C. R. D.
Curriculum Research & Devlp.

ZIMBABWE

MINISTRY OF HIGHER AND TERTIARY EDUCATION, INNOVATION, SCIENCE AND TECHNOLOGY DEVELOPMENT

HIGHER EDUCATION EXAMINATIONS COUNCIL
(HEXCO)

2023

REGULATIONS AND MODULES FOR THE

NATIONAL DIPLOMA

IN

HUMAN RESOURCES MANAGEMENT

Course Code: 526/23/C0/0

Implementation date: January 2024

HERITAGE-BASED EDUCATION 5.0

PREAMBLE

This course is designed to develop a Human Resources Officer with knowledge, skills and attitudes required to with the necessary knowledge, skills and attitudes to satisfy the Human Resources management needs of all sectors of the economy. The minimum entry requirements shall be English Language passed at 'O' Level with grade C or better and any other four subjects or NFC subjects or equivalent and a National Certificate in Human Resources Management or equivalent. The course is offered on a Full-time, Part-time, Block Release, Open Distance Learning (ODL) or Part Qualification on a Single Modular basis (The single module part qualification pathway is exempted from 5 O' levels requirement).The learner shall be assessed through continuous assessment and written examinations. The course duration is 1620 notional hours (one year) of institutional based education and training plus one year On the Job Education and Training (OJET). The course will consider gender mainstreaming, sustainable development, physical challenges, health dispositions and the intersections between race, class and culture. It shall embrace innovative heritage based education and training philosophy to solve national problems and to produce goods and services for industrialization and modernization.

CONSULTATION   *YEAR*

1.	Institute of personnel Management (IPMZ)	2023
2.	Public Service Commission (PSC)	2023
3.	Institute of Administration and Commerce (IAC)	2023
4.	Chartered Institute of Secretaries and Administrators (1CAS)	2023
5.	NAMACO	2023
6.	National University of Science & Technology	2023
7.	University of Zimbabwe	2023
8.	Chartered Institute of Management	2023
9.	Zimbabwe Institute of Public Finance and Accountancy	2023
10.	Ministry of Health	2023
11.	Polytechnics	2023
12.	Grain Marketing Board (GMB)	2023
13.	Business Ark Human Resources and Training Consultancy	2023

PART I   REGULATIONS

1.   **TITLE AND LEVEL OF AWARD**

National Diploma in Human Resources Management

2.   **AIM**

By the end of the course, the student should be able to conduct the human resources function effectively and efficiently.

3.   **LEARNING OUTCOMES**

By the end of the course, the learner should be able to:

3.1 create and maintain a safe working environment through formulation and implementation of health, safety and quality policies.

3.2 carry out the recruitment and selection process.

3.3 reward employees accurately and timeously

3.4 maintain a harmonious working environment.

3.5 train employees for the benefit of both the individual employee and the organisation

3.6 improve organizational performance through continuous monitoring and evaluation of employee performance.

3.7 use ICT in the management of human resources information for decision making.

3.8 Set up and manage a sustainable business

3.9 Demonstrate patriotism

4.   **COURSE STRUCTURE**

	MODULE	CODE	DURATION IN NOTIONAL HOURS
**ND1 FIRST SEMESTER**		
1.	Safety, Health, Environmental Practices and Quality	526/23/M01	120
2.	Business Information Systems	526/23/M02	120
3.	Workplace Psychology	526/23/M03	
4.	Business Law 2	500/23/M03	120
5.	Principles of Management	500/23/M04	120
6.	Quantitative Analysis for Business	500/23/M05	100
7.	Financial Accounting and Reporting 1	500/23/M02	120
8.	*National Studies	401/22/M01	80
9.	Skills Proficiency	526/22/M10	
**ND1 SECOND SEMESTER**		
10.	Employment Relations	526/23/M04	120
11.	Human Resources Development	526/23/M05	120
12.	Labour Economics	526/23/M06	120
13.	Performance Management	526/23/M07	120
14.	Rewards Management	526/23/M08	100
15.	Business Research Methods	500/23/M13	100
16.	*Entrepreneurship Skills Development	402/22/M01	80
17.	Skills Proficiency	526/22/M10	
**ND2**		

OJET	526/23/M09	One Year
TOTAL		**1620**

5. COURSE DURATION

The duration of the National Diploma in Human Resources Management shall be 1620 notional hours spread over a period of one year plus one year On the Job Education and Training (OJET) .

6. ENTRY REQUIREMENTS
The entry requirements for the course are:

6.1 English Language and any other four subjects passed at O' Level with grade C or better or NFC subjects and a National Certificate in Human Resources Management or equivalent.

6.2 The single module part qualification pathway is exempted from 5 O' levels requirement.

6.3 The single modular part qualifications should be taken 1 (one) module at a time by those without 5 Ordinary levels.

7. MODE OF STUDY

The mode of study shall be:

- Full time   1620 hours
- Part time   1620 hours
- Block release   1620 hours
- ODL   1620 hours

8.   **ASSESSMENT SCHEME**

EXAMINABLE MODULES	MODE OF ASSESSMENT		TOTAL
	WRITTEN EXAMINATION 40%	CONTINUOUS ASSESSMENT 60%	
Safety, Health, Environmental Practices and Quality **526/23/M01**	3 hour paper	A minimum of ; - Two (2) Practical Assignments 20% weighted 10% each - Two (2) Assignments 20% weighted 10% each - Two (2) Tests 20% weighted 10% each	100%
Business Information Systems **526/23/M02**	3 hour paper	A minimum of ; - Two (2) Practical Assignments 20% weighted 10% each - Two (2) Assignments 20% weighted 10% each - Two (2) Tests 20% weighted 10% each	100%
Workplace Psychology **526/23/M03**	3 hour paper	A minimum of ; - Two (2) Practical Assignments 20% weighted 10% each - Two (2) Assignments 20% weighted 10% each - Two (2) Tests 20% weighted 10% each	100%
Business Law 2 **500/23/M03**	3 hour paper	A minimum of ; - Two (2) Practical Assignments 20% weighted 10% each - Two (2) Assignments 20% weighted 10% each - Two (2) Tests 20% weighted 10% each	100%
Principles of Management **500/23/M04**	3 hour paper	A minimum of ; Two (2) Practical Assignments 20% weighted 10% each	100%

		• Two (2) Assignments 20% weighted 10% each • Two (2) Tests 20% weighted 10% each	
Quantitative Analysis for Business **500/23/M05**	3 hour paper	A minimum of ; • Two (2) Practical Assignments 20% weighted 10% each • Two (2) Assignments 20% weighted 10% each • Two (2) Tests 20% weighted 10% each	100%
Financial Accounting and Reporting 1 **500/23/M02**	3 hour paper	A minimum of ; • Two (2) Practical Assignments 20% weighted 10% each • Two (2) Assignments 20% weighted 10% each • Two (2) Tests 20% weighted 10% each	100%
Employment Relations **526/23/M04**	3 hour paper	A minimum of ; • Two (2) Practical Assignments 20% weighted 10% each • Two (2) Assignments 20% weighted 10% each • Two (2) Tests 20% weighted 10% each	100%
Human Resources Development **526/23/M05**	3 hour paper	A minimum of ; • Two (2) Practical Assignments 20% weighted 10% each • Two (2) Assignments 20% weighted 10% each • Two (2) Tests 20% weighted 10% each	100%
Labour Economics **526/23/M06**	3 hour paper	A minimum of ; • Two (2) Practical Assignments 20% weighted 10% each • Two (2) Assignments 20% weighted 10% each • Two (2) Tests 20%	

		weighted 10% each	
Performance Management 526/23/M07	3 hour paper	A minimum of ; • Two (2) Practical Assignments 20% weighted 10% each • Two (2) Assignments 20% weighted 10% each • Two (2) Tests 20% weighted 10% each	
Rewards Management 526/23/M08	3 hour paper	A minimum of ; • Two (2) Practical Assignments 20% weighted 10% each • Two (2) Assignments 20% weighted 10% each • Two (2) Tests 20% weighted 10% each	
Business Research Methods 500/23/M13	3 hour paper	A minimum of ; • Two (2) Practical Assignments 20% weighted 10% each • Two (2) Assignments 20% weighted 10% each • Two (2) Tests 20% weighted 10% each	
National Studies 402/22/M01	3 hour paper	A minimum of ; • Two (2) Practical Assignments 20% weighted 10% each • Two (2) Assignments 20% weighted 10% each • Two (2) Tests 20% weighted 10% each	100%
Entrepreneurship Skills Development 402/22/M02	3 hour paper	A minimum of ; • Two (2) Practical Assignments 20% weighted 10% each • Two (2) Assignments 20% weighted 10% each • Two (2) Tests 20% weighted 10% each	100%
Skills Proficiency	Submit marks	As per Skills Proficiency Schedule	100%

526/23/M10			
On the Job Education and Training (OJET) 526/23/M09	As per log book	As per log book	100%

9.   CONDITIONS OF GRADING

0% to 49%	-	Fail
50% to 59%	-	Pass
60% to 79%	-	Credit
80% and above	-	Distinction

10.0   CONDITIONS OF AWARD

10.1   A candidate should attend at least 100% of learning sessions to qualify for examinations.

10.2   The final mark should be obtained through aggregation provided the candidate scores at   least 50 % in each of continuous assessment and examinations.

10.3   The pass mark shall be 50 %.

10.4   A candidate should pass all modules to be awarded a National Diploma in Human Resources Management.

10.5   Single module candidates will be awarded part certificates in passed single modules.

11.0   RE-WRITES

11.1   Re-write(s) should conform to current course structure.

11.2   Any candidate who fails to pass at least two thirds of the course should rewrite the failed modules before proceeding to the next semester.

11.3   A candidate shall not be allowed to register a module before passing the pre-requisite for that module

11.4   A candidate is given no time limit in which to re-write the failed module (s).

11.5   There is no aggregation for re-writes.

11.6   All re-writes should pass on performance in the examination.

11.7   If a candidate fails coursework, he/she repeats the module.

12.0   EXEMPTIONS AND TRANSFER OF CREDITS

12.1   Exemptions are only granted in modules already attained from a complete accredited qualification provided an exemption certificate specifying exempted modules is produced.

12.2   Transfer of credits are only granted in modules passed from accredited course programmes.

12.3   Exemption or Transfer of credits certificate should be applied for at enrolment stage and produced before registration of examinations.

13.0 IRREGULAR PRACTICES

13.1   Cheating in examination will result in disqualification from the whole course and all other HEXCO courses. The candidate will be suspended for one (1) year.

13.2   Previously disqualified candidates should repeat the failed modules only after serving the 1 year ban due to recognition of prior learning.

13.3   Plagiarism with a similarity index of more than 15% in any of the assessments will result in automatic disqualification of the module.

14.0   RESOURCES

14.1   **Lecturer Qualifications**.

Minimum requirements: Higher National Diploma in Human Resources Management or equivalent

14.2   Infrastructure and Equipment.

- Lecture room

- Furniture (a desk and a chair per student)

- Chalkboard, overhead projector

- An equipped computer laboratory.

15. SUGGESTED REFERENCES

✓ Andrew M S, (1990), The Management Guide to Business Communication, Cape

✓ Town, Juta

✓ Beach D, (1985), The Management of People at Work, 5 th Edition, MacMillan

✓ New York

✓ Beardshaw J et al (1999), Economics – A Student's Guide, 4 th Edition, Singapore,

✓ Addison Wesley

✓ Beardwell, J and Clayton T. (2010), Human resources management, a

✓ contemporary approach, 6 th edition, Transatlantic Publications

✓ Brown R D (1988), Performance Appraisals, As a Tool for Staff Development

✓ Jessey-Bass, San Francisco

✓ Byorrs L & Richard Rue L W Irwin, (1984), Human Resources and Personnel

✓ Management, Homewood.

✓ Cole G A. (1993), Personnel Management, Theory and Practice, D.P.Publications

✓ Ltd, London

✓ Constitution of Zimbabwe Amendment (No. 20) Act 2013

✓ Desler G, (2010), Framework for human resources management, 12 th edition,

✓ Prentice Hall.

✓ Evans A. (1987), Staff Recruitment and Retention Strategies for Effective

✓ Action, Chondos Publishing Ltd, London

✓ Gerber P (1987) Human Resources Management, 2 nd Edition, Sigma Press (Pvt),

✓ Ltd, Pretoria

✓ Government Printers. Masters and Servants Act

✓ Government Printers. Zimbabwe Law Reports

- Government Printers. Labour Act 28.02

- Government Printers. National Social Security Authority Act (2002)

- Gwisai M, (2006),Labour and employment law in Zimbabwe, Harare, Zimbabwe

- Machingambi I, (2007), Guide to labour Law in Zimbabwe, I.M, Publishers, Harare, Zimbabwe

- Machingambi I. (2009),Work-place discipline, a practitioners handbook .I.M, Publishers, Harare, Zimbabwe

- Madhuku .L, (2015),Labour law in Zimbabwe Weaver press, Harare, Zimbabwe

- Madhuku L. et al (1996), A Handbook on Commercial Law in Zimbabwe, Harare, U.Z. Publications

- Madhuku. L, (2010), Introduction to Zimbabwe Law, Weaver press, Harare,Zimbabwe

- Makings G. (2004), A Guide to the Labour relations Act

- Mondy R W & Noe B M (1987), Personnel: The Management of Human

- Resources Management 3 rd Edition, Business Publications, Texas

- Morgan M A. (1980), Managing Career Development, Van Nostrand, NewYork

- Mucheche C, (2013), A Guide to labour Law in Zimbabwe, Zimlaw Trust,

- Harare, Zimbabwe

- Musamba J F. (2002), Introductory Accounting, 3 rd Edition, Harare N G Publications, Pitman

- Rycroft A et-al, (2017), Decolonising the labour law curriculum, journal Statutory instrument 1 of 2000, Statutory instrument 105 of 2014 HIV and AIDS regulations

- Uzhenyu et-al (2019) Industrial and labour management, ZOU, Harare,Zimbabwe

- Wood F et al (1999), Frank Wood's Business Accounting II, 8 th Edition,London

PART 2: COURSE MODULES

Module Code:	
Module Title:	**Business Information Systems**
ZNQF Level:	**5**
Credits:	10
Duration:	100 Hours
Relationship with Qualification Standards:	Based on unit standard **Information Systems**
Pre-requisite modules:	NO PREREQUISITES
Purpose of Module:	This module intends to equip learners with the role of computer based management systems in decision-making and management of organisations. It focuses on the practical knowledge on electronic commerce systems currently available on the market and how to plan for and develop systems for business. In addition it aims to develop the learner's understanding of the major technological, organisational, behavioural and ethical issues facing today's information systems professional.

List of Learning Outcomes:	LO1: Demonstrate the role of Information Systems in the Digital Age
	LO2: Demonstrate knowledge of system concepts and organisations
	LO3: Identify the IT infrastructure for use in business and the different functions
	LO4: Apply practical knowledge of system applications for the digital age and the business uses
	LO5: Explore how to build and manage systems
	LO6: Demonstrate ethical and Social Issues in Information Systems

Learning Outcome 01	Demonstrate the role of Information Systems in the Digital Age
Assessment Criteria:	**1.1** Explain the concept of an Information system
	1.2 Explain Business Information Systems
Content:	**1.1 Explain the concept of an Information system**
	1.1.1 Define Information system
	1.1.2 Components of an information system
	1.2 Explain Business Information Systems
	1.2.1 Identify the levels of management
	1.2.2 Decision making process
	1.2.3 Improving Decision Making and Managing Knowledge
	1.2.4 The roles of information systems in an organisation
	1.2.5 A framework for information systems – Operational systems, tactical systems and strategic planning systems
Assessment Tasks:	Research assignments and written tests on the skills and knowledge required on the role of different information systems in organisations

Conditions/Context of assessment	Assessment is usually by examination, assessed coursework, or a combination of the two.
	Written and/or oral assessment can be conducted in a classroom environment.

