**COMPETENCY BASED TRAINING CURRICULUM
FOR
NVQ LEVEL 5 NATIONAL DIPLOMA COURSE**
IN

TEACHING ENGLISH AS A SECOND LANGUAGE

(CBT Curriculum Code No: M80T003)

CURRICULUM

**Validated by
National Apprentice and Industrial Training Authority
971, Sri Jayewardenapura Mawatha
Welikada
Rajagiriya**

TVEC

**Developed and Endorsed by
Tertiary and Vocational Education Commission
Nipunatha Piyasa, 354/2, Elvitigala Mawatha,
Colombo 5**

12.06.2020

PREFACE

This curriculum outline is based on National Competency Standards for Teaching English as a Second Language (competency standard code: M80T003) which specified the skills need of the industry at NVQ Level 5. This is the national curriculum which facilitates the teaching and learning process in Competency Based Training (CBT) mode for NVQ Level 5 national diploma programmes under National Vocational Qualification (NVQ) framework.

The curriculum outline was developed in consultation with relevant industry experts, it was validated by the National Industrial Training Advisory Committee (NITAC) and endorsed by the Tertiary and Vocational Education Commission (TVEC). It is expected to review and revise this document on completion of 3 years. However, all are welcome to point out any shortcomings and propose improvements to this curriculum.

In order to implement this curriculum, training providers are welcome adopt this curriculum with TVEC accreditation and competency based assessment. We take this opportunity to thank Hon. Minister, Hon. Deputy Minister in the Ministry of Skills Development, Employment and Labour Relations, Secretary to the Ministry, for their policy direction. We appreciate the technical contribution made by the members of the development group and National Industrial Training Advisory Committee and other supporting staff involved in development work. We note with gratitude the hard work done by staff of two institutions to compete this document.

Tharanga Naleen Gamlath
Chairman
National Apprentice & Industrial Training
Authority

R.D.S.Kumararatna
Director General
Tertiary & Vocational Education
Commission

Competency Based Training Curriculum for NVQ Levels 5 National Diploma in Teaching English As A Second Language

ACKNOLEDGEMENT

Aruppola, Kandy

- Ms.E.L.A. Madhushika
  English Teacher, Rathnapura Mahinda Vidyalaya, Rathnapura.

- Ms.A.W.Muhandiramge
  Assistant Director of Education, English and Foreign Languages Branch, Ministry of Education, Isurupaya, Battaramulla.

- Mr.W.M.C.Wickramasinghe
  Former Assistant Director (Technical & Vocational Training), National youth Service Council, No.65, High Level Road, Maharagama.

Facilitator (Development)

- Ms.W.A.W.C.Premarathne
  Director NVQ, Tertiary and Vocational Education Commission, No.354/2, Elvitigala Mawatha, Colombo 05.

Coordinator (Development)

- Dr. Dilrukshi Herath,
  Assistant Director (NVQ), Tertiary and Vocational Education Commission

Facilitator (Validation)

- Mrs. Theja Malkanthi
  Assistant Director (SSCD & LRD)
  National Apprentice & Industrial Training Authority, Rajagiriya

Coordinator (Validation)

- Ms. E.V.S.Madhushani
  Inspector (Standard Setting and Curriculum Development Section),
  National Apprentice & Industrial Training Authority, Rajagiriya

Competency Based Training Curriculum
for NVQ Levels 5 National Diploma in Teaching English As A Second Language

Implementation of NVQ Level 5 & 6 Curricula

Training providers are required to meet following conditions in order to implement NVQ level 5 & 6 diplomas;

i. Credit Policy

NVQ Level 5 and 6 programmes should have minimum 60 credits (1500 Notional Hours) and 120 minimum credits (3000 notional hours) respectively as details given below.

Levels of Credits	NVQ Level 5 National Diploma	NVQ Level 6 National Diploma
Level 3 & 4 credit (Maximum)	20 Credits (500 hrs)	20 Credits (500 hrs)
Level 5 credit (Minimum)	40 Credits (1000 hrs)	50 Credits (1250 hrs)
Level 6 credit (Minimum)		50 Credits (1250 hrs)
Total Number of credit (Minimum)	60 Credits (1500 hrs)	120 Credits (3000 hrs)

Note: one credit is equivalent to 25 notional hours which include class room teaching, tutorials, assignment, projects, on the job training and self study.

Credit policy defines the minimum course content. Training providers could add any more subjects above modular requirements of the qualification packages.

ii. Units Classifications

List of Units consists of Core Technical Units, Electives and Employability Units.

Core Technical Units in NCS	:	It is compulsory to include these units in Qualification
Employability Unit	:	It is compulsory to include 8 Credit in NVQ 5 and 6 credit in NVQ 6. These units are listed in the NCS.
Electives	:	Units to be added to make total credits equivalent to 60 if total credits of Core Technical Units and Employability units is less than 60.

iii. Approval to establish NVQ Level 5 & 6 Course

Training providers are required submit a proposal based on Guideline 01 – "Criteria on Requirements to conduct NVQ Level 5 & 6 Programmes" which could be downloaded from TVEC website and obtain approval from TVEC to establish the course.

iv.   Entry Qualification

Relevant NVQ Level 4 Qualification or 3 passes at GCE (A/L). Details of relevant NVQ 4 and subjects of GCE (A/L) relevant to this course could be obtained from TVEC. Bridging modules should be organized as required in the pre-requisites in modules.

v.   Upon establishment of the course, obtain TVEC Accreditation and Install a Quality Management System

vi.   Conduct continuous assessment and maintain a progress record book

vii.   Written test at the end of each semester conducted by the training institute, with paper moderation by TVEC. Pass Mark for written tests is 50%

viii.   Three Months on the job training on completion of both NVQ Level 5 and NVQ Level 6 programmes respectively.

ix.   Competency Based Assessment (Final Assessment) by NVQ Level 5 & 6 Assessors assigned by TVEC.

x.   Certificates are issued by TVEC with the signature of the Director General of TVEC and Head and Officer responsible for assessment at the training centre.

