**

- Client support requests and requirements are recorded according to organizational standards
- Client support history and details are reviewed
- The information is checked and requested for accuracy and urgency according to organizational standards

### **Lo2. Prioritize support requests with appropriate personnel**

- Relevant guidelines are identified for prioritizing or rating client requests
- Client requests are prioritized based on its criticality or impact on the business
- Requests are referred to an appropriate person or department for assistance
- Appropriate persons involved with client support are to be communicated

## Annex: Resource Requirements

EIS ITS1 M08 0517		Recording Client Support Requirements		
Item No.	Category/Item	Description/ Specifications	Quantity	Recommended Ratio (Item: Trainee)
<b>A.</b>	<b><i>Learning Materials</i></b>			
1.	TTLM	Teacher's made <ul style="list-style-type: none"> <li>Teachers Guide</li> <li>Learning Guide</li> <li>Assessment Packet</li> </ul>	25	1:1
2.	Reference Books	<ul style="list-style-type: none"> <li>A+ guide IT technician support 9<sup>th</sup> edition</li> </ul>		1:5
<b>B.</b>	<b><i>Learning Facilities &amp; Infrastructure</i></b>			
1	Workshop	- 8x12m; equipped with Networked Computers, Internet & Reference material		1:25
2.	Library	- Multipurpose		
3.	Shelves	- wooden or metal	5	
4	White Board	1.50 X 1.50	1	
5	Cabinet	- metal	1	
<b>C.</b>	<b><i>Consumable Materials</i></b>			
1	Stationery Material	- Whiteboard marker, printing paper, printer ink		
2	Flash disk	16GB	5	1:5
<b>D.</b>	<b><i>Tools and Equipments</i></b>			
1	Laptop	<ul style="list-style-type: none"> <li>Core I5,ram=4GB</li> <li>Hdd=500GB</li> </ul>	1	1:25
2	UPS	<ul style="list-style-type: none"> <li>750 Volt Ampere</li> </ul>	1	
3	Divider	<ul style="list-style-type: none"> <li>American socket supporter</li> </ul>	2	
4	Multimedia projector	- LCD	1	1:25
5	Printer	any	1	1:25

LEARNING MODULE 9	Logo of TVET Provider
TVET-PROGRAMME TITLE: IT Support Service Level I	
MODULE TITLE:- <b>Applying Quality Standard</b>	
MODULE CODE: EIS ITS1 M09 0517	
NOMINAL DURATION:20Hours	
MODULE DESCRIPTION: This module covers the skills and knowledge required in applying quality standards in providing information technology support service.	
<p><b>LEARNING OUTCOMES</b></p> <p>At the end of the module the learner will be able to:</p> <ul style="list-style-type: none"> <li>Lo1. Assess own work</li> <li>Lo2. Assess quality of received articles</li> <li>Lo3. Record information</li> <li>Lo4. Study causes of quality deviations</li> <li>Lo5. Complete documentation</li> </ul>	
<p><b>MODULE CONTENTS</b></p> <p><b>Lo1. Assess own work</b></p> <ul style="list-style-type: none"> <li>1.1. Checking completed work against workplace standards</li> <li>1.2. Demonstrating how the work activities are completed</li> <li>1.3. Identifying and isolating Faulty pieces or final products</li> <li>1.4. recording and reporting Faults and any identified causes</li> </ul> <p><b>Lo2. Assess quality of received articles</b></p> <ul style="list-style-type: none"> <li>2.1 Checking Received materials, articles or final product.</li> <li>2.2 Measuring Materials, articles or products</li> <li>2.3 Identifying Causes of any faults and taking corrective actions</li> </ul> <p><b>Lo3. Record information</b></p> <ul style="list-style-type: none"> <li>3.1 Recording Basic information on the quality performance</li> <li>3.2 Maintaining Records of work quality</li> </ul>	

#### **Lo4. Study causes of quality deviations**

- 4.1 workplace quality standards
- 4.2 investigating and reporting Causes of deviations
- 4.3 recommending Suitable preventive action

#### **Lo5. Complete documentation**

- 5.1 Recording Information on quality and indicators of production performance.
- 5.2 Recording all production processes and outcomes.

## LEARNING METHODS:

For None Impaired Trainees	Reasonable Adjustment for Trainees with Disability (TWD)			
	Low Vision and Blind	Deaf	Hard of hearing	Physical impairment
<b>Lecture-discussion</b>	<ul style="list-style-type: none"> <li>❖ Provide large print text</li> <li>❖ Prepare the lecture in <b>Audio/video &amp; in Brail format</b></li> <li>❖ Organize the class room seating arrangement to be accessible to trainees</li> <li>❖ Write short notes on the black/white board using large text</li> <li>❖ Make sure the luminosity of the light of class room is kept</li> <li>❖ Use normal tone of voice</li> <li>❖ Encourage trainees to record the lecture in audio format</li> <li>❖ Provide Orientation on the physical feature of the work shop</li> <li>❖ Summarize main points</li> </ul>	<ul style="list-style-type: none"> <li>❖ Assign sign language interpreter</li> <li>❖ Arrange the class room seating to be conducive for eye to eye contact</li> <li>❖ Make sure the luminosity of the light of class room is kept</li> <li>❖ Introduce new and relevant vocabularies</li> <li>❖ Use short and clear sentences</li> <li>❖ Give emphasis on visual lecture and ensure the attention of the trainees</li> <li>❖ Avoid movement during lecture time</li> <li>❖ Present the lecture in video format</li> <li>❖ Summarize main points</li> </ul>	<ul style="list-style-type: none"> <li>❖ Organize the class room seating arrangement to be accessible to trainees</li> <li>❖ Speak loudly</li> <li>❖ Ensure the attention of the trainees</li> <li>❖ Present the lecture in video format</li> <li>❖ Ensure the attention of the trainees</li> </ul>	<ul style="list-style-type: none"> <li>❖ Organize the class room seating arrangement to be accessible for wheelchairs users.</li> <li>❖ Facilitate and support the trainees who have severe impairments on their upper limbs to take note</li> <li>❖ Provide Orientation on the physical feature of the work shop</li> </ul>