Learning Outcome 02	**Demonstrate knowledge of system concepts and organisations**
Assessment Criteria:	2.1 General Systems Theory 2.2 Systems and their environments

Content:	**2.1 General Systems Theory**
	    2.2.1 System boundaries
	    2.2.2 Systems and subsystems
	    2.2.3 Outputs and inputs
	    2.2.4 Sub-systems interface and interface problems
	
	2.2 Systems and their environments
	
	2.2.1 Open and closed system
	2.2.2 System feedback
	2.2.3 System entropy
	2.2.4 System stress and change
	2.2.5 How a system works

Assessment Tasks:	Apply general systems concepts with regards to the business environment

Conditions/Context of assessment	In class presentations with the aid of the following tools: 1. Laptop 2. Digital Projector

Learning Outcome 03	**Identify the IT infrastructure for use in business and the different functions**
Assessment Criteria:	3.1 Hardware 3.2 Software 3.3 Foundations of Business Intelligence: Databases and Information Management 3.4 Telecommunications, the Internet, and Wireless Technology

Content:	**3.1 Hardware**
	
	     3.1.1 Define computer hardware
	
	     3.1.2 Identify hardware components used in business
	
	3.2 Software
	
	     3.2.1 Define software
	
	     3.2.2 Types of Software
	
	     3.2.3 Sources of computer software
	
	     3.2.4 Software licences
	
	3.3 Foundations of Business Intelligence: Databases and Information Management
	
	     3.3.1 Define of a database
	
	     3.3.2 Database elements
	
	     3.3.4 Development of a database
	
	     3.3.5 Database Management Systems
	
	3.4 Telecommunications, the Internet, and Wireless Technology
	
	3.4.1 define data communications

	3.4.2 define computer network
	3.4.3 Give the advantages and disadvantages of networking computers
	3.4.4 Explain network functionality.
	3.4.4.1 Explain the types of networks (LAN, MAN and WAN)
	3.4.4.2 Describe network topologies (Star, Bus, Ring and Mesh)
	3.4.4.3 Explain the client-server setup as used by modern businesses for networking workstations.
	3.4.4.4 Identify common network devices and computers (server, client, router, switch, hub, bridge)
	3.4.4.5 Explain Wi-Fi and hotspot as network distribution resources
	3.4.4.6 evaluate network environments such as intranet and extranet for business.
Assessment Tasks:	Research assignments and written tests on the skills and knowledge required on the IT infrastructure available for businesses
Conditions/Context of assessment	Submission of research work demonstrating the knowledge on IT infrastructure.

Learning Outcome 04	**Apply practical knowledge of system applications for the digital age and the business uses**
Assessment Criteria:	**4.1 Enterprise Applications**
	4.2 E-commerce: Digital Markets, Digital Goods
	4.3 Achieving Competitive Advantage with Information Systems
	4.4 Apply the internet and Social Media to the business environment

Content:	**4.1 Enterprise Applications**
	4.1.2 Enterprise Systems
	4.1.3 Supply Chain Management Systems
	4.1.4 Customer Relationship Management Systems
	4.1.5 Enterprise Applications: New Opportunities and Challenges
	4.2 E-commerce: Digital Markets, Digital Goods
	4.2.1 An introduction to the E-Commerce
	4.2.2 E-commerce Models - principal e-commerce business and revenue models
	4.2.3 Features of e-commerce, digital markets, and digital goods
	4.2.4 How has e-commerce transformed marketing
	4.2.5 How has e-commerce affected business-to-business transactions?
	4.2.6 What is the role of m-commerce in business and what are the most important m-commerce applications?
	4.2.7 Building an e-commerce presence, websites and web presence (development and web hosting)
	4.3 Achieving Competitive Advantage with Information Systems
	4.3.1 define competitive advantage
	4.3.2 IT and competitive advantage models (Value chain, generic strategies)
	4.4 Apply the internet and Social Media to the business environment
	4.4.1　Define the internet and give the uses.
	4.4.2　Outline the advantages and disadvantages of the internet.
	Draft requirements for a corporate internet connectivity.

	(hardware and software needed)
	4.4.3 Recognise the meaning of web browser and Internet addresses (URL)
	4.4.4 Identifying different communication tools, and selecting the appropriate one for the intended type of communication.
	4.4.5 Setting up online presence and Social Media Networking for business (blogs, wikis, podcasts)
	4.4.6 Social media tools for business
	4.4.7 Virtual teams, tools (Zoom, MS Teams) and Telecommuting
Assessment Tasks:	Research assignments and presentations on the practical use of computers in business.
Conditions/Context of assessment	Present on the practical uses of computers in organisations and the tools used to leverage a competitive edge

Learning Outcome 05	**Explore how to build and manage systems.**
Assessment Criteria:	5.1 Building Information Systems and Managing Projects
Content:	**5.1 Building Information Systems and Managing Projects**
	5.1.1 IS Development Process
	5.1.2 Systems development life cycle.
	5.1.3 Alternative Development Methodologies
	5.1.4 Information Systems Failure (causes and remedies)
	5.1.5 Software Project Management
	(Activity diagrams and critical path)

Assessment Tasks:	Practical assessment on activities involved in designing new systems.
Conditions/Context of assessment	

Learning Outcome 06	Demonstrate ethical and Social Issues in Information Systems
Assessment Criteria:	**6.1 Threats to Information systems** **6.2 Security Management tools** **6.3 Ethical challenges**
Content:	**6.1 Threats to Information systems** 6.1.1 identify the threats to data and information systems **6.2 Security Management tools** 6.2.1 Come up with ways to prevent or mitigate the threats to data and system security **6.3 Ethical challenges** 6.3.1 Explore the ethical issues associated with computer based information systems in organisations
Assessment Tasks:	Research on the threats and identify ways of countering possible breaches to information systems.
Conditions/Context of assessment	In class presentations on conducted research

Approach to Teaching and Learning:

1. Both institution-based and work-based learning to facilitate the integration of theory and practice.

2. Face-to-face education and learning.

3. Problem-based learning.

4. Online/distance education and learning.

5. Blended/hybrid education and learning.

Facilities, Tools, Equipment and Materials

▪ Classroom/Computer Lab

▪ Computer

▪ Digital Projector

▪ Data storage devices

▪ Internet

ASSESSMENT GRID

	TOPIC	WEIGHTING %
1	**Information Systems in the Digital Age**	20
2	**Systems and Organisations**	20
3	**Information Technology Infrastructure**	10
4	**System Applications for the Digital Age**	20
5	**Building and Managing Systems**	20
6	**Ethical and Social Issues in Information Systems**	10
	TOTAL	**100**

Reference Materials (recommended textbooks, recommended readings)

Arens A A and Ward D D (2012) **Systems Understanding Aid 5th , Armond** Dalton Publishers (ACM)

Baltzan, P., Detlor, B., & Walsh, C. **Business Driven Information Systems** . 4th Canadian Edition. McGraw-Hill Ryerson Press, 2015.

 Gelinas Ulric J Jr and Steve G (2015) **Accounting Information Systems**, Sutton, South West

Laudon Kenneth and Laudon jane (2002) **Mis Contemporary Perspective** , MacMillan

Kumar Muneesh (1999) **Business Information Systems** 1st Edition , Vikas Publishing House, New Delhi

O' Brien James A (2010) **Management Information Systems** 10th Edition, Irwin/McGraw Hill edition,

Robert G Murdick & Jogn C Munson New Dehli 1986 **Mis Concepts And Designs** Prentice Hall

Module Code:	
Module Title:	**WORKPLACE PSYCHOLOGY**
ZNQF Level:	**5**
Credits:	12
Duration:	120
Relationship with Qualification Standards:	Based on Unit Standard
Pre-requisite modules:	No Prerequisite modules
Purpose of Module:	This module describes the skills, knowledge and attitudes required by a Human Resources Officer. This includes identify relationship between psychology and work environment, link psychological theories and work place environment, conduct employee personality at work, identify stress at work environment, identify stress at work environment, evaluate group dynamics and motivating employees at work.

List of Learning Outcomes:	LO1: Identify relationship between Psychology and work environment LO2: Conduct employee personality at work. LO3: Evaluate employee perception at work environment. LO4: Identify stress at work environment. L05: Evaluate group dynamics.

Learning Outcome 01	IDENTIFY RELATIONSHIP BETWEEN PSYCHOLOGY AND WORK ENVIRONMENT
Assessment Criteria:	1.1 Definition of workplace psychology 1.2 Impact of psychology at work place 1.3 Forms of workplace psychological learning theories
Content:	1.1 Definition of workplace psychology. 1.2 Impact of psychology at work place ➢ Sigmund Freud Psycho-analysis ➢ Id, ego and super ego ➢ Ego defence mechanisms ➢ Cognitive dissonance - methods to deal with cognitive dissonance 1.3 Forms of workplace psychological learning theories ➢ Psycho-dynamism ➢ Humanism ➢ Behaviourism ➢ Cognitivism ➢ Social learning theory
Assessment Tasks:	1. Written and/or oral assessment on the skills and knowledge required to identify relationship between psychology and work environment. 2. Practical assessment on identify relationship between psychology and work environment based on the performance criteria of the relevant unit standard.
Conditions/Context of assessment	1. Written and/or oral assessment can be conducted in a classroom environment. Oral assessment can also be conducted by the assessor during the performance of the practical assessment by the trainees. 2. The practical assessment will be conducted in the training institution. The context of assessment should include the facilities of workplace psychology.

Learning Outcome 02	CONDUCT EMPLOYEE PERSONALITY AT WORK.
Assessment Criteria	2.1 Definition of personality 2.2 Types of personality 2.3 Personality traits 2.4 Personality disorder 2.5 types of personality theory 2.6 Attitude

Content	2.1 Defining personality
	2.2 Identify types of personality
	    ➢ Average
	    ➢ Reserved
	    ➢ role model
	    ➢ self-centered
	2.3 Discuss personality traits
	    ➢ openness
	    ➢ conscientiousness
	    ➢ extraversion
	    ➢ Agreeableness
	    ➢ neuroticism
	2.4 evaluate personality disorder
	    ➢ Antisocial personality disorder
	    ➢ Avoidant personality disorder
	    ➢ Borderline personality disorder
	    ➢ Dependent personality disorder
	    ➢ Histrionic personality disorder
	    ➢ Narcissistic personality disorder
	    ➢ Obsessive-compulsive personality disorder
	    ➢ Paranoid personality disorder
	2.5 Discuss types of personality theories
	    ➢ Psycho-analytic theory
	    ➢ humanistic theory
	    ➢ trait theory
	    ➢ social-cognitive theory
	    ➢ biological theory
	    ➢ behaviourist theory.
	2.7 Attitude
	    ➢ Attitude formation and change
	    ➢ Theories of attitude
	    ➢ Effects of attitude at workplace on performance

Assessment Tasks	1. Written and/or oral assessment on the skills and knowledge required to process change of names. 2. Practical assessment on conducting employee personality at work based on the performance criteria of the relevant unit standard.
Conditions/Context of assessment	1. Written and/or oral assessment can be conducted in a classroom environment. Oral assessment can also be conducted by the assessor during the performance of the practical assessment by the trainees. 2. The practical assessment will be conducted in the workplace or simulated work environment in the training institution. 3. The context of assessment should include the facilities of workplace psychology.

Learning Outcome 03	**EVALUATE EMPLOYEE PERCEPTION AT WORK ENVIRONMENT**
Assessment Criteria	3.1 Definition of employee perception 3.2 Perceptual process 3.3 Causes of perceptual differences 3.4 Implications of perceptions at work 3.5 Factors influencing perception

Content	3.1 Employee perception is defined
	3.2 identify stages in perception process
	   ➢ Sense organ, (attention/ interest), registration, interpretation, action, consequences or results
	   ➢ The selecting, organizing, and interpreting information from our senses.
	   ➢ Focusing attention on certain sights, sounds, tastes, touches, or smells in your environment.
	   ➢ Something that seems especially noticeable and significant is considered salient.
	3.4 Implications of perceptions at work
	   ➢ Perception errors -Hallo effect
	                  -stereotyping
	                  -recency effect
	                  -selective perception
	                  -projection etc.
	   ➢ Strategies for improving perception errors

	3.5 Explaining factors that influence perception - Internal factors - Psychological factors - External factors
Assessment Tasks	1. Written and/or oral assessment on the skills and knowledge required to evaluate employee perception at work environment. 2. Practical assessment on employee perception at work environment based on the performance criteria of the relevant unit standard.
Conditions/Context of assessment	1. Written and/or oral assessment can be conducted in a classroom environment. Oral assessment can also be conducted by the assessor during the performance of the practical assessment by the trainees. 2. The practical assessment will be conducted in the workplace or simulated work environment in the training institution. 3. The context of assessment should include the facilities of workplace psychology

Learning Outcome 04	**IDENTIFY STRESS AT WORK ENVIRONMENT**
Assessment Criteria	4.1 Define workplace stress 4.2 Identify sources of stress at work 4.3 Explain effects of stress at work 4.4 Identify ways to manage workplace stress
Content	4.1 Define workplace stress 4.2 Identify sources of stress at work - Long hours. - Heavy workload. - Changes within the organization. - Tight deadlines. - Changes to duties. - Job insecurity. - Lack of autonomy. - Role conflict.

	➤ Poor working conditions.
	4.3 Explain effects of stress at work
	➤ Poor performance
	➤ absenteeism
	➤ low productivity.
	➤ Low morale.
	➤ Poor motivation.
	➤ Increased employee complaints.
	4.4 Identify ways to manage workplace stress
	➤ make time for workplace wellness.
	➤ prioritize and organize.
	➤ form positive relationships.
	➤ start exercising (or exercise more)
	➤ eat healthy and nutritious foods.
Assessment Tasks	1. Written and/or oral assessment on the skills and knowledge required to identify stress at work environment. 2. Practical assessment on stress at work environment based on the performance criteria of the relevant unit standard.
Conditions/Context of assessment	1. Written and/or oral assessment can be conducted in a classroom environment. Oral assessment can also be conducted by the assessor during the performance of the practical assessment by the trainees. 2. The practical assessment will be conducted in the workplace or simulated work environment in the training institution. 3. The context of assessment should include the facilities of workplace psychology

Learning Outcome 05	**EVALUATE GROUP DYNAMICS**
Assessment Criteria	4.1 Identify types of groups 4.2 Evaluate reasons for formation of groups 4.3 Discuss stages in group formation 4.4 Factors that affect group effectiveness
Content	4.1 Identification of different types of group ➤ Informal ➤ Formal-command group -task group

	-interest group
	-work team
	4.2 Evaluation of reasons for formation of groups
	4.3 Discuss stages in group formation
	  ➢ Forming
	  ➢ Storming
	  ➢ Norming
	  ➢ Performing
	  ➢ Mourning/adjournment
	4.4 Factors that affect group effectiveness
	  ➢ the size of the group
	  ➢ group membership traits
	  ➢ the phase of its development
	  ➢ the task the group has to undertake
	  ➢ the context in which the group is working
	  ➢ the type of leadership style
	  ➢ group dynamics
	  ➢ the effectiveness of the group

Assessment Tasks	3. Written and/or oral assessment on the skills and knowledge required to evaluate group dynamics. 4. Practical assessment on group dynamics based on the performance criteria of the relevant unit standard.
Conditions/Context of assessment	4. Written and/or oral assessment can be conducted in a classroom environment. Oral assessment can also be conducted by the assessor during the performance of the practical assessment by the trainees. 5. The practical assessment will be conducted in the workplace or simulated work environment in the training institution. 6. The context of assessment should include the facilities of workplace psychology

ASSESSMENT SPECIFICATION GRID

	Learning Outcome	WEIGHTING
1	Identify relationship between Psychology and work environment	40
2	Conduct employee personality at work.	10
3	Evaluate employee perception at work environment	20
4	Evaluate group dynamics.	10
5	Identify stress at work environment	20

TOTAL	100

Approach to Teaching and Learning:
1. Observation of adult learning principles.
2. Both institution-based and work-based learning to facilitate the integration of theory and practice.
3. Face-to-face education and learning.
4. Problem-based learning.
5. Online/distance education and learning.
6. Blended/hybrid education and learning.
7. Use of social media.

Approach to Assessment:
1. Weighting of practical and theory assessment: 70% theory and 30% practical.
2. Weighting of institution-based and work-based assessment: 50% institution-based assessment and 50%.
3. Oral assessment to be conducted by a panel of two or more assessors.
4. RPL assessment.
5. Portfolio of evidence.
6. Assessment of work conducted by both individual learners and teams of learners.

Resources:
Qualifications and experience of Trainers, Assessors and Moderators
All trainers, assessors and moderators should have undergone ZNQF accredited training programmes and should have qualifications and experience recognised by the Zimbabwe National Qualifications Authority (ZNQA).