Competency Based Training Curriculum
for NVQ Levels 5 National Diploma in Teaching English As A Second Language
(CBT Curriculum Code: M80T003)

MODULE STRUCTURE

NVQ Level 5 Qualification

Semester 1

	Module	Type	Notional hours	Lectures/ Tutorials	Practical/ Industry visits	Self-study
M80T003M01	Educational Psychology	C	100	40		60
M80T003M02	Instructional Resource Development	C	150	40		110
M80T003M03	Introduction to Literature	C	65	40	20	05
M80T003M04	ELT Methods and Approaches - I	C	150	60		90
M80T003M05	English Language Structure	C	120	50		70
M80T003M06	English Language - Listening Skills	C	120	50		70
M80T003M07	English Language - Speaking Skills	C	120	50		70
M80T003M08	English Language - Reading Skills	C	120	50		70
M80T003M09	English Language - Writing Skills	C	120	50		70
EMPM01	Workplace Information Management	C	50	20	20	10
EMPM02	Workplace Communications Management	C	50	20	20	10
			1165	470	60	635

Semester 2

	Module	Type	Notional hours	Lectures/ Tutorials	Practical/ Industry visits	Self-study
M80T003M10	Teaching of English - Listening & Speaking	C	120	50		70
M80T003M11	Teaching of English - Reading & Writing	C	120	50		70
M80T003M12	English Drama and Poetry	C	120	50		70
M80T003M13	ELT Methods and Approaches - II	C	125	40		85
M80T003M14	Career Guidance and Counselling	C	50	20		30
M80T003M15	Information and Communication Technology (ICT)	C	100	60		40
M80T003M16	Advanced Communication	C	70	40	25	05
M80T003M17	Assessment of Learning, Language Testing & Assessment	C	150	60	80	10
M80T003M18	Theme Papers	C	120	20	20	80
EMPM03	Planning and Scheduling Work at Workplace	C	75	30	30	15
			1050	420	155	475

C - Compulsory

MAPPING OF COMPETENCY UNITS AND CURRICULUM MODULES

NVQ Level 5 Qualification

Semester 1

Module Code	Module	Competency Unit/s related
M80T003M01	Educational Psychology	U01, U02, U03, U04
M80T003M02	Instructional Resource Development	U01, U02, U04
M80T003M03	Introduction to Literature	U04, U05, U08, U09, U10
M80T003M04	ELT Methods and Approaches - I	U01, U02, U03, U04, U05
M80T003M05	English Language Structure	U08
M80T003M06	English Language - Listening Skills	U04, U05, U08, U09
M80T003M07	English Language - Speaking Skills	U04, U05, U08, U09
M80T003M08	English Language - Reading Skills	U04, U05, U08, U09
M80T003M09	English Language - Writing Skills	U04, U05, U08, U09
EMPM01	Workplace Information Management	EMPU01
EMPM02	Workplace Communications Management	EMPU02

Semester 2

Module Code	Module	Competency Unit/s related
M80T003M10	Teaching of English Listening & Speaking	U04, U05, U08, U09
M80T003M11	Teaching of English Reading & Writing	U04, U05, U08, U09
M80T003M12	English Drama and Poetry	U04, U05, U08, U09
M80T003M13	ELT Methods and Approaches - II	U01, U02, U04, U05
M80T003M14	Career Guidance and Counselling	U07
M80T003M15	Information and Communication Technology (ICT)	U06, U07, U09
M80T003M16	Advanced Communication	U09, U06, U07
M80T003M17	Assessment of Learning, Language Testing & Assessment	U04, U05
M80T003M18	Theme Papers	U01, U02, U03, U04, U05, U08, U09, U10
EMPM03	Planning and Scheduling Work at Workplace	EMPU03

Competency Based Training Curriculum
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Modular Descriptor

Module Title	Educational Psychology
Module Code	M80T003M01
Module Type	Compulsory
Relevant Unit/s	U01, U02, U03, U04
Pre-Requisites	
Module Aims	**To enable the student to**: To enable the students to develop an understanding of the range of theoretical concepts on how learning occurs
Learning Outcomes	**At the end of this module the student will be able to:** ● Appreciate the importance of Educational Psychology to teachers ● Describe Human growth and development ● Apply the different theories of learning in delivering training to increase the effectiveness of students learning ● Demonstrate the understanding of Attention, Perception, Memory, Thinking and their implications in teaching and learning ● Demonstrate the understanding of Development of personality and factors influencing personality development& Its Educational implications

Learning Content / Topics	● Introduction to Psychology
	    ○ Definition and concept of Psychology
	    ○ Fields and branches of Psychology
	    ○ Applications of Psychology in language teaching
	    ○ Educational Psychology
	
	 ● Human Development
	    ○ Factors in development
	    ○ Life span development
	    ○ Adolescence
	 ● Personality dynamics
	    ○ Types of personality
	    ○ Personality
	
	 ● Motivation
	    ○ Motivation as a factor in learning
	    ○ Techniques of motivation
	    ○ Motivation of learning
	
	 ● Cognitive process of Learning
	    ○ Sensation
	    ○ Perception
	    ○ Attention
	    ○ Concept formation

	○ Memory ○ Transfer of learning ● Theories and principles of learning ○ Introduction to Behavioral, Cognitive & Social theories ● Intelligence ○ Introduction ○ Theories of intelligence ○ Effect of heredity and environment on intelligent ○ Assessment of intelligence ● Aptitude test ○ Attitude interests and values		
Practical	N/A		
Resources	● Library, Computer and Internet Access		
Prescribed Texts & / or References	● Essentials of Educational Psychology - JC Aggarwal ● Advanced Educational Psychology - SK Mangal ● Educational Psychology - Robert R. Reilly/ Ernest L. Lewis		
Teaching/ Learning Activities	● Lectures, Assignments, Discussions, Group Discussions, Presentations, Case Study, Literature Survey		
Assessment & Weighting	**Type**	**Topic / Activity**	**Weighting**
	Formative Assessment	Individual assignments	40%
	Summative Assessment	Semester end Examinations	60%
Duration	**100 hrs. (40 + 00P+ 60S)** **(T-Theory, P- Practical, S - Self Studies)**		

Module Title	**Instructional Resource Development**
Module Code	M80T003M02
Module Type	Compulsory
Relevant Unit/s	U01, U02, U04
Pre-Requisites	
Module Aims	**To enable the student to**: Develop instructional media by manual means with the computer and use instructional media for effective training delivery
Learning Outcomes	**At the end of this module the student will be able to:** ● Instructional media according to content & context ● Use real objects, photographs, chalkboard, whiteboard, pin board, wall charts, flipcharts and videos. ● Design and develop transparencies by manual means. ● Develop transparencies and handouts with the computer and accessories. ● Use overhead projector for effective presentations. ● Develop presentations with the computer using relevant software. ● Use multimedia projector for conducting presentations

Learning Content / Topics	● Overview of instructional Media
	● Selection of instructional media
	● Effective use of Non projected Media
	● Chalkboard
	● Whiteboard
	● Pin board
	● Wall charts
	● Flipcharts
	   o Guidelines for developing handouts and transparencies
	   o Effective use of overhead projector
	   o Use of word processing software for developing instructional resource materials
	   o Use of relevant software for developing presentations
	   o Effective use of multimedia projector
	● How to select videos and include videos to presentations