<b>Demonstration</b>	<ul style="list-style-type: none"> <li>❖ Conduct close follow up</li> <li>❖ Use verbal description</li> <li>❖ Provide special attention in the process of guidance</li> <li>❖ facilitate the support of peer trainees</li> <li>❖ Prepare &amp; use simulation</li> </ul>	<ul style="list-style-type: none"> <li>❖ use Sign language interpreter</li> <li>❖ Use video recorded material</li> <li>❖ Ensure attention of the trainees</li> <li>❖ Provide structured training</li> <li>❖ Show clear and short method</li> <li>❖ Use gesture</li> <li>❖ provide tutorial support (if necessary)</li> </ul>	<ul style="list-style-type: none"> <li>❖ Illustrate in clear &amp; short method</li> <li>❖ Use Video recorded material</li> <li>❖ Ensure the attention of the trainees</li> <li>❖ provide tutorial support (if necessary)</li> </ul>	<ul style="list-style-type: none"> <li>❖ Facilitate and support the trainees having severe upper limbs impairment to operate equipments/ machines</li> <li>❖ Assign peer trainees to assist</li> <li>❖ Conduct close follow up</li> <li>❖ provide tutorial support (if necessary)</li> </ul>
<b>Group discussion</b>	<ul style="list-style-type: none"> <li>❖ Facilitate the integration of trainees with group members</li> <li>❖ Conduct close follow up</li> <li>❖ Introduce the trainees with other group member</li> <li>❖ Brief the thematic issues of the work</li> </ul>	<ul style="list-style-type: none"> <li>❖ Use sign language interpreters</li> <li>❖ Facilitate the integration of trainees with group members</li> <li>❖ Conduct close follow up</li> <li>❖ Introduce the trainees with other group member</li> </ul>	<ul style="list-style-type: none"> <li>❖ Facilitate the integration of trainees with group members</li> <li>❖ Conduct close follow up</li> <li>❖ Introduce the trainees with other group member</li> <li>❖ Inform the group members to speak loudly</li> </ul>	<ul style="list-style-type: none"> <li>❖ Introduce the trainees with their peers</li> </ul>

<b>Individual assignment</b>	<ul style="list-style-type: none"> <li>❖ prepare the assignment questions in large text/Brail</li> <li>❖ Encourage the trainees to prepare and submit the assignment in large texts/Brail</li> <li>❖ Make available recorded assignment questions</li> <li>❖ Facilitate the trainees to prepare and submit the assignment in soft or hard copy</li> </ul>	<ul style="list-style-type: none"> <li>❖ se sign language interpreter</li> <li>❖ rovide briefing /orientation on the assignment</li> <li>❖ rovide visual recorded material</li> </ul>	<ul style="list-style-type: none"> <li>❖ rovide briefing /orientation on the assignment</li> <li>❖ rovide visual recorded material</li> </ul>	
<b>ASSESSMENT METHODS:</b>				
<b>Interview</b>		<ul style="list-style-type: none"> <li>❖ Use sign language interpreter</li> <li>❖ Ensure or conform whether the proper communication was conducted with the trainee through the service of the sign language interpreter</li> <li>❖ Use short and clear questioning</li> <li>❖ Time extension</li> </ul>	<ul style="list-style-type: none"> <li>❖ Speak loudly</li> <li>❖ Using sign language interpreter if necessary</li> </ul>	<ul style="list-style-type: none"> <li>❖ Use written response as an option for the trainees having speech challenges</li> </ul>

<b>Written test</b>	<ul style="list-style-type: none"> <li>❖ Prepare the exam in large texts/Brail</li> <li>❖ Use interview as an option if necessary</li> <li>❖ Prepare the exam in audio format</li> <li>❖ Assign human reader (if necessary)</li> <li>❖ Time extension</li> </ul>	<ul style="list-style-type: none"> <li>❖ Prepare the exam using short sentences, multiple choices, True or False, matching and short answers</li> <li>❖ Avoid essay writing</li> <li>❖ Time extension</li> </ul>	<ul style="list-style-type: none"> <li>❖ Prepare the exam using short sentences, multiple choices, True or False, matching and short answers if necessary.</li> </ul>	<ul style="list-style-type: none"> <li>❖ Use oral response as an option to give answer for trainees having severe upper limb impairment</li> <li>❖ Time extension for trainees having severe upper limb impairment</li> </ul>
<b>Demonstration/Observation</b>	<ul style="list-style-type: none"> <li>❖ Brief the instruction or provide them in large text/Brail</li> <li>❖ Time extension</li> </ul>	<ul style="list-style-type: none"> <li>❖ Use sign language interpreter</li> <li>❖ Brief on the instruction of the exam</li> <li>❖ Provide activity-based/practical assessment method</li> <li>❖ Time extension</li> </ul>	<ul style="list-style-type: none"> <li>❖ Provide activity based assessment</li> <li>❖ Brief on the instruction of the exam</li> <li>❖ Use loud voice</li> <li>❖ Time extension</li> </ul>	<ul style="list-style-type: none"> <li>❖ Provide activity based assessment</li> <li>❖ Conduct close follow up</li> <li>❖ Time extension</li> </ul>

## **Assessment criteria**

### **Lo1. Assess own work**

- Completed work is checked against workplace standards relevant to the operations being undertaken
- An understanding is demonstrated on how the work activities and completed work relate to the next process and to the final appearance of the activity.
- Faulty pieces or final products are identified and isolated in accordance with company policies and procedures
- Faults and any identified causes are recorded and reported in accordance with workplace procedures

### **Lo2. Assess quality of received articles**

- Received materials, articles or final product are checked against workplace standards.
- Materials, articles or products are measured using the appropriate measuring instruments in accordance with workplace procedures
- Causes of any identified faults are identified and corrective actions are taken in accordance with workplace procedures

### **Lo3. Record information**

- Basic information on the quality performance is recorded in accordance with workplace procedures
- Records of work quality are maintained according to the requirements of the company

### **Lo4. Study causes of quality deviations**

- Causes of deviations from final products are investigated and reported in accordance with workplace procedures
- Suitable preventive action is recommended based on workplace quality standards and identified causes of deviation from specified quality standards of materials or final product

### **Lo5. Complete documentation**

- Information on quality and other indicators of production performance is recorded.
- All production processes and outcomes are recorded.