1. **Facilities, Tools, Equipment and Materials**
   - Smart Phone
   - Computers
   - Internet
   - Textbooks
   - Overhead Projector

2. **Learning Resources**
3. Workplace psychology module

4. **Reference Materials (recommended textbooks, recommended readings)**

   - Cascio, W. F., and H. Aguinis. 2010. *Applied psychology in human resource management*. 7th ed. Upper Saddle River, NJ: Prentice Hall.
   - Levy, P. E. 2010. *Industrial/organizational psychology: Understanding the workplace*. 3d ed. New York: Worth.

- Spector, P. E. 2008. *Industrial and organizational psychology: Research and practice*. 5th ed. Hoboken, NJ: John Wiley.
- Robbins, S. P., and T. A. Judge. 2010. *Organizational Behavior*.
- Spector, P. E. 2008. *Industrial and organizational psychology: Research and practice*. 5th ed. Hoboken, NJ: John Wiley.

Module Code:	TBA
Module Title:	EMPLOYMENT RELATIONS
ZNQF Level:	5
Credits:	12
Duration:	120 hours
Relationship with Qualification Standards:	Based on **Employment Relations** Unit Standard of the Qualific Standard for a Human Resources Officer
Pre-requisite modules:	N/A
Purpose of Module:	This module describes the skills, knowledge and attitudes required Human Resources Officer in line with the provisions of the labour rela Act, Chapter 28:01 and other related statutes. Access to this module is to all target groups including conventional students, part time stud ISOEP and short course program students wishing to establish or imp their knowledge of the Industrial Relations climate.
List of Learning Outcomes:	LO1: Analyse the back ground of labour legislation. LO2: Participate in dispute resolutions and handle disciplinary cases. LO3: Improve employees' conditions of service. LO4: Afford fair labour standards and promote employee fundamental rights LO5: Assess and apply the provisions of the NSSA ACT L06: Apply various methods of terminating employment L07: Maintain Industrial harmony

Learning Outcome 01	LO1: Analyse the back ground of labour legislation.
Assessment Criteria:	1.1 Tracy the History of labour Law 1.2 Analyse sources of labour Law 1.3 Determine essentials of a contract of employment 1.4 Differentiate between contracts of employment and contracts for services
Content:	1.1 History of labour Law 1.2 Sources of labour Law 1.3 Essentials of a contract of employment 1.4 Contracts of employment and contracts for services
Assessment Tasks:	1. Written and/or oral assessment on the candidate's knowledge of the back ground of labour law as outlined in the assessment criteria and content above. 2. Practical assessment on contracts of employment and contracts for services based on the performance criteria of the relevant unit standard.
Conditions/Context of assessment	1. Written and/or oral assessment can be conducted in a classroom environment. 2. Oral assessment can also be conducted by the assessor during the performance of the practical assessment by the trainees. 3. The practical assessment will be conducted in the workplace or simulated work environment in the training institution. 4. The context of assessment should include the facilities, tools, equipment and materials listed below.

Learning Outcome 02	LO2: Participate in dispute resolutions and handle disciplinary cases
Assessment Criteria:	2.1 Define a grievance 2.2 Explain the grievance handling procedure 2.3 outline the disciplinary handling procedure 2.4 Assess the usefulness of Arbitration, conciliation, mediation and labour court

Content:	2.1 Grievance handling
	
	2.2 Disciplinary hearing
	
	2.3 Dispute resolution structures:
	
	   • Arbitration
	
	   • Mediation
	
	   • Conciliation
	
	   • Labour court

Assessment Tasks:	1) Written and/or oral assessment on the candidate's knowledge, skills and attitudes on grievance handling and disciplinary hearing as outlined in the assessment criteria and content above. 2) Practical assessment on grievance handling and disciplinary hearing based on the performance criteria of the relevant unit standard.
Conditions/Context of assessment	1) Written and/or oral assessment can be conducted in a classroom environment. 2) Oral assessment can also be conducted by the assessor during the performance of the practical assessment by the trainees. 3) The practical assessment will be conducted in the workplace or simulated work environment in the training institution. 4) The context of assessment should include the facilities, tools, equipment and materials listed below.

Learning Outcome 03	LO3: Improve employees' conditions of service.
Assessment Criteria:	3.1 Explain elements of a conducive work environment 3.2 Analyse the duties of an employee 3.3 Explain the duties of an employer 3.4 Examine breach of a contract of employment and related consequences
Content:	3.1 Element of a conducive work environment 3.2 Duties of the employees 3.3 Duties of the employer 3.4 Breach of a contract of employment
Assessment Tasks:	1) Written and/or oral assessment on the candidate's knowledge of employees' conditions of service as outlined in the assessm criteria and content above. 2) Practical assessment on employees' conditions of service based the performance criteria of the relevant unit standard.
Conditions/Context of assessment	1) Written and/or oral assessment can be conducted in a classro environment. 2) Oral assessment can also be conducted by the assessor during performance of the practical assessment by the trainees. 3) The practical assessment will be conducted in the workplace simulated work environment in the training institution. 4) The context of assessment should include the facilities, to equipment and materials listed below.
Learning Outcome 04	**LO4: Afford fair labour standards and promote employee**

	fundamental rights
Assessment Criteria:	4.1 Explain unfair labour practices
	4.2 Explain forced labour and child labour
	4.3 Analyse the fundamental rights of employees
Content:	4.1 Unfair labour practices • Unfair labour practices by an employer • Unfair labour practices by an employee 4.2 Fundamental rights of employees • Right to democracy • Right to fair labour standards. • Right for protection against discrimination. • Right for protection from forced labour. • Right to join trade unions or workers' committees
Assessment Tasks:	1) Written and/or oral assessment on the candidate's knowledge skills to interpret fundamental rights of employees and apply labour practices at work as outlined in the assessment criteria content above. 2) Practical assessment on fundamental rights of employees unfair labour practices based on the performance criteria of relevant unit standard.
Conditions/Context of assessment	1) Written and/or oral assessment can be conducted in a classr environment.

Learning Outcome 05	**LO1: LO5: Assess and apply the provisions of the NSSA ACT**
Assessment Criteria:	5.1 Explain the provisions of NSSA pensions and other benefit schemes 5.2 Assess the provisions of NSSA accident prevention scheme 5.3 Calculate the remittances to NSSA 5.4 Explain the benefits of both schemes
Content:	5.1 Objectives of the National Social Security Act 5.2 Pensions and other benefit schemes • Employer employee contributions • Employees' benefit under the scheme

	• Employers, obligations under the scheme 5.3 Accident prevention and compensation schemes • Employees' benefit under the scheme • Employer's obligations under the accident prevention and compensation scheme 5.4 Calculating NSSA contributions
Assessment Tasks:	1) Written and/or oral assessment on the candidate's knowledge provisions of NSSA's pensions and other benefit scheme pr... as well as the accident prevention scheme as outlined assessment criteria and content above.
Learning Outcome 06	**L06: Apply various methods of terminating employment**
Assessment Criteria:	6.1 Terminate an employee 6.2 Apply retrenchment regulations 6.3 Justify reasons for summary dismissal 6.4 Explain constructive dismissal and its consequences 6.5 Analyse wrongful dismissal and its repercussions

Content:	**Termination of employment**
	• Termination by notice
	• Termination by mutual agreement
	• Termination though breach of contract
	• **Termination through retrenchment**
	  - Methods to avoid retrenchment
	  - Retrenchment process
	• **Termination through summary dismissal**
	  - Conditions for summary dismissal
	• Termination through wrongful dismissal
	• **Termination through constructive dismissal**
	• Termination through code of conduct

Assessment Tasks:	1) Written and/or oral assessment on the candidate's knowle... various methods of terminating employment as outlined assessment criteria and content above. 2) Practical assessment on termination of employment and based performance criteria of the relevant unit standard.

Overlapping assessment notes:
1) Practical assessment on the provisions of NSSA based on performance criteria of the relevant unit standard.
1) Written and/or oral assessment can be conducted in a classroom environment.
2) Oral assessment can also be conducted by the assessor during performance of the practical assessment by the trainees.
3) The practical assessment will be conducted in the workplace simulated work environment in the training institution.
4) The environment for assessment should include the facilities, equipment and materials listed below.

Conditions/Context of assessment	1) Written and/or oral assessment can be conducted in a cla environment.
	2) Oral assessment can also be conducted by the assessor du performance of the practical assessment by the trainees.
	3) The practical assessment will be conducted in the workp simulated work environment in the training institution.

Learning Outcome 07	**LO7:** Maintain industrial harmony
Assessment Criteria:	7.1 Explain the function of a workers' committee
	4) The context of assessment should include the facilities
	7.2 Analyse the role played by the works council in ensuring industria
	harmony
	7.3 Explain the functions of the workers' committees and EMCOZ
	7.4 Manage collective job actions
Content:	7.1 Workers committees
	• Define a workers' committee
	• Explain functions of a workers' committee

	7.2 Works' Council
	   • Define a works council
	   • Determine the composition of a works council
	   • Explain functions of a works council
	7.3 Trade Unions and employers' organisations
	   • Define trade union and EMCOZ
	   • Functions of trade unions
	   • Limitations of trade unions
	   • Functions Employers' confederation of Zimbabwe
	7.4 Collective job actions
	   • Causes of collective job actions
	   • Types of collective job actions
	   • Steps to follow before engaging in collective job actions

Assessment Tasks:	1) Written and/or oral assessment on the candidate's knowledge of back ground of workers' committees, Works council, EMCOZ collective job actions as outlined in the assessment criteria content above. 2) Practical assessment on maintaining industrial harmony based on performance criteria of the relevant unit standard.
Conditions/Context of assessment	1) Written and/or oral assessment can be conducted in a class environment. 2) Oral assessment can also be conducted by the assessor during performance of the practical assessment by the trainees. 3) The practical assessment will be conducted in the workplace simulated work environment in the training institution. 4) The context of assessment should include the facilities, equipment and materials listed below.

Approach to Teaching and Learning:

1. on of adult learning principles.
2. Both institution-based and work-based learning to facilitate the integration of theory and practice.
3. Face-to-face education and learning.
4. Problem-based learning.
5. Online/distance education and learning.
6. Use of social media.

Approach to Assessment:

1. Two theories assignments, two practical assignments and two tests with a total weight of 60%

2. Oral assessment to be conducted by one person or a panel of two or more assessors.

3. An examination component at the end of the semester with a total weight of 40%

Resources:
1. **Qualifications and experience of Trainers, Assessors and Moderators**

All trainers, assessors and moderators should have undergone ZNQF accredited training programmes and should have qualifications and experience recognised by the Zimbabwe National Qualifications Authority (ZNQA).

2. **Facilities, Tools, Equipment and Materials**

- Computer
- Photocopier
- Printer
- Stationery
- Data storage devices

3 Learning Resources
- Relevant training manuals (learners' guide) and facilitators' notes

4 Reference Materials (recommended textbooks, recommended readings)

- Labour Act chapter 28:01

- Basson M. (2008), Summary of essential Labour Law, (5th edition),South Africa.

- Constitution of Zimbabwe Amendment(No.20)Act2013

- RossE. (2001), Employment Relations, Prentice Hall Publishers, Great Britain

- Government Printers. M asters and Servants Act

- Government Printers National Social Security Authority Act (2002)

- GwisaiM , (2006), Labour and employment law in Zimbabwe, Harare,Zimbabwe

- MachingambiI, (2007), Guide to labour Law in Zimbabwe, I.M, Publishers, Harare,

- MachingambiI. (2009), Work-place discipline, a practitioner's handbook. I.M ,Publishers, Harare,Zimbabwe

- Madhuku.L, (2015), Labour law in Zimbabwe Weaver press, Harare, Zimbabwe

- Mucheche C, (2013), A Guide to labour Law in Zimbabwe, Zimlaw Trust, Harare.

Module Code:	TBA
Module Title:	HUMAN RESOURCES DEVELOPMENT
ZNQF Level:	5
Credits:	13
Duration:	130 hours
Relationship with Qualification Standards:	Based on **Human Resources Development** Unit Standard of the Qu Standard for a Human Resources Officer
Pre-requisite modules:	N/A
Purpose of Module:	This module describes the skills, knowledge and attitudes required by Resources Officer to promote Human Resources Develop Organisations. Access to this module is open to all target groups conventional students, part time students, ISOEP and short cours students wishing to establish or improve their knowledge of Human development.
List of Learning Outcomes:	LO1: Explain introductory concepts to Human Resources Developme LO2: Formulate Human resources development policies

	LO3: Conduct training programs
	LO4: Manage employee career planning and progression programs
	Lo5: Maintain employee data base on knowledge management and sk
	LO6: Install learning Organisation programs
	LO7: Evaluate Human Resources Development programs

Learning Outcome 01	LO1: Explain introductory concepts to Human Resources Development
Assessment Criteria:	1.1 Define Human resource development 1.2 Explain the objectives of human resources development 1.3 Trace the evolution of human resources development 1.4 Explain the roles and competencies of an HRD professional 1.5 Explain Human Resources Development functions 1.6 Analyse the relationship between HRM and HRD 1.7 Analyse challenges faced by HRD professionals
Content:	1.1 Definition of terms 1.2 Objectives of human resources development 1.3 Evolution of human resources development 1.4 Roles and competencies of an HRD professional 1.5 Human Resources Development functions 1.6 Relationship between HRM and HRD 1.7 Challenges faced by HRD professionals
Assessment Tasks:	3. Written and/or oral assessment on the candidate's knowledge of the Human resources development introductory concepts as outlined in the assessment criteria and content above. 4. Practical assessment on introductory concepts of Human resources development based on the performance criteria of the relevant unit standard.
Conditions/Context of assessment	5. Written and/or oral assessment can be conducted in a classroom environment. 6. Oral assessment can also be conducted by the assessor during the performance of the practical assessment by the trainees. 7. The practical assessment will be conducted in the workplace or simulated work environment in the training institution.

	8. The context of assessment should include the facilities, tools, equipment and materials listed below.

Learning Outcome 02	LO2: Formulate Human resources development policies
Assessment Criteria:	4.1 Define Human resource development policies 4.2 Explain the importance of human resources development 4.3 Analyse the principles worth minding when developing HRD policies 4.4 Examine ethical issues in Human Resources Development policies 4.5 Explain the policy formulation process 4.6 Analyse examples of HRD policies
Content:	2.1 Definition of terms 2.2 Importance of human resources development 2.3 Principles worth minding when developing HRD policies 2.4 Policy formulation process 2.5 Ethical issues in Human Resources Development policies 2.6 Examples of HRD policies
Assessment Tasks:	3 Written and/or oral assessment on the candidate's knowledge of the Human resources development policies as outlined in the assessment criteria and content above. 4 Practical assessment on Human resources development policies, based on the performance criteria of the relevant unit standard.
Conditions/Context of assessment	9. Written and/or oral assessment can be conducted in a classroom environment. 10. Oral assessment can also be conducted by the assessor during the performance of the practical assessment by the trainees. 11. The practical assessment will be conducted in the workplace or simulated work environment in the training institution. 12. The context of assessment should include the facilities, tools, equipment and materials listed below.

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Learning Outcome 03	LO3: Conduct training programs
Assessment Criteria:	3.1 Conduct training need analysis
	3.2 Prepare training budgets
	3.3 Explain the training cycle/process
	3.4 Select appropriate training methods for employee development

Content:	3.1 Training need analysis 3.2 Training budgets 3.3 Training cycle/process 3.4 Training methods
Assessment Tasks:	1. Written and/or oral assessment on the candidate's knowledge skills on planning and implementing training programs as outl in the assessment criteria and content above. 2. Practical assessment planning and implementing training progr based on the performance criteria of the relevant unit standard.
Conditions/Context of assessment	1. Written and/or oral assessment can be conducted in a classr environment. 2. Oral assessment can also be conducted by the assessor during performance of the practical assessment by the trainees. 3. The practical assessment will be conducted in the workplac simulated work environment in the training institution. 4. The context of assessment should include the facilities, t equipment and materials listed below.