Practical	● Develop instructional resources

Resources	- A classroom with - Chalkboard and chalk - Whiteboard and whiteboard markers - Flipchart board and flipcharts - Chisel-tip pens (small & medium size) - Pin board with flashcards - Blank Transparencies - Set of overhead transparency pens - Overhead Projector & Screen - A resource facility with - Computers and accessories with relevant software installed - Multimedia projector and screen - Internet access
Prescribed Texts & / or References	• Audiovisual Communication Handbook, Indiana University
Teaching/ Learning Activities	- Lectures, demonstrations and subsequent individual practice on effective use of the non-projected media - Individual practice on developing transparencies and handouts manually - Individual practice on developing transparencies and handouts with the aid of the computer - Conduct presentations with the overhead projector - Individual practice on developing computer aided presentations - Conduct presentations with the multimedia projector

Assessment & Weighting	**Type**	**Topic / Activity**	**Weighting**
	Formative Assessment	Individual assignments	70%
	Summative Assessment	Semester end Examinations	30%

Duration	**150 hrs. (40 + 00P+ 110S)** **(T-Theory, P- Practical, S- Self Studies)**

Module Title	**Introduction to Literature**
Module Code	M80T003M03
Module Type	Compulsory
Relevant Unit/s	U04, U05, U08, U09, U10
Pre-Requisites	
Module Aims	**To enable the students to:** read with an understanding of the content and the author"s purpose, and assess sample of poems and short stories in terms of current perspectives as well as the context in which the work was written
Learning Outcomes	**At the end of this module the student will be able to:** ● Assess the works in terms of current perspectives as well as the context at the time they were written ● Write brief general reviews of their own about particular texts (plot, character and message)

Learning Content / Topics	● Literary devises
	   ○ Poetry and prose
	
	● Basics of rhyme, rhythm, meter
	
	● Poetry will include
	   ○ Selections from the Romantic and Victorian poets, Sri Lankan English language poets and First World War poets.
	
	   ○ Short stories will look at work by Katherine Mansfield, Scott Fitzgerald, James Joyce, D H Lawrence and several Sri Lankan writers in English
	
	   ○ Plays: Arthur Miller - Death of a Salesman; Samuel Beckett – Waiting for Godot
	
	● Appreciation of literary work

Practical	● Compose a poem
Resources	● Video clips, prepared power point presentations
Prescribed Texts & / or References	● Collection of Poetry and Drama By Rajiva Wijesinha
Teaching/ Learning Activities	● Lecturers, short assignments, project work, task based learning, group assignments, self-directed learning via individual assignments, written reports, and discussions

	Type	Topic / Activity	Weighting
Assessment &	Formative Assessment	classroom activity	40%

Weighting	Summative Assessment	Semester end examination	60%
Duration	**65 hrs. (40T + 20P+ 05S)** **(T-Theory, P-Practical, S- Self Studies)**		

Module Title	**ELT Methods and Approaches - I**
Module Code	M80T003M04
Module Type	Compulsory
Relevant Unit/s	U01, U02, U03, U04, U05
Pre-Requisites	Nil
Module Aims	**To enable the student to:** Understand the concepts and principles pertaining to ELT approaches and methods
Learning Outcomes	**At the end of this module the student will be able to:** ● Define the concepts, principles of teaching - learning process. ● Identify and discuss student needs and characteristics in learning ● Develop and use an effective lesson plan as the basis ● Practice / organize teaching as a teacher/teachers and learning as a learner (individual and small groups) ● Develop competence in the use of a variety of methods with a particular focus on the more participative, learner centered approaches ● Select and apply appropriate teaching- learning strategies ● Apply methods & techniques of teaching ● Apply relevant techniques of classroom management

Learning Content / Topics	● Introduction to concepts and principles of teaching - learning process
	   o Introduction to concepts of teaching - learning process
	   o Principles of teaching - learning Process
	   o Teach concepts/facts/principle/process/Procedures
	   o Inductive / Deductive methods of teaching
	● Student needs and characteristics in learning
	
	   o Leaner needs and characteristics
	   o learning styles / Learner Involvement
	   o Motivational techniques
	● Difference between Teacher centered and learner centered learning environment
	● Approaches
	   o Cognitive
	   o Communicative
	   o Structural
	
	● Methods & Techniques of Teaching
	
	   o Grammar translation method (including reconstruction)
	   o Direct method
	   o Structural/ Audio-lingual method
	   o The humanistic, approaches (silent way, CCL, suggestopedia)

	o Competency based learning teaching process
	o Basic eight competencies 5 E Model
	o Preparing assessment tools
	o Eclectic approach
	
	● Teaching Techniques
	
	    o Small group activities and large group activities
	    o Role play activities
	    o Educational game activities
	    o Brainstorming plenary and group work
	    o Case studies
	    o Individual assignments
	    o Independent self-study activities
	    o Practice Activities
	    o Learning journals, learning diaries and portfolio work
	    o Work instructions and rules for projects and simulations

Practical	● Develop lesson plan ● Perform Micro Teaching
Resources	● Internet platform (eg: google classroom) or any dedicated LMS
Prescribed Texts & / or References	● Alan Matthew, Mary Spratt, Les Dangerfield 1985, At the Chalk face Edward Arnold publishers ● Baker, D 1989 Language testing. Edwin Arnold ● Brumfit, C.J & K Johnson 1979 The Communicative Approach to Language Teaching. Oxford University Press ● Bright, J. A & G.P. Mc. Gregor 1974 Teaching English as a Second Language, Longman ● Doff, A. 1988 Teaching English, Cambridge University Press ● Ellis, R.& B. Tomlinson 1980 Teaching Secondary English, Longman
Teaching/ Learning Activities	● Lectures assisted with multimedia ● Brainstorming activities ● Small group activities ● Individual assignments ● Micro teaching

Assessment & Weighting	**Type**	**Topic / Activity**		**Weighting**
	Formative Assessment	One Individual assignments	10%	60 %
		Quiz	10%	
		Micro Teaching	40%	

	Summative Assessment	Semester end Examinations	40%	
Duration	**150 hrs. (60T + 00P+ 90S)** **(T-Theory, P - Practical, S - Self Studies)**			

Module Title	**English Language Structure**
Module Code	M80T003M05
Module Type	Compulsory
Relevant Unit/s	U08
Pre-Requisites	
Module Aims	**To enable the students to:** Develop knowledge and understanding of the structure and vocabulary of the English language.
Learning Outcomes	**At the end of this module the student will be able to:** ● Acquire a working knowledge of linguistic terminology, master basic aspects of English grammar and pronunciation, enhance academic vocabulary in English, acquaint with useful grammars, dictionaries, and exercise materials ● Find, understand, and use relevant information in such sources