## Annex: Resource Requirements

EIS ITS1 M09 0517 Applying Quality Standard				
Item No.	Category/Item	Description/ Specifications	Quantity	Recommended Ratio (Item: Trainee)
<b>A.</b>	<b><i>Learning Materials</i></b>			
1.	TTLM	Teacher's Made <ul style="list-style-type: none"> <li>Teachers guide</li> <li>Learning guide</li> <li>Assessment packet</li> </ul>	25	1:1
3.	Reference Books	<b>Computer Hardware:</b> Quality & Compliance Manuals, Checklists <b>standard (ISO 14971)</b> to <b>computer</b>		1:10
<b>B.</b>	<b><i>Learning Facilities &amp; Infrastructure</i></b>			
1	Lecture Room	- 8x12m; equipped with IT equipment and internet		1:25
2.	Library	- Multipurpose		
3.	Shelves	- wooden or metal	5	
4.	Locker	- wooden or metal	2	
5.	Cabinet	- metal	1	
<b>C.</b>	<b><i>Consumable Materials</i></b>			
1.	Blank Disk	- CD-R/RW - DVD/CDRW	5	1:4
2.	Stationery	- Whiteboard marker, printing paper, printer ink		
3	Flash disk	San disk or similar 16GB	8	1:1
<b>D.</b>	<b><i>Tools and Equipments</i></b>			
1	Samples	<ul style="list-style-type: none"> <li>Sample Daily work plans</li> <li>Sample Project plans</li> <li>Sample Resource plans</li> </ul>	7	1:25
2	Operating systems	Any operating system that has multi-user ability, Linux, Mac OS, Windows XP or above		
3	ISP Service	<ul style="list-style-type: none"> <li>EV-DO</li> <li>Current Internet Technologies</li> </ul>		
4	UPS	<ul style="list-style-type: none"> <li>750 Volt Am per</li> </ul>	25	
5	Divider	<ul style="list-style-type: none"> <li>American socket supporter</li> </ul>	13	
6	Desktop Computer including its peripherals	- w/15 inch flat monitor and 120 GB Hard disk; RAM	25	1:1

		size 1GB; 3Gz or above		
7	Multimedia projector	- LCD	1	Per section
8	Printer	- Capability of A3 printing - color printing capability	1	Per section
9	Network toolkit	- set/case	5	1:5
10	Maintenance toolkit	- set/case	5	1:5
11	Scanner	Any	2	1:13
12	Web cam	-8piixel and above	2	1:13

LEARNING MODULE 10		Logo of TVET Provider
TVET-PROGRAMME TITLE: IT Support Service Level I		
MODULE TITLE:- <b>Working With Others</b>		
MODULE CODE: EIS ITS1 M10 0517		
NOMINAL DURATION:15Hours		
<b>MODULE DESCRIPTION:</b> This module covers the skills, knowledge and attitudes required to develop workplace relationship and contribute in workplace activities.		
<b>LEARNING OUTCOMES</b> At the end of the module the learner will be able to: Lo1. Develop effective workplace relationship Lo2. Contribute to work group activities		
<b>MODULE CONTENTS:</b> <b>Lo1. Develop effective workplace relationship</b> 1.1. Performing duties and responsibilities in a positive manner 1.2. Seeking Assistance from workgroup and addressing through discussions 1.3. Encouraging, acknowledging and acting upon feedback 1.4. Respecting and acknowledging Differences in personal values and beliefs <b>Lo2. Contribute to work group activities</b> 2.1. <i>providing support to team members to meet work place goal</i> 2.2. <i>Organizational requirements.</i> 2.3. <i>Making Constructive contributions to workgroup goals and tasks</i> 2.4. <i>Sharing relevant information</i>		

## LEARNING METHODS:

For None Impaired Trainees	Reasonable Adjustment for Trainees with Disability (TWD)			
	Low Vision and Blind	Deaf	Hard of hearing	Physical impairment
<b>Lecture-discussion</b>	<ul style="list-style-type: none"> <li>❖ Provide large print text</li> <li>❖ Prepare the lecture in <b>Audio/video &amp; in Brail format</b></li> <li>❖ Organize the class room seating arrangement to be accessible to trainees</li> <li>❖ Write short notes on the black/white board using large text</li> <li>❖ Make sure the luminosity of the light of class room is kept</li> <li>❖ Use normal tone of voice</li> <li>❖ Encourage trainees to record the lecture in audio format</li> <li>❖ Provide Orientation on the physical feature of the work shop</li> <li>❖ Summarize main points</li> </ul>	<ul style="list-style-type: none"> <li>❖ Assign sign language interpreter</li> <li>❖ Arrange the class room seating to be conducive for eye to eye contact</li> <li>❖ Make sure the luminosity of the light of class room is kept</li> <li>❖ Introduce new and relevant vocabularies</li> <li>❖ Use short and clear sentences</li> <li>❖ Give emphasis on visual lecture and ensure the attention of the trainees</li> <li>❖ Avoid movement during lecture time</li> <li>❖ Present the lecture in video format</li> <li>❖ Summarize main points</li> </ul>	<ul style="list-style-type: none"> <li>❖ Organize the class room seating arrangement to be accessible to trainees</li> <li>❖ Speak loudly</li> <li>❖ Ensure the attention of the trainees</li> <li>❖ Present the lecture in video format</li> <li>❖ Ensure the attention of the trainees</li> </ul>	<ul style="list-style-type: none"> <li>❖ Organize the class room seating arrangement to be accessible for wheelchairs users.</li> <li>❖ Facilitate and support the trainees who have severe impairments on their upper limbs to take note</li> <li>❖ Provide Orientation on the physical feature of the work shop</li> </ul>