Learning Outcome 04	LO4: Manage employee career planning and progression programs
Assessment Criteria:	4.1 Define career planning and progression 4.2 Explain the purpose of career planning and progression 4.3 Analyse steps in the career planning process 4.4 Explain benefits of career planning 4.5 Analyse career progression schemes 4.6 identify and explain career development programs

Content:	4.1 Definition of terms
	
	4.2 Purpose of career planning and progression
	
	4.3 Career planning process
	4.4 Benefits of career planning
	4.5 Career progression schemes
	    • Horizontal career progression
	    • Vertical career progression
	    • Dual career progression
	4.6 Career development programs

Assessment Tasks:	3) Written and/or oral assessment on the candidate's knowledge of career planning and progression as outlined in the assessment criteria and content above. 4) Practical assessment on career planning and progression based on the performance criteria of the relevant unit standard.
Conditions/Context of assessment	5) Written and/or oral assessment can be conducted in a classroom environment. 6) Oral assessment can also be conducted by the assessor during the performance of the practical assessment by the trainees. 7) The practical assessment will be conducted in the workplace or simulated work environment in the training institution. 8) The context of assessment should include the facilities, tools, equipment and materials listed below.

Learning Outcome 05	LO5: Maintain employee data base on knowledge management and skills audit
Assessment Criteria:	5.1 Define knowledge management 5.2 Explain types of knowledge management systems 5.3 Analyse benefits of knowledge management 5.4 Explain the knowledge management process 5.5 Analyse knowledge management tools 5.6 Evaluate strategies to retain essential skills
Content:	5.1 Definition of terms 5.2 Types of knowledge management systems 5.3 Benefits of knowledge management 5.4 Knowledge management process 5.5 Knowledge management tools 5.6 Strategies to retain essential skills
Assessment Tasks:	1. Written and/or oral assessment on the candidate's knowledge and skills to implement knowledge management programs as outlined in the assessment criteria and content above. 2. Practical assessment on knowledge management based on the performance criteria of the relevant unit standard.
Conditions/Context of assessment	1. Written and/or oral assessment can be conducted in a classroom environment. 2. Oral assessment can also be conducted by the assessor during the performance of the practical assessment by the trainees. 3. The practical assessment will be conducted in the workplace or simulated work environment in the training institution. 4. The context of assessment should include the facilities, tools, equipment and materials listed below.

Learning Outcome 06	LO6: Install learning Organisation programs
Assessment Criteria:	6.1 Define learning organisations 6.2 Define Organisational learning 6.3 Differentiate between learning organisations and organisational 6.4 Explain the characteristics of a learning organisation 6.5 Plan and implement learning and development programs
Content:	6.1 Definition of terms 6.2 Learning organisations 6.3 Organisational learning 6.4 Characteristics of a learning organisation 6.5 Learning and development programs
Assessment Tasks:	3) Written and/or oral assessment on the candidate's knowledge organisations and organisational learning as outlined in the criteria and content above. 4) Practical assessment on the concepts surrounding learning org and organisational learning based on the performance crite relevant unit standard.
Conditions/Context of assessment	5) Written and/or oral assessment can be conducted in a environment. 6) Oral assessment can also be conducted by the assessor

<table>
<tr>
<td></td>
<td>performance of the practical assessment by the trainees.

7) The practical assessment will be conducted in the wor simulated work environment in the training institution.

8) The context of assessment should include the facilities, tools, and materials listed below.</td>
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Learning Outcome 07	L07: Evaluate Human Resources Development programs
Assessment Criteria:	7.1 Define evaluation 7.2 Explain the purpose of evaluation 7.3 Analyse types of evaluation 7.4 Analyse the evaluation process 7.5 Assess models and frameworks of evaluation

Content:	7.1 Definition of terms
	
	7.2 Purpose of evaluation
	
	7.3 Types of evaluation
	
	    • Formative evaluation
	
	    • Summative evaluation
	
	    • Internal evaluation

Appr oach to Teac hing and Lear ning: 1)		• External evaluation 7.4 Evaluation process 7.5 Models of evaluation • CCIP Model • Kirk Patrick's evaluation Model
	Assessment Tasks:	1. Written and/or oral assessment on the candidate's knowledge of training programs as outlined in the assessment criteria and content ab 2. Practical assessment on evaluation of training programs base performance criteria of the relevant unit standard.
	Conditions/Context of assessment	1. Written and/or oral assessment can be conducted in a classroom enviro 2. Oral assessment can also be conducted by the assessor during the perf the practical assessment by the trainees. 3. The practical assessment will be conducted in the workplace or simu environment in the training institution. 4. The context of assessment should include the facilities, tools, equ materials listed below.

n of adult learning principles.
2) Both institution-based and work-based learning to facilitate the integration of theory and practice.
3) Face-to-face education and learning.
4) Problem-based learning.
5) Online/distance education and learning.
6) Use of social media.

Approach to Assessment:
1. Two theories assignments, two practical assignments and two tests with a total weight of 60%

2. Oral assessment to be conducted by one person or a panel of two or more assessors.

3. An exam component at the end of the semester with a total weight of 40%

Resources:
3. **Qualifications and experience of Trainers, Assessors and Moderators**

All trainers, assessors and moderators should have undergone ZNQF accredited training programmes and should have qualifications and experience recognised by the Zimbabwe National Qualifications Authority (ZNQA).

4. Facilities, Tools, Equipment and Materials

- Computer
- Photocopier
- Printer
- Stationery
- Data storage devices

3

Learning Resources

- Relevant training manuals (learners' guide) and facilitators' notes

5 Reference Materials (recommended textbooks, recommended readings)

- Beardwell, J and Clayton T.(2010),**Human resources management, a contemporary approach**, 6th edition, Transatlantic Publications

- Desler G,(2010), **Framework for human resources management**,12th edition, Prentice Hall

- Leopold, J. (2002) Human Resources in Organisations. Peerson Education Limited: United States of America.

Armstrong M ,(2006), Handbook of Human Resources M anagementPractice,7th Edition, Kogan Page, London

Module Code:	**TBA**
Module Title:	LABOUR ECONOMICS
ZNQF Level:	**5**
Credits:	16
Duration:	160 hours
Relationship with Qualification Standards:	Based on **Labour economics** Unit Standard of the Qualification for a Human Resources Officer
Pre-requisite modules:	N/A
Purpose of Module:	This module describes the skills, knowledge and attitudes requ Human Resources Officer to manage employees and allocate reso more economical way that does not prejudice the Organisation. this module is open to all target groups including conventional part time students, ISOEP and short course program students w establish or improve their knowledge of the relationship betwee management and economics.
List of Learning Outcomes:	LO1: Explain introductory concepts of Labour Economics.
	LO2: Analyse labour mobility and explain related concepts
	LO3: Evaluate labour market trends in line with demand and suppl labour
	LO4: Assess demographic factors and their influence on the labou
	LO5: Manage unemployment and analyse related trends
	L06: Analyse labour issues in an inflationary environment
	L07: Assess contemporary issues and their influence on the labour

Learning Outcome 01	LO1: Explain introductory concepts of Labour Economics.
Assessment Criteria:	1.1 Define labour economics 1.2 Explain the importance of labour economics to the Human Resources profession 1.3 Explain factors of production and their rewards 1.4 Relate the law of diminishing returns to employment levels {TP Approach} 1.5 Analyse the Marginal productivity theory {Marginal Approach} 1.6 Explain transfer earnings and economic rent
Content:	1.1 Definition of terms 1.2 Scope of labour economics 1.3 Importance of labour economics to Human Resource Management 1.4 Factors of production and their rewards 1.5 Transfer earnings and economic rent 1.6 Law of diminishing returns 1.7 Marginal Productivity Theory
Assessment Tasks:	5. Written and/or oral assessment on the candidate's knowledge of the labour economics introductory concepts as outlined in the assessment criteria and content above. 6. Practical assessment on introductory concepts of labour economics based on the performance criteria of the relevant unit standard.
Conditions/Context of assessment	1. Written and/or oral assessment can be conducted in a classroom environment. 2. Oral assessment can also be conducted by the assessor during the

	performance of the practical assessment by the trainees.
	3. The practical assessment will be conducted in the workplace or simulated work environment in the training institution.
	4. The context of assessment should include the facilities, tools, equipment and materials listed below.

Learning Outcome 02	LO2: Analyse labour mobility and explain related concepts
Assessment Criteria:	2.1 Define mobility of factors of production
	2.2 Explain causes of labour mobility
	2.3 Analyse types of mobility of labour
	2.4 explain effects of mobility of labour as a factor of production
Content:	2.1 Mobility of factor of production
	2.2 Causes of mobility of labour as a factor of production
	2.3 Types of mobility of labour

	• Geographical mobility • Occupational mobility • Horizontal mobility 2.4 Effects of mobility of labour
Assessment Tasks:	1. Written and/or oral assessment on the candidate's knowledge, skills and attitudes on mobility of labour as outlined in the assessment criteria and content above. 2. Practical assessment on mobility of labour based on the performance criteria of the relevant unit standard.
Conditions/Context of assessment	1. Written and/or oral assessment can be conducted in a classroom environment. 2. Oral assessment can also be conducted by the assessor during the performance of the practical assessment by the trainees. 3. The practical assessment will be conducted in the workplace or simulated work environment in the training institution. 4. The context of assessment should include the facilities, tools, equipment and materials listed below.

Learning Outcome 03	LO3: Evaluate labour market trends in line with demand and supply of labour
Assessment Criteria:	3.1 Define labour demand and supply related concepts 3.2 Explain the theory of demand for labour 3.3 Analyse the determinants of demand for labour 3.4 Explain elasticity of demand for labour concepts 3.5 Analyse the short run and long run demand for labour 3.6 Explain the determinants of labour supply 3.7 Explain the concept of elasticity of labour supply 3.8 Analyse wage differentials 3.9 Assess Government interventions in wage determination.
Content:	3.1 Theory of demand for labour 3.2 Determinants of demand for labour 3.3 Elasticity of demand for labour 3.4 Short run and long run demand for labour 3.5 Determinants of labour supply 3.6 Elasticity of labour supply 3.7 Wage differentials 3.8 Government interventions in wage determination.
Assessment Tasks:	1. Written and/or oral assessment on the candidate's knowledge of the theories of demand and Supply of labour as outlined in the assessment criteria and content above. 2. Practical assessment on demand and supply of labour and related theories, based on the performance criteria of the relevant unit standard.
Conditions/Context of assessment	1. Written and/or oral assessment can be conducted in a classroom environment. 2. Oral assessment can also be conducted by the assessor during the performance of the practical assessment by the trainees. 3. The practical assessment will be conducted in the workplace or simulated work environment in the training institution. 4. The context of assessment should include the facilities, tools, equipment and materials listed below.

Learning Outcome 04	LO4: Assess demographic factors and their influence on the labour market
Assessment Criteria:	4.1 Define demography and other related concepts 4.2 Explain demographic factors affecting employment 4.3 Analyse the effects of demographic changes to manpower planning 4.4 Assess the effects of population changes on demand and supply of labour 4.5 Analyse Government's policies on under and over population 4.6 evaluate population theories on employment and unemployment
Content:	4.1 Demography and other related concepts 4.2 Demographic factors affecting employment 4.3 Effects of demographic changes to manpower planning 4.4 Effects of population changes on demand and supply of labour 4.5 Government's policies on under and over population 4.6 Population theories on employment and unemployment
Assessment Tasks:	3) Written and/or oral assessment on the candidate's knowledge and skills to analyse demography and employment as outlined in the assessment criteria and content above. 4) Practical assessment on demography and employment based on the performance criteria of the relevant unit standard.
Conditions/Context of assessment	5) Written and/or oral assessment can be conducted in a classroom environment. 6) Oral assessment can also be conducted by the assessor during the performance of the practical assessment by the trainees. 7) The practical assessment will be conducted in the workplace or simulated work environment in the training institution. 8) The context of assessment should include the facilities, tools, equipment and materials listed below.

Learning Outcome 05	LO5: Manage unemployment and analyse related trends
Assessment Criteria:	5.1 Define unemployment 5.2 Explain types of unemployment 5.3 Explain the causes of unemployment 5.4 Analyse the effects of unemployment 5.5 Evaluate the solutions to unemployment problems 5.6 Assess the relationship between Trade unions and unemployment 5.7 Assess the influence of technology on unemployment
Content:	5.1 Definition of terms 5.2 Types of unemployment 5.3 Causes of unemployment 5.4 Effects of unemployment 5.5 Solutions to unemployment problems 5.6 Trade unions and unemployment 5.7 Technology on unemployment
Assessment Tasks:	5) Written and/or oral assessment on the candidate's knowledge of concepts surrounding unemployment as outlined in the assessment criteria and content above. 6) Practical assessment on the concepts surrounding unemployment based on the performance criteria of the relevant unit standard.
Conditions/Context of assessment	1. Written and/or oral assessment can be conducted in a classroom environment. 2. Oral assessment can also be conducted by the assessor during the performance of the practical assessment by the trainees. 3. The practical assessment will be conducted in the workplace or simulated work environment in the training institution. 4. The context of assessment should include the facilities, tools, equipment and materials listed below.

Learning Outcome 06	L06: Analyse labour issues in an inflationary environment
Assessment Criteria:	6.1 Define inflation 6.2 Explain causes of inflation 6.3 Analyse types of inflation 6.4 Assess the effects of inflation on organisational development 6.5 Evaluate indicators and indices measuring cost of living
Content:	6.1 Definition of terms 6.2 Causes of inflation 6.3 Types of inflation 6.4 Effects of inflation 6.5 Indicators and indices measuring cost of living
Assessment Tasks:	1. Written and/or oral assessment on the candidate's knowle____ inflation and its effects on labour issues as outlined in the asse____ criteria and content above. 2. Practical assessment on inflation based on the performance cr____ the relevant unit standard.
Conditions/Context of assessment	1) Written and/or oral assessment can be conducted in a cla____ environment. 2) Oral assessment can also be conducted by the assessor du____ performance of the practical assessment by the trainees. 3) The practical assessment will be conducted in the workp____ simulated work environment in the training institution. 4) The context of assessment should include the facilities____ equipment and materials listed below.

Learning Outcome 07	LO7: Assess contemporary issues and their influence on the labour market
Assessment Criteria:	7.1 Explain causes, effects and solutions to brain drain 7.2 Explain causes, effects and solutions of Rural to urban migration 7.3 Analyse issues of child labour in developing countries
Content:	7.1 Brain drain • Define brain drain • Causes of brain drain • Effects of brain drain • Solutions to problems of brain drain 7.2 Rural to urban migration • Causes of rural to urban migration • Effects of rural to urban migration • Solution of rural to urban migration 7.3 Child labour in Developing countries • Causes of child labour • Effects of child labour • Solutions to child labour problem • Government's position on child labour
Assessment Tasks:	1. Written and/or oral assessment on the candidate's knowledge of the brain drain, child labour as well as rural to urban migration as outlined in the assessment criteria and content above. 2. Practical assessment on brain drain, child labour as well as rural to urban migration based on the performance criteria of the relevant unit standard.

Conditions/Context of assessment	1) Written and/or oral assessment can be conducted in a classroom environment.
	2) Oral assessment can also be conducted by the assessor during the performance of the practical assessment by the trainees.
	3) The practical assessment will be conducted in the workplace or simulated work environment in the training institution.
	4) The context of assessment should include the facilities, tools, equipment and materials listed below.

Approach to Teaching and Learning:
1. Observation of adult learning principles.
2. Both institution-based and work-based learning to facilitate the integration of theory and practice.
3. Face-to-face education and learning.
4. Problem-based learning.
5. Online/distance education and learning.
6. Use of social media.

Approach to Assessment:
1) Two theories assignments, two practical assignments and two tests with a total weight of 60%

2) Oral assessment to be conducted by one person or a panel of two or more assessors.

3) An exam component at the end of the semester with a total weight of 40%

Resources:
1. **Qualifications and experience of Trainers, Assessors and Moderators**

All trainers, assessors and moderators should have undergone ZNQF accredited training programmes and should have qualifications and experience recognised by the Zimbabwe National Qualifications Authority (ZNQA).
2. **Facilities, Tools, Equipment and Materials**

- Computer

- Photocopier
- Printer
- Stationery
- Data storage devices

3. Learning Resources
- Relevant training manuals (learners' guide) and facilitators' notes

4. Reference Materials (recommended textbooks, recommended readings)

- Bosworth D and Dawkins P. (1996), **Economics of the Labour Market**; Financial Times Press.
- Cazes, S and Verick, S, (2013). Perspectives on Labour Economics for Development. (ILO

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Module Code:	TBA
Module Title:	Performance Management
ZNQF Level:	6
Credits:	12
Duration:	120 Hours
Relationship with Qualification Standards:	Based on Unit Standard **PERFORMANCE MANAGEMENT** of Qualification Standard for Human Resources Assistant
Pre-requisite modules:	NO PREREQUISITES
Purpose of Module: (	This module describes the skills, knowledge and attitudes required by a Human Resources Assistant to enable an individual to create, maintain and update human resource records. This module is important, as it will ensure that the organisation will be able to manage human capital efficiently and professionally. This module targets the entire human resources officers in organisation and improve performance in respective areas of responsibility in all departments.