Learning Content / Topics	● Mechanics of sound production
	
	    ○ Organs of speech
	    ○ Manner of articulation
	    ○ Place of articulation identifies the sounds of English
	● The phonetic alphabet
	
	    ○ The consonants
	    ○ The vowels
	    ○ The diphthongs
	    ○ The concept of the phonemes allophone, allomorphs and morphemes short and long vowel sounds
	● Identification consonant clusters that are not common in mother - tongue: f,p,v,w,s,sh,si,si:,s,z,o,aw,ng Words with silent letters, know, psychology, etc,.. Different letters stands for /f/ : gh,f,ph,ff etc
	● Major differences between RP (Received Pronunciation) and ESLS (Educated Sri Lankan English)
	● Application of correct intonation patterns for different types of sentences: Imperative, interrogative, negative, affirmative and tag questions
	● Use word formation clues
	
	    ○ Stem/roots
	    ○ Prefixes/suffixes Derivation
	    ○ Compounding
	● Adverbs
	● Closed Class
	    ○ Pronouns
	    ○ Determiners

	○ Prepositions ○ Conjunctions ● Verbs ○ Auxiliary and Lexical ● Tense, Voice and Aspect
Practical	● Assignment ○ Edit a given text with errors ○ Parsing sentences
Resources	● Computer with internet access
Prescribed Texts & / or References	● Chomsky, N 1965, Aspects of the theory of syntax, The MIT Press ● Crystal, D 1971, Linguistics, Pelican Books ● Crystal, D 1974, What is Linguistics Edward Arnold ● Ellis, R 1986, understanding second language Acquisition, oxford university press ● Littlewoods, W 1982, foreign and second language acquisition, Cambridge University press ● Lyons, J 1968, introduction to theoretical linguistics, Cambridge University press ● Palmar, F. 1980, Grammar, Penguin ● Stern, H.H 1983, Fundamental concepts of foreign language teaching, oxford university press ● References for English grammar ● Close, R.A 1981, A reference grammar for students of English, Longman ● Leech, G& J Svartvik 1984, A communicative grammar of English, Longman ● Leech, G (ET al) 1982 English Grammar for today, Macmillan ● Quirk, R& S Greenbaum 1973, A university grammar of English Longman, Londo ● Reymond Murphy Books (Preliminary, Intermediate and Advanced) ● Wijesinha, R. (2008) The Handbook of English Grammar. New Delhi: Oxford University Press
Teaching/ Learning Activities	● Lectures, demonstration, presentations, speeches, guided practice, independent practice, group activities, home assignments and peer learning through group discussions

Assessment & Weighting	**Type**	**Topic / Activity**	**Weighting**
	Formative	Assignments	40%

	Assessment	Mid Term Exam	
	Summative Assessment	Semester end Examinations	60%
Duration	**120 hrs. (50T + 00P+ 70S)** **(T-Theory, P - Practical, S - Self Studies)**		

Module Title	**English Language - Listening Skills**
Module Code	M80T003M06
Module Type	Compulsory
Relevant Unit/s	U04, U05, U08, U09
Pre-Requisites	M05
Module Aims	**To enable the students to:** enhance student"s capacity to listen actively to information from a variety of sources in different situations
Learning Outcomes	**At the end of this module the student will be able to:** ● Engage in active listening and responds appropriately ● Demonstrate Self-confidence in interpreting and evaluating increasingly complex messages that require listing
Learning Content / Topics	● Basic listening comprehension ● Types of texts may include: o Speeches, News Items, Poems/Songs, Dialogues / Conversations, Report, Announcements/Instructions, Discussions, Longer narration, Longer Written texts, Sports Commentaries, Stories/Fables, Role play/ simulation/ debates, Interviews, Oral Presentation based on nonverbal texts (Eg. Maps, Graphs, Pictures), Meetings/Panel Discussion, Telephone messages ● Paralinguistic features and listening ● Recognize emotional state of speakers through information, voice/pitch, stress, hesitation and other clues ● Different types of functional text and listening: Expository, descriptive, narrative, argumentative
Practical	● Ask and answers questions after listening to a texts ● Listen to a short message and act accordingly ● Listen and follow instruction ● Listen and transfer information to other forms ● Listen and report information ● Take note from oral presentation ● Listen to more advanced texts and respond to them
Resources	● Real news bulletins eg: CNN, BBC, Audio and video clips available in the internet

Prescribed Texts & / or References	- Wijesinha, R. (2008) The Handbook of English Grammar. New Delhi: Oxford University Press - Oranee Jansz (2005) Explorations: A Course in Reading, Thinking and Communication Skills. New Delhi: Oxford University Press		
Teaching/ Learning Activities	Lectures, self-study, error correction, peer learning through group discussions and presentations		
Assessment & Weighting	**Type**	**Topic / Activity**	**Weighting**
	Formative Assessment	Mid Examination	40%
	Summative Assessment	Semester end examination	60%
Duration	**120 hrs. (50T + 00P+ 70S)** **(T-Theory, P- Practical, S - Self Studies)**		

Module Title	**English Language - Speaking Skills**
Module Code	M80T003M07
Module Type	Compulsory
Relevant Unit/s	U04, U05, U08, U09
Pre-Requisites	M05
Module Aims	**To enable the students to:** enhance student"s capacity to speak in clear, concise, organized language that varies in content and form for different audiences and purposes
Learning Outcomes	**At the end of this module the student will be able to:** ● Communicates clearly, fluently and concisely
Learning Content / Topics and practical	● Greeting, Taking leave, Introducing self and others ● Accepting, Refusing, Requesting, Convincing, Appreciating, Expressing Likes and dislikes, Thanking ● Seeking and granting permission ● Describing things, places, people and events using proper adjectives ● Giving and getting information over the telephone (places, people, things, etc.) ● Taking messages official / friendly ● Describing processes ● Giving instructions ● Asking for confirmation ● Reporting events
Resources	● Real news bulletins eg: CNN, BBC, Audio and video clips available in the internet
Prescribed Texts & / or References	● Oranee Jansz (2005) Explorations: A Course in Reading, Thinking and Communication Skills. New Delhi: Oxford University Press
Teaching/ Learning Activities	● Lectures, self-study, Tutorials, Practical, error correction, peer learning through group discussions and presentations

Assessment & Weighting	Type	Topic / Activity	Weighting
	Formative Assessment	Assignments Mid Examination	40%
	Summative Assessment	Semester end examination	60%

Duration	**120 hrs. (50T + 00P+ 70S)** **(T-Theory, P-Practical, S- Self Studies)**