<b>Demonstration</b>	<ul style="list-style-type: none"> <li>❖ Conduct close follow up</li> <li>❖ Use verbal description</li> <li>❖ Provide special attention in the process of guidance</li> <li>❖ facilitate the support of peer trainees</li> <li>❖ Prepare &amp; use simulation</li> </ul>	<ul style="list-style-type: none"> <li>❖ use Sign language interpreter</li> <li>❖ Use video recorded material</li> <li>❖ Ensure attention of the trainees</li> <li>❖ Provide structured training</li> <li>❖ Show clear and short method</li> <li>❖ Use gesture</li> <li>❖ provide tutorial support (if necessary)</li> </ul>	<ul style="list-style-type: none"> <li>❖ Illustrate in clear &amp; short method</li> <li>❖ Use Video recorded material</li> <li>❖ Ensure the attention of the trainees</li> <li>❖ provide tutorial support (if necessary)</li> </ul>	<ul style="list-style-type: none"> <li>❖ Facilitate and support the trainees having severe upper limbs impairment to operate equipments/ machines</li> <li>❖ Assign peer trainees to assist</li> <li>❖ Conduct close follow up</li> <li>❖ provide tutorial support (if necessary)</li> </ul>
<b>Group discussion</b>	<ul style="list-style-type: none"> <li>❖ Facilitate the integration of trainees with group members</li> <li>❖ Conduct close follow up</li> <li>❖ Introduce the trainees with other group member</li> <li>❖ Brief the thematic issues of the work</li> </ul>	<ul style="list-style-type: none"> <li>❖ Use sign language interpreters</li> <li>❖ Facilitate the integration of trainees with group members</li> <li>❖ Conduct close follow up</li> <li>❖ Introduce the trainees with other group member</li> </ul>	<ul style="list-style-type: none"> <li>❖ Facilitate the integration of trainees with group members</li> <li>❖ Conduct close follow up</li> <li>❖ Introduce the trainees with other group member</li> <li>❖ Inform the group members to speak loudly</li> </ul>	<ul style="list-style-type: none"> <li>❖ Introduce the trainees with their peers</li> </ul>

## ASSESSMENT METHODS:

<b>Interview</b>		<ul style="list-style-type: none"> <li>❖ Use sign language interpreter</li> <li>❖ Ensure or confirm whether the proper communication was conducted with the trainee through the service of the sign language interpreter</li> <li>❖ Use short and clear questioning</li> <li>❖ Time extension</li> </ul>	<ul style="list-style-type: none"> <li>❖ Speak loudly</li> <li>❖ Using sign language interpreter if necessary</li> </ul>	<ul style="list-style-type: none"> <li>❖ Use written response as an option for the trainees having speech challenges</li> </ul>
<b>Written test</b>	<ul style="list-style-type: none"> <li>❖ Prepare the exam in large texts/Brail</li> <li>❖ Use interview as an option if necessary</li> <li>❖ Prepare the exam in audio format</li> <li>❖ Assign human reader(if necessary)</li> <li>❖ Time extension</li> </ul>	<ul style="list-style-type: none"> <li>❖ Prepare the exam using short sentences, multiple choices, True or False, matching and short answers</li> <li>❖ Avoid essay writing</li> <li>❖ Time extension</li> </ul>	<ul style="list-style-type: none"> <li>❖ Prepare the exam using short sentences, multiple choices, True or False, matching and short answers if necessary.</li> </ul>	<ul style="list-style-type: none"> <li>❖ Use oral response as an option to give answer for trainees having severe upper limb impairment</li> <li>❖ Time extension for trainees having severe upper limb impairment</li> </ul>
<b>Demonstration/Observation</b>	<ul style="list-style-type: none"> <li>❖ Brief the instruction or provide them in large text/Brail</li> <li>❖ Time extension</li> </ul>	<ul style="list-style-type: none"> <li>❖ Use sign language interpreter</li> <li>❖ Brief on the instruction of the exam</li> <li>❖ Provide activity-based/practical assessment method</li> <li>❖ Time extension</li> </ul>	<ul style="list-style-type: none"> <li>❖ Provide activity based assessment</li> <li>❖ Brief on the instruction of the exam</li> <li>❖ Use loud voice</li> <li>❖ Time extension</li> </ul>	<ul style="list-style-type: none"> <li>❖ Provide activity based assessment</li> <li>❖ Conduct close follow up</li> <li>❖ Time extension</li> </ul>



## **Assessment criteria**

### **Lo1. Develop effective workplace relationship**

- Duties and responsibilities are done in a positive manner to promote cooperation and good relationship.
- Assistance is sought from workgroup when difficulties arise and addressed through discussions.
- Feedback provided by others in the team is encouraged, acknowledged and acted upon.
- Differences in personal values and beliefs are respected and acknowledged in the development.

### **Lo2. Contribute to work group activities**

- Support is provided to team members to ensure workgroup goals are met.
- Constructive contributions to workgroup goals and tasks are made according to organizational requirements.
- Information relevant to work is shared with team members to ensure designated goals are met.

## Annex: Resource Requirements

EIS ITS1 M10 0517 Working With Others				
Item No.	Category/Item	Description/ Specifications	Quantity	Recommended Ratio (Item: Trainee)
<b>A.</b>	<b><i>Learning Materials</i></b>			
1.	TTLM	• Teacher's made handouts	25	1:1
2.	Textbooks	If available	25	1:1
3.	Reference Books	Success in communication (Stuart Sillars)		
<b>B.</b>	<b><i>Learning Facilities &amp; Infrastructure</i></b>			
1.	Lecture Room	- 8x12m; equipped with IT equipment ernet		1:25
2.	Library	- Multipurpose		
3.	(etc.)			
<b>C.</b>	<b><i>Consumable Materials</i></b>			
1.	Stationery	- Whiteboard marker, printing paper, printer ink		

LEARNING MODULE 11	Logo of TVET Provider
TVET-PROGRAMME TITLE: IT Support Service Level I	
MODULE TITLE:- <b>Demonstrating Work Values</b>	
MODULE CODE: EIS ITS1 M11 0517	
NOMINAL DURATION:25Hours	
<b>MODULE DESCRIPTION:</b> This module covers the knowledge, skills, and attitude in demonstrating proper work values.	
<p><b>LEARNING OUTCOMES</b></p> <p>At the end of the module the learner will be able to:</p> <ul style="list-style-type: none"> <li>Lo1. Define the purpose of work</li> <li>Lo2. Apply work values/ethics</li> <li>LO3.Deal with ethical problems</li> <li>LO4.Maintain integrity of conduct in the workplace</li> </ul>	
<p><b>MODULE CONTENTS:</b></p> <p><b>Lo1. Define the purpose of work</b></p> <ul style="list-style-type: none"> <li>1.1 Identifying , reflecting on and clearly defining unique sense of purpose for working</li> <li>1.2 clearly defining ‘whys’ of work</li> <li>1.3 Harmonizing Personal mission with company’s values</li> </ul> <p><b>Lo2. Apply work values/ethics</b></p> <ul style="list-style-type: none"> <li>2.1. Classifying and reaffirming Work values/ethics/concepts</li> <li>2.2. Undertaking Work practices</li> <li>2.3. Conducting Personal behavior and relationships with co-workers and/or clients</li> <li>2.4. Using Company resources</li> </ul> <p><b>Lo3. Deal with ethical problems</b></p> <ul style="list-style-type: none"> <li>3.1. Company ethical standards</li> <li>3.2. organizational policy and guidelines</li> <li>3.3. accessing and applying ethical standards to prevent and report unethical conduct</li> </ul>	