List of Learning Outcomes:	**L01: Analyse the background of performance management** **L02: Analyse performance management themes and problems** **L03: Identify performance appraisal methods** **L04: Evaluate performance appraisals in with performance Management** **L05: Identify Key Result Areas** **L06: Conduct performance appraisal** **L07: Evaluate performance of individuals**
Learning Outcome 01	**01: Analyse the background of performance management**
Assessment Criteria:	6.1.1 Performance management history narrated 6.1.2 Performance management defined 6.1.3 Purposes of performance management identified 6.1.4 Performance management cycle drawn
Content:	1.1 **Performance management history narrated** • Evolution of performance management • Practice of performance management • Division of labour • Management styles • Performance and motivation **1.2 Performance management defined** • Performance management definition • Importance of Management • Who is responsible for performance management? • Roles and competences of managers and supervisors in performance management **1.3 Purposes of performance management** • Performance management purposes • Explain the importance of performance • Performance management training • Needs identification and analysis • Workshops on performance management

	1.4 Performance management cycle drawn • Performance management process • Expectations of both subordinates and manager • Linkages between individual and organisational goals
Assessment Tasks:	7. Written and/or oral assessment on the skills and knowledge required in performance management 8. Practicals of prototypes related to HRM.
Conditions/Context of assessment	13. Simulation of performance management training. 14. Written and/or oral assessment can be conducted in a classroom environment. Oral assessment can also be conducted by the assessor during the performance of the practical assessment by the trainees. 15. The practical assessment will be conducted in the or simulated work environment in the training institution. 16. The context of assessment should include the facilities, tools, equipment and materials listed below. Materials needed: computers, printers, code of conduct, manuals, Organisational chart, job descriptions
Learning Outcome 02	**L02: Analyse performance management themes and problems**
Assessment Criteria	6.2.1 Performance management themes described 6.2.2 Performance management benefits explained 6.2.3 Sources of ineffective performances identified 6.2.4 Performance management problems discussed
Content	**2.1 Performance management themes described** • Performance management policy • Workers' values in performance management • Organisational goals and interests • Individual goals and interests • Productivity versus costs of organisations **2.2 Performance management benefits explained** • Good business practice • Production and revenue generation

	• Needs identification practice • Recruitment, training and promotion **2.3 Sources of ineffective performances identified** • Recruitment, selection and promotion • Lack of induction • Ineffective communication • Appraiser lacking adequate knowledge • Conditions of service • Inadequate staffing • Reliance on previous performance record **2.4 Performance management problems discussed** • Organisational structure • Individual threat • Supervisor threat • Hallo effect • Central tendency effect • Bias • Reccency effect
Assessment Tasks	1. Written and/or oral assessment on formulation of KRAs, updating KRAs, training workshops conducted for further clarifications 2. Knowledge required to conduct performance management exercises
Conditions/Context of assessment	1. Written and/or oral assessment can be conducted in a classroom environment. Oral assessment can also be conducted by the assessor during internal and external assessment by the trainees. 2. The practical assessment will be conducted in the workplace or simulated work environment in the training institution. The context of assessment should include the facilities, tools, equipment and materials listed below. Computer, printer, record books, performance management guides, policy documents on performance management, stapler, puncher.
Learning Outcome 03	**L03: Identify performance appraisal methods**
Assessment Criteria	6.3.1 Trait method discussed 6.3.2 Management by objective method explained 6.3.3 Competency based method described 6.3.4 360 degree method clarified 6.3.5 Results based management

Content	3.1 **Trait method discussed**
	• Define Trait method
	• Discuss the trait method
	• Analyse benefits to performance management
	• Analyse skills tapped in trait method
	3.2 **Management by Objective method explained**
	• Define management by objective
	• Characteristics of MBO listed
	• Benefits of MBO to PM
	• Limitations of MBO to PM
	3.3 **Competency Based Method described**
	• Definition of competency based method
	• Characteristics of competency based method
	• Benefits of the method
	• Limitations of method
	3.4 **360 degree method clarified**
	• Define 360 degrees method
	• Characteristics of 360 method
	• Benefits of 360 method
	• Limitations of 360 method
	3.5 **Results Based Management analysed**
	• Define RBM
	• Characteristics of 360 method
	• Analysis of benefits of 360 method
	• Analysis of imitations of 360 method
	3.6 **Balanced Score Card discussed**
	• Financial perspective
	• Customer perspective
	• Internal perspective
	• Innovation and learning

Assessment Tasks	1. Written tests and/or oral assessment on employee salary scales 2. Design employee attendance register. 3. Practical assessment on creation of employee data base.
Conditions/Context of assessment	1. Written and/or oral assessment can be conducted in a classroom environment. Oral assessment can also be conducted by the assessor during the performance of the practical assessment by the employees. 2. The practical assessment will be conducted in the workplace or simulated work environment in the training institution. 3. The context of assessment should include the facilities, tools, equipment and materials listed below. 4. Computer, printer, record books, records management, policy documents, stapler, punchers, Balanced score card table

Learning Outcome 04	L04: Evaluate performance appraisals in with performance Management
Assessment Criteria	6.4.1 Manager conducted appraisals described 6.4.2 Self appraisals conducted 6.4.3 Peer conducted appraisals clarified 6.4.4 Subordinate conducted appraisals of superior carried out 6.4.5 Outside third party assessors conducted appraisals
Content	**6.4.1 Manager conducted appraisals described** • SMART objectives • Professionalism follow appraisal process • Two way communication • Joint agreement **4.1 Self-appraisals conducted** • Training of both employee and supervisor • Joint autonomy and involvement • Rewards and promotion • Direct involvement and employee ownership **4.2 Peer conducted appraisals clarified** • Training of peers in performance appraisal • Conditions warranting peer review performance • Adherence to SMART objectives • Benefits and limitations of peer reviewed appraisal

	4.3 Subordinate conducted appraisals of superior carried out • Self-development and growth of superior • Explanation of purpose of the appraisal • Overtaking traditional/organisational authority • Management authority is tempered **4.5 Outside third party assessors conducted appraisals** • Explanation of outside party assessment • Promotion of impartiality • Staff development practice • Explain challenges of the method • Cost implications analysed
Assessment Tasks	1. Written and/or oral assessment on employees goals and objectives 2. Display knowledge required on accessing employee confidential records 3. Practical assessment on archiving employee old records
Conditions/Context of assessment	1. Written and/or oral assessment can be conducted in a classroom environment. Oral assessment can also be conducted by record keeper 2. The practical assessment will be conducted in the workplace or simulated work environment in the training institution. 3. The context of assessment should include the facilities, tools, equipment and materials listed below. 4. Policy documents, code of conduct, job specifications and descriptions, computers, overhead projectors
Learning Outcome 05	**L05: Identify Key Result Areas**
Assessment Criteria	6.5.1 Formulated Key Result Areas in line with departmental/sectional goals and objectives 6.5.2 Established and agreed upon Performance measures by the relevant parties 6.5.3 Sent communication on performance system to the constituencies
Content	**5.1 Formulated Key Result Areas in line with departmental/sectional goals and objectives** • Departmental work plans

	- KRAs in line with departmental work plans - Standards and objectives agreements - Drafts of work plans **5.2 Outlined key responsibilities in different areas** - Performance against standards - Periodic reviews - Key responsibilities in various areas - Discussion of responsibilities - Departmental key responsibilities - Corrections and amendments **5.3 Sent communication on performance system to the constituencies.** - Performance measurement and standards - Gap analysis - Training and adjustments - Follow ups - Recommendations
Assessment Tasks	4. Written and/or oral assessment on employees goals and objectives 5. Display knowledge required on accessing employee confidential records 6. Practical assessment on archiving employee old records
Conditions/Context of assessment	5. Written and/or oral assessment can be conducted in a classroom environment. Oral assessment can also be conducted by record keeper 6. The practical assessment will be conducted in the workplace or simulated work environment in the training institution. 7. The context of assessment should include the facilities, tools, equipment and materials listed below. 8. Policy documents, code of conduct, job specifications and descriptions, computers, overhead projectors
Learning Outcome 06	**L06: Conduct performance appraisal for employees**
Assessment Criteria	6.6.1 Identified Appropriate performance appraisal criteria 6.6.2 Completed performance appraisal forms 6.6.3 Identified performance gap

Content	**6.1 Identified Appropriate performance appraisal** • Analysis of performance criteria • Discussions and demonstrations • Criteria simulations • Objectives and standards guidelines • Match criterion to objectives and standards • Key Result Areas • Key Result Areas perfection • Customize the criterion **6.2 Completed performance appraisal forms** • Performance appraisal forms • Assessment forms • Objectives and standards • Key Result Areas • Key Result Areas perfection • Approval of forms **6.3 Identified Performance gap** • Employee performance evaluation • Review of covered work • Performance standards Review • Gaps analysis • Training needs assessment
Assessment Tasks	7. Written and/or oral assessment on employees goals and objectives 8. Display knowledge required on accessing employee confidential records 9. Practical assessment on archiving employee old records
Conditions/Context of assessment	9. Written and/or oral assessment can be conducted in a classroom environment. Oral assessment can also be conducted by record keeper 10. The practical assessment will be conducted in the workplace or simulated work environment in the training institution. 11. The context of assessment should include the facilities, tools, equipment and materials listed below. 12. Policy documents, code of conduct, job specifications and descriptions, computers, overhead projectors

Learning Outcome 07	L07: Evaluate performance of the individual
Assessment Criteria	7.7.1 Analysed Performance gap 7.7.2 Recommended appropriate action in line with department/section goals and objectives 7.7.3 Carried out regular monitoring of the individual's performance
Content	**7.1 Analysed Performance gap** • Employee review schedules • Departmental reviews • Individual reviews • Rating procedures **7.2 Recommended appropriate action in line with department/section goals and objectives** • Objectives and standards • Templates • Deviations and discussions • Performance gaps • Training recommendations **7.3 Carried out rregular monitoring of the individual's performance** • Monitoring of individual performance • Periodic reviews • Bridging the gaps noted
Assessment Tasks	1. Written and/or oral assessment on employees goals and objectives 2. Display knowledge required on accessing employee confidential records 3. Practical assessment on archiving employee old records
Conditions/Context of assessment	1. Written and/or oral assessment can be conducted in a classroom environment. Oral assessment can also be conducted by record keeper 2. The practical assessment will be conducted in the workplace or simulated work environment in the training institution. 3. The context of assessment should include the facilities, tools, equipment and materials listed below. 4. Policy documents, code of conduct, job specifications and

	descriptions, computers, overhead projectors

ASSESSMENT SPECIFICATION GRID

Performance management	Learning outcomes	Weighting %
1.1	Analyse the background of performance management	10
1.2	Analyse performance management themes and problems	15
1.3	Identify performance appraisal methods	20
1.4	Evaluate performance appraisals in line with performance management	20
1.5	Identify Key Result Areas	15
1.6	Conduct performance appraisal	10
1.7	Evaluate performance of individuals	10
TOTAL		100

Approach to Teaching and Learning:
1. Observation of adult learning principles.
2. Both institution-based and work-based learning to facilitate the integration of theory and practice.
3. Face-to-face education and learning.
4. Problem-based learning.
5. Online/distance education and learning.
6. Blended/hybrid education and learning.
7. Use of social media.

Approach to Assessment:
1) Weighting of practical and theory assessment: 40% theory and 60% practical.
2) Oral assessment to be conducted by a panel of two or more assessors.
3) Portfolio of evidence.
4) Assessment of work conducted by both individual learners and teams of learners.

Resources:
1. Qualifications and experience of Trainers, Assessors and Moderators

All trainers, assessors and moderators should have undergone ZNQF accredited training programmes and should have Higher National Diploma in Human Resources Management or equivalent.

2. **Facilities, Tools, Equipment and Materials**

    Performance management forms

    Module
    Performance management rating grid
    Box file
    Filing cabinets
    Stationery
    Text books
    Board markers
    Key Result Are schedules
    Policy documents
    Paper punch
    Bond paper
    Computers

3. **Learning Resources**

    Relevant training manual (learners' guide) and facilitators' guide

4. **Reference Materials (recommended textbooks, recommended readings)**

SUGGESTED REFERENCES

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Module Code:	**TBA**
Module Title:	**Safety, Health, Environmental Practices and Quality**
ZNQF Level:	**5**
Credits:	14
Duration:	100 Hours
Relationship with Qualification Standards:	Based on Unit Standard **Safety, Health, Environmental Practices and Quality** of Qualification Standard for Human Resources Officer
Pre-requisite modules:	NO PREREQUISITES
Purpose of Module: *(adapt purpose of unit standard: summary of learning outcomes, importance of module, target groups)*	This module describes the skills, knowledge and attitudes required by a Human Resources Officer to develop and maintain a safe and healthy workplace. The module is important as it equips the SHEQ officer with quality assurance abilities as well as the abilities to formulate and enforce health and safety policies aimed at ensuring that harm is not inflicted upon organisation's employees, customers, contractors, service providers. This module targets Human resource practitioners who are interested in safeguarding their workforce. It is not limited everyone has the opportunity as a human resources practitioner.
List of Learning Outcomes: *(same as elements in relevant unit standard)*	*Formulate and review health and Safety Policy* *Develop and maintain Health and safety plans* 1.2 *Develop and maintain an Environmental management processes.* *Coordinate and provide safety, wellness and health training.* *Formulate, maintain and integrate quality systems* *Coordinate and provide quality management training* *Interpret and implement health and safety legislation* *Prevent accidents.*

Learning Outcome 01	*Formulate and review health and Safety Policy*
Assessment Criteria: *(based on performance criteria of the unit standard and adaptation of relevant curriculum content from other sources)*	1.1 Draft Healthy and safety policy in line with NSSA statutes 1.2 Circulate the draft policy to all parties and effect changes 1.3 Approve and implement the final policy 1.4 Review health and safety policy

Content: *(a summary (list) of the topics that will be covered under each assessment criterion)*	**1.1 Draft Healthy and safety policy in line with NSSA statutes**
	   • State the role played by a health and safety officer
	   • Accumulate departmental health requirements for policy.
	   • Drafting healthy and safety company policy
	   • State the responsibility of management on health and safety policy.
	
	1.2 Circulate the draft policy to all parties and effect changes
	   • Distribute draft policy to all departments
	   • Accept recommendations
	   • Consider additional information
	   • Make further awareness to improve policy document
	
	1.3 Approve and implement the final policy
	   • Discussion of the policy document by senior management
	   • Final document drawn
	   • Document circulated to all departments
	   • Final policy draft approved
	1.4 Review health and safety policy
	   • Policy review explained
	   • Responsibility for reviewing policies
	   • Procedure for policy review.
	   • Importance of policy reviews

Assessment Tasks:	9. Written and/or oral assessment on the candidate's knowledge on formulating health and safety policies 10. Practical assessment on the candidate's skills required on

	formulate policies and manuals.
Conditions/Context of assessment	17. Written and/or oral assessment can be conducted in a classroom environment. Oral assessment can also be conducted by the assessor during the performance of the practical assessment by the trainees. 18. The practical assessment will be conducted in the work environment or simulated work environment in the training institution. 19. The context of assessment should include the facilities, tools, equipment and materials listed below: Materials needed: computers, printers, photocopier, manuals, mission statements, policies, bond paper, notebooks, timesheets and files.