Module Title	**English Language - Reading Skills**
Module Code	M80T003M08
Module Type	Compulsory
Relevant Unit/s	U04, U05, U08, U09
Pre-Requisites	M05
Module Aims	**To enable the students to:** enhance the student"s capacity to understand and apply the knowledge on structure of English to become independent and fluent readers
Learning Outcomes	**At the end of this module the student will be able to:** ● Extract necessary information from various types of texts ● Build up vocabulary using words appropriately and accurately to precise meaning ● Read and understand various books reading like prose, poetry, drama ● Enable students to become enthusiastic and reflective readers through contact with challenging and text level knowledge

Learning Content / Topics	● Reading Skills
	  o Scanning
	  o Skimming
	  o Inferring
	● Different types of texts
	  o Advertisements, announcements, schedules, processes, simple narratives, formal letters, informal letters, notes, biographies, indexes, tables of contents, bibliographies, charts, graphs, dialogues, poems, etc.,
	● Contextual clues
	  o Deriving the meaning of words by using contextual, visual clues morphological clues (eg: un, re, in, sub, ful, less)
	● Connotation and denotation
	● Identifying writers" intentions
	● Use the dictionary and encyclopedia effectively
	● Make inferences based on
	  o Information supplied by the writer
	  o Knowledge of the words
	  o Knowledge of language structure
	  o General Knowledge
	● Infer ellipted and implied information by understanding the connections between sentences through cohesive devices:

	o Reference, Ellipsis, Substitution
	    o Logical connectors, Time connectors, Place connectors
	● Identifying the functions of discourse markers
	● Transferring information
	    o Transfer information to diagram, tables, pictures, etc.
	
	● Understanding and processing directly stated information
	
	● Responding appropriately to texts of various ideas and suggestions
	    o Gives personal response to an argumentative texts
	    o Distinguishes objective writing from subjective, fact from opinion
	    o Recognize the discourse community a writer is targeting

Practical	● Extract necessary information from various types of texts
Resources	● Appropriate texts
Prescribed Texts & / or References	● Oranee Jansz (2005) Explorations: A Course in Reading, Thinking and Communication Skills. New Delhi: Oxford University Press
Teaching/ Learning Activities	● Lecture ● Group work ● Practice (through activities) ● Students should be engaged in various activities like: ● Debates, News Readings, Prepared Speeches, Announcements, Recitations, Dramas, Story, telling etc… to improve their pronunciation skills and loud reading

Assessment & Weighting	Type	Topic / Activity	Weighting
	Formative Assessment	Assignments Mid Examination	40%
	Summative Assessment	Semester end examination	60%

Duration	120 hrs. (50T + 00P+ 70S) (T-Theory, P- Practical, S - Self Studies)

Module Title	**English Language - Writing Skills**
Module Code	M80T003M09
Module Type	Compulsory
Relevant Unit/s	U04, U05, U08, U09
Pre-Requisites	M05
Module Aims	**To enable the students to:** enhance student"s capacity to write clearly, concisely and correctly using language that varies in content and form for different audiences and purposes
Learning Outcomes	**At the end of this module the student will be able to:** ● Use graphical or visual skills of writing with understanding ● Use mechanics of writing with understanding ● Use English creatively and innovatively in written communication

Learning Content / Topics	● Capitalization and punctuation marks
	   o Using full stop, question mark, apostrophe, inverted comma, comma, parentheses, dash, hyphen, appropriately
	
	● Spelling rules
	
	● Format
	
	   o Layout of a letter, memo, shopping list, invitations, notices, etc.
	
	● Paragraph writing
	   o Cohesion and coherence
	● Paraphrasing
	● Summary Writing
	● Essays
	   o Argumentative, Informative, Descriptive
	● Features of academic writing

Practical	• Write summary • Write an essay • Write memo and notices • Write formal and informal letters
Resources	● Sample documents, Specimens of various documents
Prescribed Texts & / or References	● Chomsky, N 1965, Aspects of the theory of syntax, The MIT Press ● Crystal, D 1971, Linguistics, Pelican Books ● Crystal, D 1974, What is Linguistics Edward Arnold ● Ellis, R 1986, understanding second language Acquisition, oxford

	university press
	● Littlewood, W 1982, foreign and second language acquisition, Cambridge University press
	● Lyons, J 1968, introduction to theoretical linguistics, Cambridge University press
	● Palmar, F. 1980, Grammar, Penguin
	● Stern, H.H 1983, Fundamental concepts of foreign language teaching, oxford university press
	● References for English grammar
	● Close, R.A 1981, A reference grammar for students of English, Longman
	● Leech, G& J Svartvik 1984, A communicative grammar of English, Longman
	● Leech, G (ET al) 1982 English Grammar for today, Macmillan
	● Quirk, R& S Greenbaum 1973, A university grammar of English Longman, London
Teaching/ Learning Activities	● Lecture ● Group work ● Practice (through activities) ● Students should be engaged in various activities like: ● Debates, News Readings, Prepared Speeches, Announcements, Recitations, Dramas, Story, telling etc… to improve their pronunciation skills and loud reading

	Type	Topic / Activity	Weighting
Assessment & Weighting	Formative Assessment	Assignments Mid Examination	40%
	Summative Assessment	Semester end examination	60%

Duration	**120 hrs. (50T + 00P+ 70S)** **(T-Theory, P - Practical, S - Self Studies)**

Module Title	**Workplace Information Management**
Module Code	EMPM01/ Level 05
Module Type	Compulsory
Relevant Unit/s	EMPU01
Pre-Requisites	None
Module Aims	**To enable the students to:** ▪ Make use of information and information systems to carry out organizational functions ▪ Make use of information and information systems to enhance workplace performance
Learning Outcomes	**At the end of this module the student shall be able to:** ▪ Explain the importance of ICT tools in promoting the productivity of the organization ▪ Describes the purpose of establishing ICT tools and strategies in enhancing the performance at workplace ▪ Apply Information skills to enhance the productivity of the organization
Learning Content / Topics	● Identification of documentation requirements ● Selecting and/or collecting required documentation ● Documentation procedures and methods ● Completing /perfecting documentation ● Reading, interpreting and using equipment/system manuals and specifications ● Interpretation of all applicable laws, policies and procedures relevant to enterprise ● Computer and information system usage ● Forecasting Techniques ● Forecasting Software ● Mathematical Modeling ● Data Collection Techniques for Market Research ● The range of analytical techniques appropriate for analysis of information ● The influence of human factors on information analysis, e.g. Prejudices and biases

	● Conducting and recording of performance evaluations
Practical	
Resources	**Occupational Tools, Instruments, Equipment, material** ● Documents on company policies and procedures ● Calculator ● Computer ● MIS resources ● Software used for information purposes ● Equipment/system manuals and specifications ● Safety signs ● Safety procedures ● Forecasting Software ● Variety of forms, formats used in the organization **Instructional Tools, Instruments, Equipment, material** ● Multimedia projector ● Screen ● Flash cards ● Flip charts ● Permanent and white board markers ● Overhead projector ● Printer ● Transparencies ● Colour Printer and scanner ● Safety manuals ● Safety illustrations
Recommended Texts & / or References	

Teaching Learning Activities	▪ Discuss/ explain and provide essential theoretical inputs.
	