3.4. Reporting and resolving Work incidents/situations

3.5. using Resolution and/or referral of identified ethical problems

**Lo4. Maintain integrity of conduct in the workplace**

4.1. Demonstrating Personal work practices and values consistently

4.2. Providing Instructions to co-workers

4.3. Sharing Company values/practices with co-workers

## LEARNING METHODS:

For None Impaired Trainees	Reasonable Adjustment for Trainees with Disability (TWD)			
	Low Vision and Blind	Deaf	Hard of hearing	Physical impairment
<b>Lecture-discussion</b>	<ul style="list-style-type: none"> <li>❖ Provide large print text</li> <li>❖ Prepare the lecture in <b>Audio/video &amp; in Brail format</b></li> <li>❖ Organize the class room seating arrangement to be accessible to trainees</li> <li>❖ Write short notes on the black/white board using large text</li> <li>❖ Make sure the luminosity of the light of class room is kept</li> <li>❖ Use normal tone of voice</li> <li>❖ Encourage trainees to record the lecture in audio format</li> <li>❖ Provide Orientation on the physical feature of the work shop</li> <li>❖ Summarize main points</li> </ul>	<ul style="list-style-type: none"> <li>❖ Assign sign language interpreter</li> <li>❖ Arrange the class room seating to be conducive for eye to eye contact</li> <li>❖ Make sure the luminosity of the light of class room is kept</li> <li>❖ Introduce new and relevant vocabularies</li> <li>❖ Use short and clear sentences</li> <li>❖ Give emphasis on visual lecture and ensure the attention of the trainees</li> <li>❖ Avoid movement during lecture time</li> <li>❖ Present the lecture in video format</li> <li>❖ Summarize main points</li> </ul>	<ul style="list-style-type: none"> <li>❖ Organize the class room seating arrangement to be accessible to trainees</li> <li>❖ Speak loudly</li> <li>❖ Ensure the attention of the trainees</li> <li>❖ Present the lecture in video format</li> <li>❖ Ensure the attention of the trainees</li> </ul>	<ul style="list-style-type: none"> <li>❖ Organize the class room seating arrangement to be accessible for wheelchairs users.</li> <li>❖ Facilitate and support the trainees who have severe impairments on their upper limbs to take note</li> <li>❖ Provide Orientation on the physical feature of the work shop</li> </ul>



<b>Demonstration</b>	<ul style="list-style-type: none"> <li>❖ Conduct close follow up</li> <li>❖ Use verbal description</li> <li>❖ Provide special attention in the process of guidance</li> <li>❖ facilitate the support of peer trainees</li> <li>❖ Prepare &amp; use simulation</li> </ul>	<ul style="list-style-type: none"> <li>❖ use Sign language interpreter</li> <li>❖ Use video recorded material</li> <li>❖ Ensure attention of the trainees</li> <li>❖ Provide structured training</li> <li>❖ Show clear and short method</li> <li>❖ Use gesture</li> <li>❖ Provide tutorial support (if necessary)</li> </ul>	<ul style="list-style-type: none"> <li>❖ Illustrate in clear &amp; short method</li> <li>❖ Use Video recorded material</li> <li>❖ Ensure the attention of the trainees</li> <li>❖ Provide tutorial support (if necessary)</li> </ul>	<ul style="list-style-type: none"> <li>❖ Facilitate and support the trainees having severe upper limbs impairment to operate equipments/ machines</li> <li>❖ Assign peer trainees to assist</li> <li>❖ Conduct close follow up</li> <li>❖ Provide tutorial support (if necessary)</li> </ul>
<b>Group discussion</b>	<ul style="list-style-type: none"> <li>❖ Facilitate the integration of trainees with group members</li> <li>❖ Conduct close follow up</li> <li>❖ Introduce the trainees with other group member</li> <li>❖ Brief the thematic issues of the work</li> </ul>	<ul style="list-style-type: none"> <li>❖ Use sign language interpreters</li> <li>❖ Facilitate the integration of trainees with group members</li> <li>❖ Conduct close follow up</li> <li>❖ Introduce the trainees with other group member</li> </ul>	<ul style="list-style-type: none"> <li>❖ Facilitate the integration of trainees with group members</li> <li>❖ Conduct close follow up</li> <li>❖ Introduce the trainees with other group member</li> <li>❖ Inform the group</li> </ul>	<ul style="list-style-type: none"> <li>❖ Introduce the trainees with their peers</li> </ul>

			members to speak loudly	
<b>Individual assignment</b>	<ul style="list-style-type: none"> <li>❖ prepare the assignment questions in large text/Brail</li> <li>❖ Encourage the trainees to prepare and submit the assignment in large texts/Brail</li> <li>❖ Make available recorded assignment questions</li> <li>❖ Facilitate the trainees to prepare and submit the assignment in soft or hard copy</li> </ul>	<ul style="list-style-type: none"> <li>❖ use sign language interpreter</li> <li>❖ provide briefing /orientation on the assignment</li> <li>❖ provide visual recorded material</li> </ul>	<ul style="list-style-type: none"> <li>❖ provide briefing /orientation on the assignment</li> <li>❖ provide visual recorded material</li> </ul>	
<b>ASSESSMENT METHODS:</b>				
<b>Interview</b>		<ul style="list-style-type: none"> <li>❖ Use sign language interpreter</li> <li>❖ Ensure or confirm whether the proper communication was conducted with the trainee through the service of the sign language interpreter</li> <li>❖ Use short and clear questioning</li> <li>❖ Time extension</li> </ul>	<ul style="list-style-type: none"> <li>❖ Speak loudly</li> <li>❖ Using sign language interpreter if necessary</li> </ul>	<ul style="list-style-type: none"> <li>❖ Use written response as an option for the trainees having speech challenges</li> </ul>