Learning Outcome 02	*Develop and maintain Health and safety plans*
Assessment Criteria	**2.1 Identify areas for safety planning** **2.2 Develop health and safety plans** **2.3 Maintain and review health and safety plans**
Content	*2.1 Identify areas for safety planning* **2.1.1 Safety planning explained** **2.1.2 Benefits of planning for safety** **2.1.3 Factors affecting safety planning** **2.1.4 use of safety signs** *2.2 Develop health and safety plans* 2.2.1 **Main elements of a safety plan** **Roles of Management and employee in safety planning** **Safety planning checklist** **Steps to conduct a safety plan** **Ergonomics** **Identification of risk areas** **Risk management** *2.3 Maintain and review health and safety plans* **Define safety review** **Review frequency of health and safety plans** **Reasons for a review of the health and safety plan**
Assessment Tasks	3. Written and/or oral assessment on the skills on developing health plans. 4. Knowledge required to develop plans.
Conditions/Context of assessment	1. Written and/or oral assessment can be conducted in a classroom environment. Oral assessment can also be conducted by the assessor during the performance of the practical assessment by the trainees. 2. The practical assessment will be conducted in the work environment or simulated work environment in the training institution. 3. The context of assessment should include the facilities, tools, equipment and materials listed below: Materials needed: computers, printers, photocopier, manuals, mission statements, policies, bond paper, notebooks, timesheets and files.

Learning Outcome 03	*Develop and maintain an Environmental management processes.*
Assessment Criteria	**3.1 Design an effective Environmental management processes (EMP)** **3.2 Maintain EMP**
Content	**3.1 Design an effective Environmental management processes (EMP)** Environmental management defined The process of environmental management How to design an effective EMP **3.2 Maintain EMP** 3.2.1 How to maintain an Environmental management process 3.2.2 Why environmental management system is important. 3.2.3 The EMS cycle 3.2.4 Cost and benefits of EM Systems
Assessment Tasks	4. Written tests and/or oral assessment on the skills and knowledge required to develop and maintain an Environmental management process. 5. Practical assessment on how to develop and maintain an Environmental management process.
Conditions/Context of assessment	1. Written and/or oral assessment can be conducted in a classroom environment. Oral assessment can also be conducted by the assessor during the performance of the practical assessment by the trainees. 2. The practical assessment will be conducted in the work environment or simulated work environment in the training institution. 3. The context of assessment should include the facilities, tools, equipment and materials listed below: Materials needed: computers, printers, photocopier, manuals, mission statements, policies, bond paper, notebooks, timesheets and files.

Learning Outcome 04	Coordinate and provide safety, wellness and health training.
Assessment Criteria	*Coordinate wellness training* *Identify wellness initiatives* *Conduct wellness and health training*
Content	4.1 *Coordinate wellness training* Objectives of wellness programmes Wellness and wellness training defined Areas to cover in wellness programme How to inculcate employee wellness programme Importance of wellness in the workplace *Identify wellness initiatives* Creating work-life balance Explain the importance of work-life balance Responsibility of health and wellness Examples of wellness programmes *Conduct wellness and health training* Benefits of Employee Wellness Programs Dimensions of wellness Explore and describe a business case for wellness Key elements of successful wellness programmes Wellness challenges
Assessment Tasks	1. Written tests and/or oral assessment on the skills and knowledge required to Coordinate and provide safety, wellness and health training. 2. Practical assessment on how to develop and implement health training.
Conditions/Context of assessment	1. Written and/or oral assessment can be conducted in a classroom environment. Oral assessment can also be conducted by the assessor during the performance of the practical assessment by the trainees. 2. The practical assessment will be conducted in the work environment or simulated work environment in the training institution. 3. The context of assessment should include the facilities, tools, equipment and materials listed below: Materials needed: computers, printers, photocopier, manuals, mission statements, policies, bond paper, notebooks, timesheets and files.

Learning Outcome 05	*Formulate, maintain and integrate quality systems*
Assessment Criteria	*Develop quality systems* *Maintain quality systems and standards* *Integrate quality systems with work practices*
Content	5.1 *Develop quality systems* Define quality objectives Quality levels (acceptable, appropriate, aspirational) Quality planning checklist Formulating Quality policy Basic components of a quality management system *Maintain quality systems and standards* Elements and requirements of a quality management system Application of Important examples of quality standards: 5.1.1.1 ISO 14001: 2015 5.1.1.2 OHSAS 18001:2007 and ISO 45001 5.1.1.3 ISO 9001: 2015 5.2.2.4 Any other relevant ISO standards Strategies to Improve approach to Quality Management Documents required in quality management systems *Integrate quality systems with work practices* Factors affecting implementation of quality management systems The process approach to quality management Developing a quality culture Responsibility of quality integration Benefits of an integrated quality Management System Understanding customer demands
Assessment Tasks	1. *Written tests and/or oral assessment on the skills and knowledge required to formulate, maintain and integrate quality systems.* 2. Practical assessment on formulation of quality systems.
Conditions/Context of assessment	1. Written and/or oral assessment can be conducted in a classroom environment. Oral assessment can also be conducted by the assessor during the performance of the practical assessment by the trainees. 2. The practical assessment will be conducted in the work environment or simulated work environment in the training

	institution.
	3. The context of assessment should include the facilities, tools, equipment and materials listed below: Materials needed: computers, printers, photocopier, manuals, mission statements, policies, bond paper, notebooks, timesheets and files.

Learning Outcome 06	*Coordinate and provide quality management training*
Assessment Criteria	**6.1 Craft quality management training objectives** **6.2 Identify quality management training gaps** **6.3 Conduct training on Quality management**
Content	**6.1 Craft quality management training objectives** Quality management training defined Objectives of quality management training. Importance of training in quality management **6.2 Identify quality management training gaps** Quality management training gaps explained Methods of identifying quality gaps Factors affecting quality and quality assurance **6.3 Conduct training on Quality management** Define quality management training Types of training (on/ Off Job, Induction) Quality Management Tools and Techniques Steps in quality management training
Assessment Tasks	*1. Written tests and/or oral assessment on the skills and knowledge required to Coordinate and provide quality management training.* 2. Practical assessment on formulation and implementation of training programmes.
Conditions/Context of assessment	1. Written and/or oral assessment can be conducted in a classroom environment. Oral assessment can also be conducted by the assessor during the performance of the practical assessment by the trainees. 2. The practical assessment will be conducted in the work environment or simulated work environment in the training institution. 3. The context of assessment should include the facilities, tools,

	equipment and materials listed below: Materials needed: computers, printers, photocopier, manuals, mission statements, policies, bond paper, notebooks, timesheets and files.

Learning Outcome 07	*Interpret and implement health and safety legislation*
Assessment Criteria	**7.1 Avail all legislative and regulative documents** **7.2 interpret health and safety legislation** **7.3 Implement and enforce legislation at workplaces**
Content	**7.1 Avail all legislative and regulative documents** Health and safety legislation explained Objective of health and safety legislation Sources of health and safety legislation documents Importance of having health and safety legislation **7.2 Interpret health and safety legislation** Correct interpretation of health and safety legislation Responsibility of interpretation Cost of misinterpretation **7.3 Implement and enforce legislation at workplaces** What legislation does Zimbabwe have on occupational health and safety? What are the main workplace health and safety regulations? How to use health and safety legislation Who enforces Health and Safety Legislation? Examples of legislation regulating health and safety in Zimbabwe: *7.2.1.1 The Factories and Works Act (20 of 1948),* *7.2.1.2 The Labour Act (16 of 1985),* *7.2.1.3 The National Social Security Authority (Accident Prevention and Workers Compensation Scheme)* *7.2.1.4 Notice No. 68 of 1990.* *7.2.1.5 Etc*
Assessment Tasks	1. Written tests and/or oral assessment on the skills and knowledge required to interpret and implement health and safety legislation. 2. Practical assessment on interpretation and enforcement of health

	and safety legislation.
Conditions/Context of assessment	1. Written and/or oral assessment can be conducted in a classroom environment. Oral assessment can also be conducted by the assessor during the performance of the practical assessment by the trainees. 2. The practical assessment will be conducted in the work environment or simulated work environment in the training institution. 3. The context of assessment should include the facilities, tools, equipment and materials listed below: Materials needed: computers, printers, photocopier, manuals, mission statements, policies, bond paper, notebooks, timesheets and files.

Learning Outcome 08	*3.3 Prevent accidents.*
Assessment Criteria	**8.1 Identify accident prone areas** **8.2 craft measures to eliminate accidents**
Content	**8.1 Identify accident prone areas** *8.1.1 Ways to Identify Hazards in the Workplace* **8.2 craft measures to eliminate accidents** Aspects to the prevention of accidents at work. • The creation of a safe place of work. • The development and operation of safe working practices. • Ensuring the personal safety of all employees Basic principles in accident prevention. • Engineering, education and training, enforcement, enthusiasm.
Assessment Tasks	1. Written tests and/or oral assessment on the skills and knowledge required for accident prevention at workplaces. 2. Practical assessment on accident prevention methods.
Conditions/Context of assessment	1. Written and/or oral assessment can be conducted in a classroom environment. Oral assessment can also be conducted by the assessor during the performance of the practical assessment by the trainees. 2. The practical assessment will be conducted in the work environment or simulated work environment in the training

	institution.
	3. The context of assessment should include the facilities, tools, equipment and materials listed below: Materials needed: computers, printers, photocopier, manuals, mission statements, policies, bond paper, notebooks, timesheets and files.

Approach to Teaching and Learning:
1. Observation of adult learning principles.
2. Both institution-based and work-based learning to facilitate the integration of theory and practice.
3. Face-to-face education and learning.
4. Problem-based learning.
5. Online/distance education and learning.
6. Blended/hybrid education and learning.
7. Use of social media.

Approach to Assessment:
1) Weighting of practical and theory assessment: 40% theory and 60% practical.
2) Oral assessment to be conducted by a panel of two or more assessors.
3) Portfolio of evidence.
4) Assessment of work conducted by both individual learners and teams of learners.

Resources:
5. **Qualifications and experience of Trainers, Assessors and Moderators**

All trainers, assessors and moderators should have undergone ZNQF accredited training programmes and should have qualifications and experience recognised by the Zimbabwe National Qualifications Authority (ZNQA).

6. **Facilities, Tools, Equipment and Materials**

Computer
Lecture theaters
Classrooms
Board markers
Log in log out sheets
Labour Act
Health and safety Manuals

ASSESSMENT SCHEME

MODE OF ASSESSMENT			WEIGHTING
			100%
EXAMINATION 40%	**CONTINUOUS ASSESSMENT 60%**		
1	3 hour written examination	**2 Practical Assignments** **2 Theory Assignments** **2 Tests**	100%

ASSESSMENT SPECIFICATIONS GRID

	WEIGHTING
Formulate and review health and Safety Policy	10%
Develop and maintain Health and safety plans	15%
Develop and maintain an Environmental management processes.	10%
Coordinate and provide safety, wellness and health training.	15%
Formulate, maintain and integrate quality systems	10%
Coordinate and provide quality management training	15%
Interpret and implement health and safety legislation	10%
Prevent accidents.	15%
TOTAL	**100%**

PAPER STRUCTURE
Students should answer any 5 from a total of 8 questions. Each question carries 20 marks. Total

100 marks.

	NUMBER OF QUESTIONS	WEIG
Plan organisational functions	1	1(
Decide course of action necessary to attain objectives	1	1:
Organise business structures and activities	1	1(
Coordinate various business functions	1	1:
Formulate and maintain groups and committees	1	1(
Effect change within the organisation	1	1:
Manage conflict amongst employees	1	1(
Control organisation functions	1	1:
TOTAL	**8**	**10**

7. **Learning Resources**

Relevant training manual (learners' guide) and facilitators' guide

Reference Materials (recommended textbooks, recommended readings)

Waters, B. (2017) Introduction to Environmental Management, 1st Edition, Rutledge

Backhouse,J. (2017) <u>Environmental Management Revision Guide,</u> 1st edition, Routledge

Benjamin, O.A (2008) FUNDAMENTAL PRINCIPLES OF OCCUPATIONAL HEALTH AND SAFETY Second edition, ILO, Geneva

British Standard Institution (2013). Occupational Health and Safety Management, Implementation Guide, British Standards Institution:London, UK.

Module Code:	TBA
Module Title:	REWARD MANAGEMENT
ZNQF Level:	5
Credits:	7
Duration:	70 Hours
Relationship with Qualification Standards:	Based on Unit Standard **REWARD MANAGEMENT** Qualification Standard for Human Resources Assistant

Pre-requisite modules:	NO PREREQUISITES 5 O levels including English language National Certificate in Human Resources Management
Purpose of Module:	This module describes the skills, knowledge and attitudes required by a Human Resources Assistant to enable the individual to conduct reward management. This module is important; as it will ensure that the organisation's most valuable assets are remunerated fairly and cost effectively. This module targets individuals who have a passion to motivate for productivity.
List of Learning Outcomes:	**LO1 Reward management overview** **L02 Reward Management Models** **LO3. Carry out job evaluation** **LO4 Contingent pay schemes** **LO5. Administer fringe benefits** **LO6. Craft a reward management policy**
Learning Outcome 01	**L01 Reward management overview**
Assessment Criteria:	1.1 definition of reward management **1.2** purpose of reward management **1.3** needs satisfied by rewards **1.4** principles governing reward management **1.5** factors affecting reward management **1.6** benefits of rewards
Content:	**1.1 definition of reward management** • Reward management definition • Intrinsic rewards • Extrinsic rewards • Performance related rewards • Membership related rewards • Status related rewards • Social rewards **1.2 purpose of reward management** • attract • retain • maintenance of equity among employees 1.3 needs satisfied by rewards • the need to satisfy individual expectation

	• the need to be competitive
	• the need to conduct satisfactory effort bargains
	• the need to recognize solid worth
	• the problem of equity
	1.4 principles of reward management
	• pay differences based on job requirements
	• wages and salaries should be in line with labour market
	• equal pay for equal work
	• recognize differences in ability and contribution on an equitable basis
	• establish a procedure for hearing and adjusting salary complains
	• communicate procedures for establishing pay rates
	1.5 factors affecting remuneration
	• prevailing wages
	• ability to pay
	• cost of living
	• productivity
	• bargaining power
	• job requirements/internal rates
	• legislation
	• individual/team performance
	1.6 benefits of rewards management policy
	• strategic management of the payroll
	• increases transparency and reduces inconsistencies
	• reward policy is tied to the overall business strategy
	• equity and equality in rewarding employees
Assessment Tasks:	Written and/or oral assessment on the skills and knowledge required to determine salaries and achieving the purpose of reward management

Conditions/Context of assessment	20. Simulation of induction training. 21. Written and/or oral assessment can be conducted in a classroom environment. Oral assessment can also be conducted by the assessor during the performance of the practical assessment by the trainees. 22. The practical assessment will be conducted in or simulated work environment in the training institution. 23. The context of assessment should include the facilities, tools, equipment and materials listed below. Materials needed: computers, printers, policy manuals, Organisational charts, job descriptions
Learning Outcome 2	**Reward Management Models**
Assessment Criteria:	• Law of supply and demand • Efficiency wage theory • Human capital theory • Agency theory • The effort bargain • Expectancy theory
Content:	• Law of supply and demand theory — Explanation of the theory — implications • Efficiency wage theory — Explanation of the theory — implications • Human capital theory — Explanation of the theory — implications • Agency theory — Explanation of the theory — implications • The effort bargain — Explanation of the theory — implications • Expectancy theory

	— Expectancy — Instrumentality — Valence
Assessment Tasks	Written and/or oral assessment on the skills and knowledge required to determine salaries and achieving the purpose of reward management
	Written and/or oral assessment can be conducted in a classroom environment. Oral assessment can also be conducted by the assessor during the performance of the practical assessment by the trainees. The practical assessment will be conducted in or simulated work environment in the training institution. The context of assessment should include the facilities, tools, equipment and materials listed below. Materials needed: computers, printers, policy manuals, Organisational charts, job descriptions

Learning Outcome 03	L02: Carry out job evaluation
Assessment Criteria	2.1 definition of job evaluation 2.2 Process of job evaluation 2.3 Job evaluation systems

Content	**2.1** definition of job evaluation • Elements of job evaluation • Job analysis • Person specification • Job description • Job evaluation • Money allocation • Employee classification **2.2 process of job evaluation** • Identify the need to conduct job evaluation • Consider alternative job evaluation systems • Present to management • Communicate the intention to all levels • Set up action plan • Present to worker representative bodies • Obtain permission • Prepare job evaluation manual • Conduct workshops • Train job evaluation team • Conduct job evaluation • Review evaluation results • communicate **2.3 job evaluation systems** • **Non quantitative systems** ✓ Grade description ✓ Ranking/ job comparison • **Quantitative systems** ✓ Factor comparison ✓ Points system **Commercial systems used in Zimbabwe** • Castellion method • DMB method (Paterson) • Hay guide chart profile method • Peromnes • Questionnaire method