	▪ Emphasize the importance of a valid information system in promoting customer relations - make reference to following
	
	     - Identification of customer needs.
	
	     - Measurement of customer needs and satisfaction.

	- Obtaining feedback from customers.		
	- Recognition and understanding of customer problems and resolution or timely referral of problem in a manner satisfactory to the customer.		
	• Application of enterprise policies in satisfying customer needs		
	• Identifying enterprise Protocols associated with "Customer Services"		
	● Discuss "Satisfying customer complaints" using information sources available		

Assessment & Weighting	**Type**	**Topic / Activity**	**Weighting**
	Multiple Choice Test Items/ Matching and Completion test items and structured essay type questions	Knowledge on various aspects of information management skills at work place	30%
	Oral questioning during class room presentations	Knowledge on various aspects of information management skills at work place	10%
	Viva voce	knowledge on application of information management skills	10%
	Continuous assessment at work place	Use of ICT Tools, Software applications, application of information management skills	50%
Duration	**75 hrs. (30T + 25P + 20S)** **(T-Theory, P-Practical, S- Self Studies)**		

Module Title	**Workplace Communications Management**
Module Code	EMPM02/ Level 05
Module Type	Compulsory
Relevant Unit/s	EMPU02
Pre-Requisites	None
Module Aims	**To enable the students to:** ● Apply communication skills to maintain effective workplace performance ● Adjust to diverse situations at workplace, through effective manipulation of communication skills
Learning Outcomes	**At the end of this module the student shall be able to:** ▪ Identify the essential components of an efficient communication system ▪ Identify and overcome barriers to effective communication ▪ Use all channels of communication equally well ▪ Use common computer applications to collect, analyze and maintain essential data and information required to perform and enhance day to day activities of the organization ▪ Contributes to the overall growth and productivity development of the organization
Learning Content / Topics	▪ Basic communication models - (Reference to 2 typical models) ▪ Principles of effective, interactive communication ▪ Barriers to effective communication and distortions in the communication process ▪ Personal values and communication ▪ Policies of the organization relevant to information and communication function ▪ Protocol and Procedures of the organization ▪ Importance of ICT tools in promoting the efficiency and effectiveness of the organization ▪ Common computer applications ▪ Importance of networking in day to day activities of the organization
Practical	

Resources	**Occupational Tools, Instruments, Equipment, material** ● Company policies and procedures ● Software used for information/communication purposes ● Safety signs ● Safety procedures ● Variety of forms, formats used within the organization and for external communication ● Calculator ● Computer **Instructional Tools, Instruments, Equipment, material** ● Multimedia projector ● Screen ● Flash cards ● Flip charts ● Permanent and white board markers ● Overhead projectors ● Transparencies ● Communication models ● Colour Printer and scanner ● Safety manuals ● Safety illustrations
Recommended Texts & / or References	

Teaching Learning Activities	● Knowledge to be imparted by providing learner centered activities
	● Facilitator may use different teaching methodologies such as brainstorming, projects, mind mapping, small group activities, illustrated talk, fish ball technique, demonstrations, when delivering knowledge component of this module
	
	The following may be discussed in groups of trainees and followed up with Exercises" & "Role plays"
	
	    ● Oral communication
	    ● Written communication
	
	The following may be discussed in groups of trainees and followed up

with" Exercises" & "Role plays"

- Constructing sound inductive arguments.
- Reading and comprehending written communications and information
- Using job-related terminology
- Using proper listening techniques

Assessment & Weighting	Type	Topic / Activity	Weighting
	Multiple Choice Test Items/ Matching and Completion test items and structured essay type questions	Knowledge of various aspects of communication skills at work place	30%
	Oral questioning during class room presentations	Knowledge of various aspects of communication skills at work place	10%
	Viva voce	knowledge on application of communication skills	10%
	Continuous assessment at work place	Application of communication skills	50%

Duration	**50 hrs. (20T + 20P + 10S)** **(T-Theory, P-Practical, S- Self Studies)**

Second Semester

Module Title	**Teaching of English - Listening and Speaking**
Module Code	M80T003M10
Module Type	Compulsory
Relevant Unit/s	U04, U05, U08, U09
Pre-Requisites	M80T003M05
Module Aims	**To enable the students to:** obtain the required skills and effective teaching strategies to implement of Teaching of English Listening and Speaking for students
Learning Outcomes	**At the end of this module the student will be able to:** ● Apply effective teaching strategies to implement of Teaching of English Listening and Speaking ● Select different approaches and techniques of teaching methods to develop Teaching of English Listening and Speaking ● Apply the overall language skills and effective teaching strategies to Improve students Teaching of English Listening and Speaking

Learning Content / Topics	● Teaching of listening skill using different strategies
	    o Transfer of information
	    o Listening and note taking
	    o Listening for gist
	    o Listening for a specific purpose
	    o Listening accurately (dictation)
	    o Guessing meaning of words form context etc.
	
	● Teaching of Listening skills Using different activities
	
	● Listening to different types of texts
	Examples:
	    o Talks
	    o News/items
	    o Poems/songs, dialogues/conversations
	    o Reports
	    o Announcements/Instructions
	    o Discussions
	    o Longer narration involving course of action, sequence or a series of steps
	    o Longer written texts on general and semi specialized topics
	    o Sports commentaries
	    o Stories/ fables Role play/simulation
	    o Debates
	    o Interview
	    o Oral presentations based on nonverbal texts (E.G. maps, graphs, pictures)
	    o Meetings

	o Telephone messages
	o Recipes etc.
	
	● Identification of the listening activities in the course book/different texts
	
	● Teaching of listening activities using the course book/different texts
	
	● Different listening techniques (activity) appropriately to improve the listening skill of students
	
	● Different strategies used to teach speaking skill
	   o Formulaic communication
	   o Expressing mood, emotion attitude
	   o Expressing truth, values
	   o Listening to and understanding varied speech and communicating orally
	   o Developing skills useful in chairing and participating at meetings
	   o Reporting experiences/events
	   o Participating in discussions and debates
	   o Performing at interviews
	   o Giving talks on prepared topics
	   o Describing processes. etc.,
	
	● Teaching speaking (characteristics of oral English)
	● Form and functions in oral English (relate to grammar lessons in course book)
	
	● Techniques for teaching oral English
	   o Eliciting questions
	   o Oral drills
	   o Choral repetition and pattern practice
	   o Reading aloud in groups etc.
	