<b>Written test</b>	<ul style="list-style-type: none"> <li>❖ Prepare the exam in large texts/Brail</li> <li>❖ Use interview as an option if necessary</li> <li>❖ Prepare the exam in audio format</li> <li>❖ Assign human reader (if necessary)</li> <li>❖ Time extension</li> </ul>	<ul style="list-style-type: none"> <li>❖ Prepare the exam using short sentences, multiple choices, True or False, matching and short answers</li> <li>❖ Avoid essay writing</li> <li>❖ Time extension</li> </ul>	<ul style="list-style-type: none"> <li>❖ Prepare the exam using short sentences, multiple choices, True or False, matching and short answers if necessary.</li> </ul>	<ul style="list-style-type: none"> <li>❖ Use oral response as an option to give answer for trainees having severe upper limb impairment</li> <li>❖ Time extension for trainees having severe upper limb impairment</li> </ul>
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## **Assessment criteria**

### **Lo1. Define the purpose of work**

- One's unique sense of purpose for working and the 'whys' of work are identified, reflected on and clearly defined for one's development as a person and as a member of society.
- Personal mission is in harmony with company's values

### **Lo2. Apply work values/ethics**

- Work values/ethics/concepts are classified and reaffirmed in accordance with the transparent company ethical standards, policies and guidelines.
- Work practices are undertaken in compliance with industry work ethical standards, organizational policy and guidelines
- Personal behavior and relationships with co-workers and/or clients are conducted in accordance with ethical standards, policy and guidelines.
- Company resources are used in accordance with transparent company ethical standard, policies and guidelines.

### **Lo3. Deal with ethical problems**

- Company ethical standards, organizational policy and guidelines on the prevention and reporting of unethical conduct are accessed and applied in accordance with transparent company ethical standard, policies and guidelines.
- Work incidents/situations are reported and/or resolved in accordance with company protocol/guidelines.
- Resolution and/or referral of ethical problems identified are used as learning opportunities.

### **Lo3. Maintain integrity of conduct in the workplace**

- Personal work practices and values are demonstrated consistently with acceptable ethical conduct and company's core values.
- Instructions to co-workers are provided based on ethical, lawful and reasonable directives.
- Company values/practices are shared with co-workers using appropriate behavior and language.

## Annex: Resource Requirements

EIS ITS1 M11 0517		Demonstrating Work Values		
Item No.	Category/Item	Description/ Specifications	Quantity	Recommended Ratio (Item: Trainee)
<b>A.</b>	<b><i>Learning Materials</i></b>			
1.	TTLM	Teachers Made • Teacher's Guide • Assessment Packet • Learning Guide	25	1:1
2.	Textbooks	Any Relevant books	25	1:1
3.	Reference Books	• Any Relevant books	5	1:5
<b>B.</b>	<b><i>Learning Facilities &amp; Infrastructure</i></b>			
1.	Lecture Room	- Standard		1:25
2.	Library	-Standard		
3.	Shelves	Wooden or Metal		
7.	White board	1.5 * 1.5		
8.	Braille equipment		Standard	
9.	White board marker	Any		
<b>C.</b>	<b><i>Consumable Materials</i></b>			
1.	Stationery	- Whiteboard marker, printing paper, printer ink		
2	Flash Disk	4 GB		
<b>D</b>	<b><i>Tools and Equipment</i></b>			
1	Laptop	Any	1	
2	UPS	Any	1	
3	Divider	Any	1	
4	Multimedia Projector	LCD	1	
5	Printer	Any		

LEARNING MODULE 12		Logo of TVET Provider
TVET-PROGRAMME TITLE: IT Support Service Level I		
MODULE TITLE:- <b>Developing Understanding of Entrepreneurship</b>		
MODULE CODE: EIS ITS1 M12 0517		
NOMINAL DURATION:35Hours		
<b>MODULE DESCRIPTION:</b> This module covers skills, knowledge and attitude required to understand the principles, functions, strategies and methods of entrepreneurship. It also covers identifying and developing the major entrepreneurial competences.		
<b>LEARNING OUTCOMES</b> At the end of the module the learner will be able to: LO1. Describe and explain the principles, concept and scope of entrepreneurship LO2. Discuss how to become entrepreneur LO3. Discuss how to organize an enterprise LO4. Discuss how to operate an enterprise LO5. Develop one's own business plan		
<b>MODULE CONTENTS:</b> <b>Lo1. Describe and explain the principles, concept and scope of entrepreneurship</b> <ol style="list-style-type: none"> <li>1.1. Analyzing and discussing principles, concept and terminology</li> <li>1.2. Identifying various forms of enterprises in the community</li> <li>1.3. understanding the role of enterprise</li> <li>1.4. Categorizing and classifying enterprises</li> <li>1.5. Identifying and interpreting terms and elements of enterprising</li> <li>1.6. Functions of entrepreneurship in business</li> <li>1.7. Explaining how the entrepreneurs improve their business</li> <li>1.8. Explaining economic environment</li> </ol> <b>Lo2. Discuss how to become entrepreneur</b> <ol style="list-style-type: none"> <li>2.1. Discussing and analyzing Self-employment</li> <li>2.2. Discussing and explaining Advantages and disadvantages of self-employment</li> <li>2.3. identifying and discussing Entrepreneurial characteristics and traits</li> </ol>		

- 2.4. Assessing Self-potential
- 2.5. Identifying and explaining Major competences of successful entrepreneurship

**Lo3. Discuss how to organize an enterprise**

- 3.1 Discussing importance of entrepreneurship
- 3.2 Correlating role of entrepreneurship to the operation of economy
- 3.3 Discussing , clarifying and understanding Facts about small and medium enterprises
- 3.4 Identifying and explaining Key success factor to setup small and medium business
- 3.5 Identifying and assessing Business opportunities
- 3.6 Generating Business ideas
- 3.7 Discussing and understanding Procedures to identify suitable market
- 3.8 Identifying and discussing major factors to select business location
- 3.9 Identifying and explaining Basic types of business ownership
- 3.10. Estimating Amount of money needed to start an enterprise
- 3.11. Clarifying distinction between pre operations and initial operation payments
- 3.12. Identifying Advantages and disadvantages of capital sources to start an enterprise