2.2 Assessment Tasks	5. Written and/or oral assessment on quantitative, non quantitative methods and the commercial systems used in Zimbabwe 6. Knowledge required to reward jobs based on job evaluation systems
Conditions/Context of assessment	3. Written and/or oral assessment can be conducted in a classroom environment. Oral assessment can also be conducted by the assessor during internal and external assessment by the trainees. 4. The practical assessment will be conducted in the workplace or simulated work environment in the training institution. The context of assessment should include the facilities, tools, equipment and materials listed below. Computer, printer, record books, policy documents.
Learning Outcome 03	**L03: administer fringe benefits**
Assessment Criteria	3.1 purpose of fringe benefits 3.2 forms of employee benefits 3.3 principles of a benefit package 3.4 national social security association (NSSA)
Content	3.1 purpose of fringe benefits • attract right calibre of staff • increase productivity • increase job satisfaction • overcome housing and transport problems • reduce company tax payments • retain a competitive market position • increase employee security, commitment and loyalty 3.2 forms of employee benefits • pension schemes • insurance schemes • company loans • housing guarantee schemes • vehicle assistant schemes • educational assistance schemes • dividends through share ownership schemes • profit sharing schemes 3.3 principles of a benefit package • it should meet a real need of the employee • financial implications must be considered and be budgeted for • it must be communicated organisation wide • it should be applied to as many people as possible • must be applied to activities for which the group is more

	efficient than the individual 3.3 national social security association (NSSA) - employee and employer contribution - Benefits <ol type="I"> - Invalidity pension - Invalidity grants - Retirement pension - Retirement grant - Funeral grant
Assessment Tasks	Written tests and/or oral assessment on the skills and knowledge required on administering fringe benefits
Conditions/Context of assessment	- Written and/or oral assessment can be conducted in a classroom environment. Oral assessment can also be conducted by the assessor during the performance of the practical assessment by the trainees. - The practical assessment will be conducted in the workplace or simulated work environment or in the training institution. - The context of assessment should include the Facilities, tools, equipment and materials listed below. Computer, printer, calculator, Payroll, Payslip stationery, Payroll manual, photocopier, Labour Act 28:01.
Learning Outcome 04	**Contingent Pay Schemes**
Assessment Criteria	**Performance related pay** **Competency related pay** **Contribution related pay** **Skills based pay**

Content	
	• **Performance related pay** — **Main features** — **Advantages** — **Disadvantages** — **Where to be used** • **Competency related pay** — **Main features** — **Advantages** — **Disadvantages** — **Where to be used** • **Contribution related pay** — **Main features** — **Advantages** — **Disadvantages** — **Where to be used** • **Skills based pay Main features** — **Advantages** — **Disadvantages** — **Where to be used**
Assessment Tasks	Written and/or oral assessment on the skills and knowledge required to determine salaries and achieving the purpose of reward management

	Written and/or oral assessment can be conducted in a classroom environment. Oral assessment can also be conducted by the assessor during the performance of the practical assessment by the trainees. The practical assessment will be conducted in or simulated work environment in the training institution. The context of assessment should include the facilities, tools, equipment and materials listed below. Materials needed: computers, printers, policy manuals, Organisational charts, job descriptions
Learning Outcome 04	**L04: craft a reward management policy**
Assessment Criteria	4.1 considerations in policy crafting 4.2 component areas of a reward management policy 4.3 Strategies in reward management 4.4 Salary reviews 4.5 Promotion policies
Content	23.1 considerations in policy crafting • corporate culture • role of money as a motivator • factors affecting reward levels in an organisation 23.2 component areas of a reward management policy • the extent to which performance influence rewards • the extent to which market rates influence pay rates • equity or fairness issues • formality or informality of pay structures • the decision to be a high payer or not 23.3 Strategies in reward management • Attract or retain employees

	• Link rewards to performance and career management	
	• Recognise success and achievements of individuals	
	• Relate rewards to individual performance	
	23.4 Salary reviews	
	• Considerations	
	I. Periodic recommendations based on merit	
	II. Changes in the cost of living	
	III. Comparisons with market trends	
	IV. Level of staff	
	4.5 Promotion policies	
	• Prompt salary reviews	
Assessment Tasks	Written and/or oral assessment on the skills and knowledge required in policy formulation	
Conditions/Context of assessment	1 .Simulation on reward management. 2. Written and/or oral assessment can be conducted in a classroom environment. Oral assessment can also be conducted by the assessor during the performance of the practical assessment by the trainees. 3. The practical assessment will be conducted in the or simulated work environment in the training institution. 4. The context of assessment should include the facilities, tools, equipment and materials listed below. Materials needed: computers, printers, photocopier, manuals, calculator, payroll, payroll data base	

Approach to Teaching and Learning:

1. Observation of adult learning principles.
2. Both institution-based and work-based learning to facilitate the integration of theory and practice.
3. Face-to-face education and learning.
4. Problem-based learning.
5. Online/distance education and learning.
6. Blended/hybrid education and learning.
7. Use of social media.

Approach to Assessment:
1. Weighting of practical and theory assessment: 40% theory and 60% practical.
2. Oral assessment to be conducted by a panel of two or more assessors.
3. Portfolio of evidence.
4. Assessment of work conducted by both individual learners and teams of learners.

Resources:

1. Qualifications and experience of Trainers, Assessors and Moderators

All trainers, assessors and moderators should have undergone ZNQF accredited training programmes and should have Higher National Diploma in Human Resources Management or equivalent.

2. Facilities, Tools, Equipment and Materials

Charts, Graphs, module
Calculators
Mathematical tables
Box file
Interview guides
Questionnaires
Accessible file
Filing cabinets
Stationery
Computer
Documentation
Stapler
Paper punch
Bond paper

3. Learning Resources

Relevant training manual (learners' guide) and facilitators' guide

4. Reference Materials (recommended textbooks, recommended readings)

✓ David A. DeCenzo, Stephen P. Robbins (2002), "Personnel/Human Resource
✓ Dessler Gary (2010), "Human Resource Management", Prentice Hall International Editions, New Jersey.
✓ Mamoria C.B., Gankar S.V., (2006), "A Textbook of Human Resource Management", Himalaya Publishing
✓ House, New Delhi.
✓ Prasad L.M., (2005), Human Resource Management," Sultan Chand & Sons, New Delhi.
✓ Robertson, G.L., 2016. *Food packaging: principles and practice*. CRC press.
✓ Schmidt, R.H. and Rodrick, G.E., 2003. *Food safety handbook*. John Wiley & Sons.

✓ IPMZ Human Resources Management Module .2010.The Institute of People Management of Zimbabwe IPMZ Reward Management Module .2010.The Institute of People Management of Zimbabwe

MINISTRY OF HIGHER AND TERTIARY EDUCATION, INNOVATION, SCIENCE AND TECHNOLOGY DEVELOPMENT

QUALIFICATION STANDARD

FOR

HUMAN RESOURCES OFFICER

SECTOR: **BUSINESS OCCUPATIONS   INDUSTRY**

QUALIFICATION FOR   **HUMAN RESOURCES OFFICER**

QUALIFICATION CODE: **TBA**

LEVEL: **NATIONAL DIPLOMA**

DATE OF PROMULGATION: **TBA**

NATIONAL DIPLOMA IN HUMAN RESOURCES MANAGEMENT 526/23/CO/M0

SUMMARY OF STANDARD

UNIT NO.	UNIT TITLE	CREDITS	ELEMENTS
1	Employee Resourcing	12	1.1 Conduct work study analysis 1.2 Conduct job study analysis 1.3 Advertise vacant posts 1.4 Shortlist potential candidates 1.5 Conduct interviews 1.6 Appoint the successful candidates 1.7 Induction of new employee
2	Reward Management	7	2.1 Carry out job evaluation 2.2 Formulate pay structures 2.3 Prepare salary schedule
3	Employment Relations	15	3.1 Investigate the case 3.2 Participate in disciplinary hearings 3.3 Participate in dispute resolution 3.4 Maintain industrial harmony
4	Human Resources Development	13	4.1 Formulate policies 4.2 Conduct training 4.3 Evaluate training
5	Safety, Health Environmental Practices and Quality (SHEQ)	14	5.1 Formulate health and safety policy 5.2 Formulate quality policy 5.3 Enforce adherence to health, safety and quality policies 5.4 Compile accidents and illness reports 5.5 Organise staff routine medical checks-ups 5.6 Organise sporting activities and entertainment 5.7 Counsel employees
6	Performance Management	8	6.1 Identify Key Result Areas 6.2 Conduct performance appraisal for employees 6.3 Evaluate performance of the individual
7	Management Information Systems	6	7.1 Gather data 7.2 Process data 7.3 Generate a report 7.4 Store and secure information

UNIT 1

Unit Code	
Unit Title:	Employee Resourcing

Level of Unit: **National Diploma**

Credits: **12**

Occupation: **Human Resources Officer**

Date of Promulgation: **TBA**

Review Date: **TBA**

Aim of the unit standard

This unit will enable an individual to effectively and efficiently carry out the recruitment and selection process.

ELEMENT AND PERFORMANCE CRITERIA

Element 1.1	Conduct work study analysis

Performance Criteria:

1.1.1   Business processes are analysed
1.1.2   Human resources audit is conducted
1.1.3   Current staff levels are compared to expected levels

Element 1.2	Conduct job analysis

Performance Criteria:
1.2.1   Information about the job is gathered
1.2.2   Job description is prepared
1.2.3   Person specifications are prepared

Element 1.3	Advertise vacant posts

Performance Criteria:

1.3.1 Job advert is prepared
1.3.2 Appropriate media are selected
1.3.3 Job advert is floated

Element 1.4	Shortlist potential candidates

Performance Criteria:

1.4.1 Applications are received and job profiles are created
1.4.2 Candidates are shortlisted as per advert
1.4.3 Shortlisted candidates are invited for an interview

Element 1.5	Conduct interviews

Performance Criteria:

1.5.1 Interview panel is selected and notified
1.5.2 Appropriate interview venue is identified
1.5.3 Interviews are conducted as per schedule using appropriate tools

Element 1.6	Appoint successful candidates

Performance Criteria:

1.6.1 Reference checks are conducted
1.6.2 Successful candidates are offered employment
1.6.3 Medical examinations are conducted
1.6.4 Employment contract is signed

Element 1.7	Induction of the new employee

Performance Criteria:

1.7.1   Induction programme is designed
1.7.2   Induction programme is implemented
1.7.3   Employee is deployed to department/section
1.7.4   Induction programme is evaluated.

Competencies Required in Readiness for Assessment:

Knowledge of labour laws and related regulations
Interviewing techniques
Analytical skills
Time management skills
Interpersonal skills

Common Essential Skills:

Planning
Problem solving
Computer literacy
Communication
Research
Team player

RANGE STATEMENT:

Tools and equipment

Computer
Printer
Photocopier
Vehicle
Projector
Statutes
Organisational manual
Puncher
Stapler
Data storage devices
Filing cabinets

Materials
Toner
Bond paper

Data storage devices
Stationery

Duration   120 Hours

UNIT 2

Unit Code	
Unit Title:	Reward Management

Level of Unit: **National Diploma**

Credits: **7**

Occupation: **Human Resources Officer**

Date of Promulgation: **TBA**

Review Date: **TBA**

AIM OF THE UNIT STANDARD

This unit will enable an individual to reward employees accurately and timeously.

ELEMENT AND PERFORMANCE CRITERIA

Element 2.1	Carry out job evaluation

Performance Criteria:
2.1.1   Job evaluation methods are identified.
2.1.2   Appropriate job evaluation methods are identified
2.1.3   Job evaluation committee is established
2.1.4   Job evaluation is carried out

Element 2.2	Formulate pay structures

Performance Criteria:

2.2.1   Salary surveys are carried out
2.2.2   Pay structures are formulated from collected data

2.2.3   Management decision is sought on scenarios presented

Element 2.3	Prepare salary schedule

Performance Criteria:
2.3.1   Payroll data for the month is collected and checked
2.3.2   Payroll data is captured into the system
2.3.3   Summary payroll reports are generated for verification and authorisation

Competencies Required in Readiness for Assessment:

Accuracy
Time management
Ability to pay attention to detail
Analytical
Confidentiality

Common Essential Skills:

Planning
Numeracy
Computer literacy
Communication
Problem solving
Supervisory

<u>RANGE STATEMENT</u>:

Tools and equipment

Vehicle
Computer
Photocopier
Statutes
Phones
Salary scales
Tax tables
Shredders

Materials

Toner

Data storage devices
Bond paper
Files
Stationery

Duration   **72 Hours**

UNIT 3

Unit Code	
Unit Title:	**Employment Relations**

Level of Unit: **National Diploma**

Credits: **15**

Occupation: **Human Resources Officer**

Date of Promulgation: **TBA**

Review Date: **TBA**

AIM OF THE UNIT STANDARD

This unit will enable an individual to maintain a harmonious working environment.

ELEMENT AND PERFORMANCE CRITERIA

Element 3.1	Investigate the case

Performance Criteria:
3.1.1 Misconduct reports are analysed
3.1.2 Company Code of Conduct is interpreted
3.1.3 Case outline and charge sheet are prepared
3.1.4 Disciplinary hearing committee and the accused are notified of the date, time and venue of the hearing
3.1.5 Venue is prepared

Element 3.2	Participate in disciplinary hearing

Performance Criteria:
3.2.1 Disciplinary hearing is conducted
3.2.2 Record of proceedings is produced
3.2.3 Verdict is communicated to the accused and the employer

Element 3.3	Participate in dispute resolution

Performance Criteria:
3.3.1   Background data of the appealed case is gathered
3.3.2   Heads of argument are prepared
3.3.3   Conciliation, arbitration or court proceedings are attended
3.3.4   Outcome is communicated to the parties

Element 3.4	Maintain industrial harmony

Performance Criteria:
3.4.1   Employment relations policies are continuously reviewed
 3.4.2   Employment and works council meetings are conducted
3.4.3   Appropriate training and counselling workshops are conducted
3.4.4   Feedback is communicated effectively

Competencies Required in Readiness for Assessment:
Time management
Ability to pay attention to detail
Analytical
Confidentiality
Ability to interpret labour laws

Common Essential Skills:
Problem solving
Planning
Numeracy
Computer Literacy
Communication
Research

Tools and equipment

Computer
Photocopier
Printer

Materials

Stationery
Data storage devices

Duration 145   Hours

UNIT 4

Unit Code	
Unit Title:	**Human Resources Development**

Level of Unit: National Diploma

Credits: 13

Occupation: **Human Resources Officer**

Date of Promulgation: **TBA**

Review Date: **TBA**

AIM OF THE UNIT STANDARD

This unit will enable an individual to effectively train employees for the benefit of both the individual employee and the organisation.

ELEMENT AND PERFORMANCE CRITERIA

Element 4.1	Formulate policies

Performance Criteria:
4.1.1   Human Resources Development policies are identified through research
4.1.2   Appropriate Human Resource Development policies are implemented
4.1.3   Human Resources Development policies are implemented in line with
            organizational needs

Element 4.2	Conduct training

Performance Criteria:

4.2.1   Training gaps are analysed

4.2.2   Training calendar is developed
4.2.3   Training budget is prepared
4.2.4   Actual training is conducted

Element 4.3	Evaluate training

Performance Criteria:
4.3.1   Effectiveness of training is evaluated
4.3.2   Feedback is given
4.3.3   Follow –ups and remedial action is made and taken
4.3.4   Feedback is provided

Competencies Required in Readiness for Assessment:

Information technology literacy
Time Management skills
Ability to pay attention to detail
Analytical skills
Confidentiality
Ability to interpret labour laws
Presentation skills
Common Essential Skills:

Planning
Numeracy
Computer Literacy
Communication
Research
Motivation

RANGE STATEMENT:

Tools and equipment

Computer
Projector

Materials

Boards
Flip Charts

Stationery
Data storage devices

Duration 130 Hours

UNIT 5

Unit Code	
Unit Title:	Safety, Health, Environmental Practices and Quality (SHEQ)

Level of Unit: **National Diploma**

Credits: **14**

Occupation: **Human Resources Officer**

Date of Promulgation: **TBA**

Review Date: **TBA**

AIM OF THE UNIT STANDARD

This unit will enable an individual to create and maintain a safe working environment through formulation and implementation of health, safety and quality policies.