	● Use different activities to teach speaking skills
	   o Communicative activities: definitions of terms
	   o Dialogues
	   o Role plays
	   o Simulations
	   o Information gap activities
	   o Fluency activities (problem solving tasks)
	   o Games
	   o Describing pictures
	   o Interviews

Practical	● Teach listening activities using the course book/different texts ● Engage in a debate on a given topic ● Do a power point presentation
Resources	● Multimedia, Computer
Prescribed Texts & / or References	● Flowerdew, J. & miller, L. (2005) Second Language Listening, Cambridge ● Anderson, A. and Lynch, T. (1988) Listening, Oxford ● Brown, G. and G, Yule. (1983) Teaching the Spoken Language. Cambridge: Cambridge Press. ● Chaney, A.L., and T.L. Burk (1998) Teaching Oral Communication in Grades K-8. Boston: Allyn & Bacon
Teaching/ Learning Activities	● Lecture ● Group work ● Assignment ● Practice (through activities)

	Type	Topic / Activity	Weighting
Assessment & Weighting	Formative Assessment	Assignments Mid Examination	40%
	Summative Assessment	Semester end examination	60%

Duration	**120 hrs. (50T + 00P+ 70S)** **(T-Theory, P-Practical, S- Self Studies)**

Module Title	Teaching of English - Reading & Writing
Module Code	M80T003M11
Module Type	Compulsory
Relevant Unit/s	U04, U05, U08, U09
Pre-Requisites	M05
Module Aims	**To enable the students to:** Obtain the required skills and effective teaching strategies for Teaching of English Reading & Writing Skills
Learning Outcomes	**At the end of this module the student will be able to:** ● Apply essential subject knowledge of reading and writing skills for effective teaching ● Select different approaches and techniques of teaching methods to develop students, reading and writing skills ● Apply the overall language skills and effective teaching strategies to Improve students reading and writing skills

Learning Content / Topics	● Different activities use to teach reading skills
	   ○ Reading aloud
	   ○ Silent reading
	   ○ Pre-reading
	   ○ Question types for the above skills (true/false, wh)
	   ○ Skill-focused questions (like skimming, scanning inference etc.)
	   ○ Exploiting reading texts for developing other skills
	   ○ Transfer of information (eg. Jumbled texts)
	   ○ Vocabulary (using dictionary)
	   ○ Extensive reading
	   ○ Selecting texts for the classroom
	
	● Procedures for teaching reading (pre reading, while reading, post reading)
	● Formulating questions or activities for pre reading, while reading, post reading
	● Identify the reading activities in the course book
	● Identifying functions and varieties of written texts
	
	   ○ Narrative
	   ○ Descriptive
	   ○ Expository
	   ○ Argumentative
	   ○ Creative
	● Different types of writing
	
	   ○ Official writing
	   ○ Formal

	○ Informal writing ○ Academic writing ● Teaching how to use the following for effective writing ○ Vocabulary ○ Uses of grammatical forms ○ Punctuation ○ Use and choice of complex sentences (eg: adverbial, relative, etc.) ○ Paragraph organization ○ Discourse markers ○ Spelling vocabulary ○ Uses of grammatical forms ○ Punctuation ○ Use and choice of complex sentences (eg: adverbial, relative, etc.) ○ Paragraph organization ○ Discourse markers ○ Spelling ● Guided writing ○ Writing using a module ○ Composition using tables and charts ○ Compositions using picture ○ Compositions using flow charts ○ Completion of tasks ○ Expansion from notes ○ Combining and re-ordering ○ Sentences ○ Summarizing ● Teaching Mechanics of writing ● Revising and editing ● Stages of teaching writing ● Key strategies and approaches for developing learners" receptive and productive skills
Practical	● Prepare a lesson plan to teach reading and writing using a given text
Resources	● Video clips, Computers
Prescribed Texts & / or References	● R.R Jordon (1997) English for Academic Purposes, Cambridge university Press ● Brookes, A., and P. Grundy. (1998) Beginning to Write: Writing activities for Elementary and Intermediate Learners. Cambridge: Cambridge University Press. ● White, R. V (1995) New Ways in Teaching Writing Alexandria, VA: TESOL.

	● Campbell, C. (1998) Teaching Second Language Writing: Interacting with Text. Pacific Grove, CA: Heinle & Heinle Publishers
Teaching/ Learning Activities	▪ Lecture ▪ Group work ▪ Assignment ▪ Practice (through activities)

Assessment & Weighting	Type	Topic / Activity	Weighting
	Formative Assessment	Assignments Mid Examination	40%
	Summative Assessment	Semester end examination	60%

Duration	**120 hrs. (50T + 00P+ 70S)** **(T-Theory, P- Practical, S - Self Studies)**

Module Title	**English Drama and Poetry**
Module Code	M80T003M11
Module Type	Compulsory
Relevant Unit/s	U04, U05, U08, U09
Pre-Requisites	M05
Module Aims	**To enable the students to:** Obtain the required knowledge of the elements of poetry and drama in literature. Through this module Students will learn to appreciate the artistry of literature, and develop the ability to reflect critically on their reading, presenting literary analysis powerfully through both oral and written
Learning Outcomes	**At the end of this module the student will be able to:** ● Show proficiency with the specialized vocabulary, historical context, and breadth of the field of literary studies of English Drama and Poetry ● Classify the various forms of literature, including poetry and drama ● Communicate ideas conjunction with a variety of literary texts effectively ● Plan a lesson on a drama or a section of a play

Learning Content / Topics	● Types of dramas and their characteristics
	
	   o Absurd dramas tragedy (stylized ballet, opera, masque musical, comedy) melodrama tragi comedy realistic dramas absurd dramas farce satire comic satire allegory Greek theatre, mediaeval theatre, (morality plays) Elizabethan (Shakespearian) theatre, modern theatre realistic dramas, theatre of the Absurd story dialogue action and character
	
	● Different literary techniques related to drama
	● Features to look for in a drama
	● Prescribed Dramas
	
	   o Everyman - Anonyms
	   o The Seagull - Anton Chekhov
	   o Villa for Sale - SachaGuitry
	   o Merchant of Venice - William Shakespeare
	   o The road from elephant - Pass Nihal De Silva
	   o Macbeth - William Shakespeare
	   o Tempest - William Shakespeare
	   o The Importance of Being Earnest - Oscar Wilde
	   o St Joan - Bernard Shaw
	   o Riders to the Sea - John Millington Synge