**Lo4. Discuss how to operate an enterprise**

- 4.1. Identifying and understanding *three alternatives* to become an entrepreneur
- 4.2. Disadvantages and advantages of *three alternatives*
- 4.3. Discussing and explaining Process of hiring and managing people
- 4.4. Discussing and understanding the importance and techniques to manage time
- 4.5. Discussing and explaining The techniques and procedures of managing sales
- 4.6. Identifying and discussing Factors to consider to select suppliers
- 4.7. Developing awareness how new technologies can affect small and medium business
- 4.8. Identifying and explaining characteristics of appropriate technology

for enterprise

- 4.9. Discussing and understanding different types of cost that occur in a business and how to manage them
- 4.10. Discussing and understanding factors and procedures to know the cost of the enterprise
- 4.11. Explaining and understanding importance of financial record keeping
- 4.12. Preparing simple financial statement
- 4.13. Discussing the application of self-management and negotiation skills
- 4.14. Performing risk assessment and business management

**LO5. Develop one's own business plan**

- 5.1. discussing and applying process of preparing/ writing a business plan
- 5.2. Applying standard structure and format in preparing business plan
- 5.3. Interpreting , assessing and analyzing findings of the business plan
- 5.4. Making clear and understandable feasibility of the business idea
- 5.5. Identifying and understanding problems that may encounter when starting a business
- 5.6. discussing and understanding techniques and procedures to obtain the sources of information



## LEARNING METHODS:

For None Impaired Trainees	Reasonable Adjustment for Trainees with Disability (TWD)			
	Low Vision and Blind	Deaf	Hard of hearing	Physical impairment
<b>Lecture-discussion</b>	<ul style="list-style-type: none"> <li>❖ Provide large print text</li> <li>❖ Prepare the lecture in <b>Audio/video &amp; in Brail format</b></li> <li>❖ Organize the class room seating arrangement to be accessible to trainees</li> <li>❖ Write short notes on the black/white board using large text</li> <li>❖ Make sure the luminosity of the light of class room is kept</li> <li>❖ Use normal tone of voice</li> <li>❖ Encourage trainees to record the lecture in audio format</li> <li>❖ Provide Orientation on the physical feature of the work shop</li> <li>❖ Summarize main points</li> </ul>	<ul style="list-style-type: none"> <li>❖ Assign sign language interpreter</li> <li>❖ Arrange the class room seating to be conducive for eye to eye contact</li> <li>❖ Make sure the luminosity of the light of class room is kept</li> <li>❖ Introduce new and relevant vocabularies</li> <li>❖ Use short and clear sentences</li> <li>❖ Give emphasis on visual lecture and ensure the attention of the trainees</li> <li>❖ Avoid movement during lecture time</li> <li>❖ Present the lecture in video format</li> <li>❖ Summarize main points</li> </ul>	<ul style="list-style-type: none"> <li>❖ Organize the class room seating arrangement to be accessible to trainees</li> <li>❖ Speak loudly</li> <li>❖ Ensure the attention of the trainees</li> <li>❖ Present the lecture in video format</li> <li>❖ Ensure the attention of the trainees</li> </ul>	<ul style="list-style-type: none"> <li>❖ Organize the class room seating arrangement to be accessible for wheelchairs users.</li> <li>❖ Facilitate and support the trainees who have severe impairments on their upper limbs to take note</li> <li>❖ Provide Orientation on the physical feature of the work shop</li> </ul>

<b>Demonstration</b>				
	<ul style="list-style-type: none"> <li>❖ Conduct close follow up</li> <li>❖ Use verbal description</li> <li>❖ Provide special attention in the process of guidance</li> <li>❖ facilitate the support of peer trainees</li> <li>❖ Prepare &amp; use simulation</li> </ul>	<ul style="list-style-type: none"> <li>❖ use Sign language interpreter</li> <li>❖ Use video recorded material</li> <li>❖ Ensure attention of the trainees</li> <li>❖ Provide structured training</li> <li>❖ Show clear and short method</li> <li>❖ Use gesture</li> <li>❖ Provide tutorial support (if necessary)</li> </ul>	<ul style="list-style-type: none"> <li>❖ Illustrate in clear &amp; short method</li> <li>❖ Use Video recorded material</li> <li>❖ Ensure the attention of the trainees</li> <li>❖ Provide tutorial support (if necessary)</li> </ul>	<ul style="list-style-type: none"> <li>❖ Facilitate and support the trainees having severe upper limbs impairment to operate equipments/ machines</li> <li>❖ Assign peer trainees to assist</li> <li>❖ Conduct close follow up</li> <li>❖ Provide tutorial support (if necessary)</li> </ul>
<b>Group discussion</b>	<ul style="list-style-type: none"> <li>❖ Facilitate the integration of trainees with group members</li> <li>❖ Conduct close follow up</li> <li>❖ Introduce the trainees with other group member</li> <li>❖ Brief the thematic issues of the work</li> </ul>	<ul style="list-style-type: none"> <li>❖ Use sign language interpreters</li> <li>❖ Facilitate the integration of trainees with group members</li> <li>❖ Conduct close follow up</li> <li>❖ Introduce the trainees with other group member</li> </ul>	<ul style="list-style-type: none"> <li>❖ Facilitate the integration of trainees with group members</li> <li>❖ Conduct close follow up</li> <li>❖ Introduce the trainees with other group</li> </ul>	<ul style="list-style-type: none"> <li>❖ Introduce the trainees with their peers</li> </ul>

			member	
			❖ Inform the group members to speak loudly	
<b>Individual assignment</b>	<ul style="list-style-type: none"> <li>❖ prepare the assignment questions in large text/Brail</li> <li>❖ Encourage the trainees to prepare and submit the assignment in large texts/Brail</li> <li>❖ Make available recorded assignment questions</li> <li>❖ Facilitate the trainees to prepare and submit the assignment in soft or hard copy</li> </ul>	<ul style="list-style-type: none"> <li>❖ use sign language interpreter</li> <li>❖ provide briefing /orientation on the assignment</li> <li>❖ provide visual recorded material</li> </ul>	<ul style="list-style-type: none"> <li>❖ provide briefing /orientation on the assignment</li> <li>❖ provide visual recorded material</li> </ul>	
<b>ASSESSMENT METHODS:</b>				
<b>Interview</b>		<ul style="list-style-type: none"> <li>❖ Use sign language interpreter</li> <li>❖ Ensure or confirm whether the proper communication was conducted with the trainee through the service of the sign language interpreter</li> <li>❖ Use short and clear questioning</li> <li>❖ Time extension</li> </ul>	<ul style="list-style-type: none"> <li>❖ Speak loudly</li> <li>❖ Using sign language interpreter if necessary</li> </ul>	<ul style="list-style-type: none"> <li>❖ Use written response as an option for the trainees having speech challenges</li> </ul>