ELEMENT AND PERFORMANCE CRITERIA

Element 5.1	Formulate health and safety policy

Performance Criteria:

5.1.1   Research on health and safety is carried out
5.1.2   Health and safety policy is drafted in line with NSSA Statutes and EMA policies
5.1.3   The draft health and safety policy is circulated to all parties and necessary changes are effected
5.1.4   The final health and safety policy is approved and implemented

Element 5.2	Formulate quality policy

Performance Criteria:

5.2.1   Research on quality issues is carried out
5.2.2   Quality policy is drafted in line with ISO standards
5.2.3   The draft quality policy is circulated to all parties and necessary changes effected
5.2.4   Final quality policy is approved and implemented

Element 5.3	Enforce adherence to health, environment, safety and quality legislation and policy

Performance Criteria:

5.3.1   Health, safety, environment, and quality checklists specific to departments are generated

5.3.2   Handbooks on health, environment, safety and quality policy are issued to employees

Element 5.4	Compile incident and accident reports

Performance Criteria:

5.4.1   Departmental incident, accident and illness reports are compiled
5.4.2   Spot checks are carried out in line with departmental checklists
5.4.3   Possible causes of work related incidents, accidents and illnesses are examined
5.4.4   Remedial action is taken based on the incident, accident and illness report

Element 5.5	Organise staff routine medical check-ups

Performance Criteria:

5.5.1   Medical check-up calendar is drawn
5.5.2   Appointments with medical practitioners are made in line with organisational calendar
5.5.3   Medical check-ups are carried out in accordance with relevant governing statutes
5.5.4   Medical examination records are filed
5.5.5   Remedial action based on the medical check-up results is carried out in accordance
            with statutes and company policy

Element 5.6	Organise sporting and recreational activities

Performance Criteria:

5.6.1   Committees are created for recreational activities
5.6.2   Recreational calendar is drawn in line with organisational policy
5.6.3   Calendar is issued to various committees for implementation

Element 5.7	**Counsel employees**

Performance Criteria:

5.7.1   Employees in need of counselling are identified
5.7.2   Concerned employees are counselled
5.7.3   Changes in behaviour, attitude and performance are monitored and appropriate action is taken.

Competencies Required in Readiness for Assessment:

Interpersonal
Knowledge of health, safety and quality statutes
Counselling
Presentation

Common Essential Skills:

Planning
Research
Computer Literacy
Communication
Team player
Confidentiality

Tools and equipment

Computers

Photocopier
Printer
Statutes

Materials
Stationery
Data storage devices

Duration 144   Hours

UNIT 6

Unit Code	
Unit Title:	Performance Management

Level of Unit: **National Diploma**

Credits: **8**

Occupation: **Human Resources Officer**

Date of Promulgation: **TBA**

Review Date: **TBA**

AIM OF THE UNIT STANDARD

This unit will enable an individual to improve organisational performance through continuous monitoring and evaluation of employee performance.

ELEMENT AND PERFORMANCE CRITERIA

Element 6.1	Identify Key Result Areas

Performance Criteria:
6.1.1   Key Result Areas are formulated in line with departmental/sectional goals and

objectives

6.1.2   Performance measures are established and agreed upon by the relevant parties

6.1.3   Communication on performance system is sent to the constituencies

Element 6.2	Conduct performance appraisal of employees

Performance Criteria:

6.2.1   Appropriate performance appraisal criteria are identified

6.2.2   Appropriate Performance appraisal criterion is selected.

6.2.3   Performance appraisal forms are completed

6.2.4   Performance gap is identified

Element 6.3	Evaluate performance of the individual

Performance Criteria:

6.3.1   Performance gap is analysed

6.3.2   Appropriate action is recommended in line with department/section goals and
          objectives

6.3.3   Regular monitoring of the individual's performance is carried out

Competencies Required in Readiness for Assessment:

Supervisory skills
Analytical skills
Interpersonal skills
Decision making skills
Time management skills

Common Essential Skills:

Team player
Planning
Problem solving
Computer Literacy
Communication
Research
Confidentiality

RANGE STATEMENT:

Tools and equipment

Vehicle
Computer
Photocopier
Printer
Phones

Materials

Stationery
Data storage devices
Appraisal forms

Duration   80 Hours

UNIT 7

Unit Code	
Unit Title:	Management Information Systems (MIS)

Level of Unit: National Diploma

Credits: 6

Occupation: **Human Resources Officer**

Date of Promulgation: **TBA**

Review Date: **TBA**

AIM OF THE UNIT STANDARD

This unit will enable an individual to effectively use ICT in the management of human resources information for decision making.

ELEMENT AND PERFORMANCE CRITERIA

Element 7.1	Gather data

Performance Criteria:

7.1.1 Type of data to be collected is identified
7.1.2 Data collection methods and tools are identified
7.1.3 Data is collected and verified
7.1.4 Data is stored

Element 7.2	**Process data**

Performance Criteria:

7.2.1 Data is captured, verified and stored in the system
7.2.2 Data is sorted and analysed
7.3.3 Data is converted to information
7.3.4 Information is continuously updated

Element 7.3	**Generate a report**

Performance Criteria:

7.3.1 Subject of the report is identified
7.3.2 Required information is retrieved
7.3.3 A report is generated for decision making purposes

Element 7.4	**Store and secure information**

Performance Criteria:
7.4.1 Back up data base is created
7.4.2 Access control and security measures are set
7.4.3 Information is stored
7.4.3 Outdated information is archived in line with organisational policy

Competencies Required in Readiness for Assessment:

Accuracy
Knowledge of ICT
Attention to detail

Analytical

Common Essential Skills:

Confidentiality
Planning
Numeracy
Computer Literacy
Communication

Tools and equipment

Computer
Duplicating equipment
Storage devices

Materials

Stationery
Data storage devices

Duration   60 Hours

<table>
<tr><td rowspan="3"></td><td>MINISTRY OF HIGHER AND TERTIARY EDUCATION, INNOVATION, SCIENCE AND TECHNOLOGY DEVELOPMENT

SKILLS PROFICIENCY SCHEDULE</td><td></td><td>CODE</td></tr>
</table>

INDUSTRY: PERSONNEL **TRADE/ OCCUPATION: HUMAN RESOURCE OFFICER**
CLASS/ LEVEL NATIONAL DIPLOMA

- DUTY A : Recruitment and Selection
  - ▪ **Pre-requisites:** **Approval Date:**
    Review Date:

TASK	STEPS	PROFICIENCY INDICATORS	RELATED KNOWLEDGE	WORKPLACE ESSENTIAL SKILLS
A1 Identify vacant post	• Check staff establishment • Justify vacant position • Recommend to management	• Approved staff requisition form produced • Copy of the advert availed • Master list of applicants produced • List of shortlisted candidates produced • Interview score sheets and minutes filed • Copy of contract of employee produced	• Labor law • Basic marketing • Recruitment selection tools • Interviewing techniques • Job evaluation	• Communication • Planning • Numeracy • Time management • Analytical skills • Report writing

A2 Advertise	• Prepare job – description • Draft an advert • Choose the appropriate medium • Flight advert	• Job descriptions generated in line with organisational standards • Person specifications generated in line with job demands • Appropriate media used • Appropriate advertising terminology used • Advert generated in line with media standards		
A3 Shortlist	• Prepare master list and applicant profile • Prepare candidate match up profile	• Master list generated in line with set criteria • Candidate profiles generated		
A4 Interview	• Identify venue , panel and decide on time • Notify panellists • Invite shortlisted candidates • Conduct	• Appropriate venue identified • Appropriate time schedules developed • Invitations done in accordance with schedule		

A5 Appoint	aptitude/ psychometric test • Select the best/right candidate • Offer employment to successful candidates • Induct new candidate/s • Place employee at work station • Regret unsuccessful candidates	• Testing standards adhered to • Candidate selection done in line with set criteria • Employment standards adhered to • Induction conducted in line with organisational policy • Rejection letters generated for unsuccessful candidates		

TOOLS AND EQUIPMENT NECESSARY TO COMPLETE THIS DUTY:
Computers
Internet/ Data/ Airtime
Phones
Photocopier
Printer

Motor vehicle
Fax
Scanner

Materials
Stationery
Punchers
Staplers

HEALTH, SAFETY AND ENVIRONMENTAL ISSUES RELATED TO THIS DUTY:

- First Aid
- Fire Extinguisher
- Proper ventilation/ light
- Housekeeping
- Personal Hygiene
- Personal Protective Equipment (PPE)

SPECIFIC WORKER TRAITS REQUIRED COMPLETING THIS DUTY:
- Articulate
- Honest
- Device
- Assertive
- Methodical
- Level
- Confidential

INDUSTRY: PERSONNEL   TRADE/ OCCUPATION: HUMAN RESOURCE OFFICER   CLASS/ LEVEL: NATIONAL DIPLOMA

DUTY: B   Salary Administration

Pre-requisites:		Approval Date:		Review Date:
TASK	**STEPS**	**PROFICIENCY INDICATORS**	**RELATED KNOWLEDGE**	**WORKPLACE ESSENTIAL SKILLS**
B1 Gather salary input	• Collect payroll data • Verify payroll • Input data into payroll system	• Copies of pay roll data availed • Pay roll run schedule produced • Pay roll report generated • Pay roll schedule approved • Receipts and returns from statutory bodies filed	• Payroll • Basic accounting • ICDL (Basic computer literacy) • Statutory requirements • Labor law	• *Communication* • *Planning* • *Numeracy* • *Problem Solving* • *Analytical skills*

B2 Process the payroll	• Generate payroll run • Check for errors and omissions • Prepare final payroll • Generate a report • Submit for verification and authorization • Print and distribute pay	• Accurate payroll run generated • Statutory requirements adhered to • Payroll report generated in line with organisational standards • Payroll deadlines adhered to		
B3 Wage bill reconciliation	• Prepare statutory payment schedule • Raise requisition for authorization and payment • Submit returns to relevant authorities	• Statutory requirements adhered to • Requisitions generated in line with organisational standards • Organisational timelines adhered to		

TOOLS AND EQUIPMENT NECESSARY TO COMPLETE THE DUTY
Computer
Phones/ Data/ Airtime
Printer
Photocopier
Scanner

Filing   cabinet

Materials

Stationary
Input materials
Data storage device

HEALTH,   SAFETY AND ENVIRONMENTAL ISSUES RELATED TO THIS DUTY:

➢ First Aid
➢ Fire extinguisher
➢ Proper ventilation
➢ Personal hygiene
➢ Housekeeping
➢ PPE

SPECIFIC WORKER TRAITS REQUIRED COMPLETING THIS DUTY:

➢ Sober minded
➢ Patient
➢ Efficient
➢ Considerate

INDUSTRY: PERSONNEL   OCCUPATION/ TRADE: HUMAN RESOURCE OFFICER   CLASS/ LEVEL: NATIONAL DIPLOMA

DUTY C : Performance Management				
Pre-requisites:		**Approval Date:**	**Review Date:**	
TASK	**STEPS**	**PROFICIENCY INDICATORS**	**RELATED KNOWLEDGE**	**WORKPLACE ESSENTIAL SKILLS**
CI Identify the management systems to use	• Research on management system • Select the most appropriate system to use. • Customize the system • Train employees	• Performance management system used • Objectives / performance appraisal forms competed • Recommendations documented	• Performance management systems • Evaluation techniques • Objective formulation • Research methods • Labor law	• Report writing • Presentation • Communication • Time management • Planning
C 2 Set performance objective	• Articulate departmental work plans • Identify key results areas in line with the departmental work plan • Agree on work plans or key result area • Agree on standards and objectives in line with departmental work plans	• Work outputs and timelines specified • Departmental work plans adhered to • Work standards specified • Quality standards adhered to		

	• Draft the work plan and sign			
C3 Evaluate performance of employees	• Measure performance against standard • Identify gap or training need • Make recommendations to bridge the gap • Make a follow up	• Performance standards followed • Performance gaps identified • Training needs identified		

TOOLS AND EQUIPMENT NECESSARY TO COMPLETE THIS DUTY:
Computer
Phone
Fax
Internet
Printer
Photocopier
Furniture
Flip chart stand
Projector

Materials
Stationery

HEALTH, SAFETY AND ENVIRONMENTAL ISSUES RELATED TO THIS DUTY:

- First Aid
- Fire extinguisher
- Proper ventilation
- Personal hygiene
- House keeping

SPECIFIC WORKER TRAITS REQUIRED COMPLETING THIS DUTY:

- Assertive
- Articulate
- Firm
- Confident

D 1: Identify training needs	• Carry out training needs analysis • Decide on training methods to be used • Draft training budget and calendar	• Training needs documented • List of target group produced • Copy of training budget and calendar availed • Training report produced • Register of participants filed • Evaluation forms completed and filed • Personal development plan filed • Training impact assessment report submitted	• Training techniques • Labour law • ICDL • Organizational development	• *Presentation* • *Communication* • *Report writing* • *Time Management* • *Organizing*
D 2: Conduct training	• Engage facilitator • Arrange for an appropriate training venue and date • Invite target group • Train the participants	-Produce security checked documents -Avail transporter database -Avail transporter comparative schedule		

D3: Evaluate training	• Distribute evaluation forms • Follow up on action items • Facilitate formulation of personal development plans • Conduct training impact assessment	-Avail a list of different packaging methods -Provide a comparative schedule for the selected method of packaging -Provide a method of tagging and coding		

TOOLS AND EQUIPMENT NECESSARY TO COMPLETE THIS DUTY:
Computer
Internet
Phone
Fax
Scanner
Printer
Projector
Furniture
Flip chart stand

Materials
Stationery

HEALTH, SAFETY AND ENVIRONMENTAL ISSUES RELATED TO THIS DUTY:
First Aid kit
Fire extinguisher
Housekeeping
Proper ventilation

SPECIFIC WORKER TRAITS REQUIRED COMPLETING THIS DUTY:

Sober minded
Efficient
Hard working
Patient
Punctual
Knowledgeable
Cheerful

INDUSTRY: PERSONNEL   OCCUPATION/ TRADE: HUMAN RESOURCE OFFICER
CLASS/ LEVEL: NATIONAL DIPLOMA

DUTY E : INDUSTRIAL RELATIONS

PRE REQUISITES   **PROFICIENCY   INDICATORS**
REVIEW DATE

TASK	STEPS	PROFICIENCY INDICATORS	RELATED KNOWLEGE	WORKPLACE ESSESTIAL SKILLS
E1 Draft a code of conduct	• Refer to relevant statues • Draft internal code of conducts in consultation with employees • Submit draft for endorsement to NEC and Ministry of labour , for registration • Circulate registered code to employees	• Registered code of conduct produced • List of worker committee member availed • Signed works council minutes filed • Grievance registers filed • Proof of works council resolutions produced • Record of disciplinary hearing proceedings filed • Record of determination	• Industrial Relations • Labour laws • Statutory instruments • Mediation • Conciliation • Arbitration • Labour court rules • Minute taking	• Negotiating skills • Communication • Report writing

		produced		

E 2 Promote industrial harmony	• Co –ordinate election of a workers committee • Organize works council meeting • Keep records of meeting • Attend to grievances • Implement works council resolutions	• Elections held in line with labour standards • Meetings conducted in line with labour standards • Notices send in accordance with labour standards • Adequate notice periods observed • Minuting standards followed • Grievance procedures adhered to • Resolutions implemented in line with labour standards		

E 3 Participate in disciplinary proceeding	• Analyze allegation report • Prepare a complaint form/ charge sheet • Set hearing date, venue and time • Notify the respondent with complaint form within stipulate time • Record proceedings • Communicate outcome/ determination	• Appropriate charges proffered • Hearings convened in line with labour laws • Notice send in accordance with labour standards • Adequate notice period observed • Procedural and substantive standards adhered to • Minuting standards followed • Determination communicated in line with labour standards		

TOOLS AND EQUIPMENT NECESSARY TO COMPLETE THIS DUTY
Computer
Telephone
Statutory instruments
Photocopier
Scanner
File cabinets

HEALTH, SAFETY AND ENVIRONMENT ISSUES RELATED TO THIS DUTY
First aid kit
Housekeeping
Fire extinguisher
Proper ventilation
Personal hygiene
PPE

SPECIFIC   WORKER TRAITS REQUIRED TO COMLETE TO THIS DUTY
Tactful
Focused
Confident
Sober   minded
Patient