<b>Written test</b>	<ul style="list-style-type: none"> <li>❖ Prepare the exam in large texts/Brail</li> <li>❖ Use interview as an option if necessary</li> <li>❖ Prepare the exam in audio format</li> <li>❖ Assign human reader (if necessary)</li> <li>❖ Time extension</li> </ul>	<ul style="list-style-type: none"> <li>❖ Prepare the exam using short sentences, multiple choices, True or False, matching and short answers</li> <li>❖ Avoid essay writing</li> <li>❖ Time extension</li> </ul>	<ul style="list-style-type: none"> <li>❖ Prepare the exam using short sentences, multiple choices, True or False, matching and short answers if necessary.</li> </ul>	<ul style="list-style-type: none"> <li>❖ Use oral response as an option to give answer for trainees having severe upper limb impairment</li> <li>❖ Time extension for trainees having severe upper limb impairment</li> </ul>

## Assessment criteria

### Lo1. Describe and explain the principles, concept and scope of entre-premiership

- The principles, concept and terminology of entrepreneurship are analyzed and discussed
- The different / various forms of enterprises in the community are identified and their roles understood
- The identified enterprises are categorized and classified
- The terms and elements involved in the concept of enterprising, both on a personal level and in the context of being enterprising in business are identified and interpreted
- Functions of entrepreneurship in business and how the entrepreneurs improved business and economic environment are explained

### Lo2. Discuss how to become entrepreneur

- Self-employment as an alternative option for an individual economic independence and personal growth is discussed and analyzed
- Advantages and disadvantages of self-employment are discussed and explained
- Entrepreneurial characteristics and traits are identified and discussed
- Self-potential is assessed to determine if qualified to become future entrepreneur
- Major competences of successful entrepreneurship are identified and explained

### LO3. Discuss how to organize an enterprise

- The importance and role of business entrepreneurship in the society are discussed and correlated to the operations of the economy
- Facts about small and medium enterprises are discussed, clarified and understood
- Key success factor in setting up small and medium business are identified and explained
- Business opportunities are identified and assessed
- Business ideas are generated using appropriate tools, techniques and steps
- Procedures for identifying suitable market for business are discussed and understood
- Major factors to consider in selecting a location for a business are identified and discussed
- Basic types of business ownership are identified and explained
- Amount of money needed to start an enterprise estimated and distinction between pre operations and initial operation payments clarified
- Advantages and disadvantages of using various sources of capital to start an enterprise are identified

### LO4. Discuss how to operate an enterprise

- Disadvantages and advantages of *three alternative* means of becoming an entrepreneur are identified and understood

- Process of hiring and managing people is discussed and explained
- The importance and techniques of managing time are discussed and understood
- The techniques and procedures of managing sales are discussed and explained
- Factors to consider in selecting suppliers and the steps to follow when doing business with them are identified and discussed
- Awareness of how new technologies can affect small and medium business are developed
- Characteristics of appropriate technology for use in small and medium business are identified and explained
- Different types of cost that occur in a business and how to manage them are discussed and understood
- Factors and procedures in knowing the cost of the enterprise are discussed and understood
- Importance of financial record keeping and preparing simple financial statement are explained and understood
- The application of self-management skills and negotiation skills are discussed in operating a business
- Risk assessment and management of business enterprise are performed

#### **Lo5. Develop one's own business plan**

- Process of preparing/ writing a business plan is discussed and applied
- Standard structure and format are applied in preparing business plan
- Findings of the business plan are interpreted, assessed and analyzed
- Feasibility of the business idea is made clear and understandable
- Problems that may arise or encounter when starting a business are identified and understand
- Techniques and procedures in obtaining and sourcing information are discussed and understood

## Annex: Resource Requirements

EIS ITS1 M12 0517 Developing Understanding of Entrepreneurship				
Item No.	Category/Item	Description/ Specifications	Quantity	Recommended Ratio (Item: Trainee)
<b>A.</b>	<b><i>Learning Materials</i></b>			
1.	TTLM	Teachers Made • Teacher's Guide • Assessment Packet • Learning Guide	25	1:1
2.	Textbooks	Any Relevant books	25	1:1
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<b>B.</b>	<b><i>Learning Facilities &amp; Infrastructure</i></b>			
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2.	Library	-Standard		
3.	Shelves	Wooden or Metal		
10.	White board	1.5 * 1.5		
11.	Braille equipment		Standard	
12.	White board marker	Any		
<b>C.</b>	<b><i>Consumable Materials</i></b>			
1.	Stationery	- Whiteboard marker, printing paper, printer ink		
2	Flash Disk	4 GB		
<b>D</b>	<b><i>Tools and Equipment</i></b>			
1	Laptop	Any	1	
2	UPS	Any	1	
3	Divider	Any	1	
4	Multimedia Projector	LCD	1	
5	Printer	Any		

## Acknowledgement

The Ministry of Education wishes to extend thanks and appreciation to the many representatives of business, industry, academe and government agencies who donated their time and expertise to the development of this Model Curriculum for the TVET Program Information technology support service Level I.

No	Name the Trainer	Region	College Name
1	Abiy Zeraï	Addis ababa	Akaki Polytechnic College
2	Belay Tsegaye	Amhara	Burie Polytechnic College
3	Fekadu Chumea	Ethiopian Somali	Gode Polytechnic College
4	Girmaye Alemu	Oromia	Woliso Polytechnic College
5	Haftu kahsay	Tigray	Aksum Polytechnic College
6	Lemlem G/silasie	Dire Dawa	Ethio - Italy Polytechnic College
7	Misrak Dagne	SNNP	Halaba C& I College
8	Sufiyan Gelaw	Benishangul Gumuz	Manbuk College
9	Yalew Asnake	Afar	Adadale Polytechnic College

We would like also to express our appreciation to the following Staff and Officers of Ministry of Education and Engineering Capacity Building Program (ecbp) who facilitated the development of this curriculum –

No	Name	Region	College Name
1			
2			
3			

This model curriculum was developed on the **May 2017** at **Addis Ababa**, Ethiopia