	○ Dumb Waiter – Harold Pinter ○ Mouring Becomes Electra – Eugene O"Neill ○ A Streetcar named Desire – Tennessee Williams ○ Opera Wonyosi – Wole Soyinka ○ Middle of Silence – Ruwanthie De Chickera *(Select Two Dramas)* ● Characteristics of English Poetry ○ Appreciating Poems and Songs ○ Content tone and mood of the poem forms ● Prescribed Poetry ○ Shall I compare thee to a summer"s day - Shakespeare ○ To Autumn - Keats ○ Ode to a Nightingale Keats ○ London - William Blake ○ A Poison Tree - Blake ○ The Solitary Reaper ○ The Sparrow"s Nest - Words Worth ○ Once upon a time - Gabriel Okara ○ A Charge of the light Brigade - Alfred Tennyson ○ The Gift Outright - Robert Frost ○ Smell of Araliya - Kamala Wijerathne ○ A letter to my Daughter - Anne Ranasinghe ● Prescribed Prose ○ Dark Years - Nelson Mandela ○ The Life and Death - Cholmon Delay ○ The Lahore Attack - Kumar Sangakkara *(Select Two Prose)*		

Practical	Compare and contrast poetry written by William Blake and William Words Worth		
Resources			
Prescribed Texts & / or References	● Wijesingha, R. (1917) An Anthology of English poetry and prose ● Web sites		
Teaching/ Learning Activities	● Lecture ● Group work ● Assignment ● Practice (through activities)		

Assessment &	Type	Topic / Activity	Weighting
	Formative	Assignments	40%

Weighting	Assessment	Mid Examination	
	Summative Assessment	Semester end examination	60%
Duration	**120 hrs. (50T + 00P+ 70S)** **(T-Theory, P- Practical, S - Self Studies)**		

Module Title	**ELT Methods and Approaches - II**
Module Code	M80T003M13
Module Type	Compulsory
Relevant Unit/s	U01, U02, U04, U05
Pre-Requisites	M04
Module Aims	**To enable the student to:** Conduct a lesson applying appropriate ELT approaches, methods and techniques using relevant teaching leaning materials independently
Learning Outcomes	**At the end of this module the student will be able to:** ● Use methods with a particular focus on the more participatory, learner centered approaches ● Develop a lesson plan and suitable teaching materials ● Conduct a lesson

Learning Content / Topics	● Organization in teach as a teacher
	
	    o Planning for Semester / Unit and lesson
	    o Introduce a lesson plan
	    o Write objectives
	    o Preparations before lesson
	    o Develop a lesson plan / Summarizing a lesson / Micro Teaching
	    o Preparation of activity plans using the texts available (format of an activity plan relevancy)
	● Different techniques in classroom management

Practical	● Plan practice activities for English lessons ● Plan and engage in micro teaching
Resources	
Prescribed Texts & / or References	● Markus, Boehner (2017) High Quality Teaching and Assessing in TVET ● Snow, M.M. (2001) Content- based and immersion models for second and foreign language learning.
Teaching/ Learning Activities	● Lectures assisted with multimedia ● Brainstorming activities ● Small group activities ● Individual assignments ● Individual Demonstration

Assessment & Weighting	Type	Topic / Activity		Weighting
	Formative Assessment	One Individual assignments	20%	60%
		Quiz	10%	
		Demonstration	40%	
	Summative Assessment	Semester end Examinations		40%
Duration	**125 hrs. (40T + 00P+ 85S)** **(T-Theory, P - Practical, S - Self Studies)**			

Module Title	Career Guidance and Counselling
Module Code	M80T003M14
Module Type	Compulsory
Relevant Unit/s	U07
Pre-Requisites	Nil
Module Aims	**To enable the student to:** ● Understand the concept of Career Guidance & career Counseling ● Develop Career Guidance orientation ● Understand the career development process. ● Implement appropriate interventions to facilitate Career Guidance & Career counseling in Technical Education
Learning Outcomes	**At the end of this module the student will be able to:** ● Define the terms „Career Guidance" & „Career Counseling." ● Apply theories of career guidance in TVET training. ● Demonstrate professional norms and ethics in practicing in career guidance. ● Analyze recent trends of World of Work/ Labour Market. ● Use techniques of Career guidance & Counseling. ● Maintain effective Career Guidance Center. ● Develop understanding from Self-Employment to Entrepreneurship

Learning Content / Topics	● Introduction to Career Guidance Counseling
	
	    o Definitions
	    o Scope
	    o Concepts of Career guidance
	
	● Theories of Career Guidance
	
	● Applications of Career Developments Theories
	
	● Professional practice
	
	    o Ethics of Career Guidance (Trainer/Counselor/ Worker)
	    o Professionalism
	    o Public Relationship
	    o Social Net Working
	
	● World of Work/ Labour Market
	
	    o Recent Trends of World of Work/Labour Market
	    o Technical Skills for World of work/Labour Market
	    o Industry partnership
	
	● Techniques of Career guidance & Counseling
	
	    o Career Guidance Techniques
	    o How to write CV/ Cover letter/ Thanking letter
	    o Interview Techniques/ The Art of an Interview (Before/During/After)
	    o Interpersonal skills as Career guidance officer

	o Flat form Skills o Clients related activities o (Career related I Test) ● Management of Career Guidance & Counseling Center ● Layout of CG&C Center ● How to use CG&C Manual ● Self-Employment to Entrepreneurship (Entrepreneurship Development) ● Introduction ● Business promotion Techniques for self-employment
Practical	● Plan career guidance session for a particular target group
Resources	● Relevant websites prospectors of different educational and training institutes
Prescribed Texts & / or References	
Teaching/ Learning Activities	● Lectures assisted with multimedia ● Brainstorming activities ● Small group activities ● Individual assignments

Assessment & Weighting	**Type**	**Topic / Activity**		**Weighting**
	Formative Assessment	Individual assignments	20%	60%
		Quiz	20%	
		Presentation	20%	
	Summative Assessment	Semester end Examinations		40%

Duration	**50 hrs. (20T + 00P+ 30S)** **(T-Theory, P- Practical, S - Self Studies)**

Module Title	**Information and Communication Technology (ICT)**
Module Code	M80T003M15
Module Type	Compulsory
Relevant Unit/s	U09, U06, U07
Pre-Requisites	Nil
Module Aims	**To enable the student to:** Develop the essential Information and Communication Technology (ICT) Skills needed as a trainer in the modern world and in the new, interactive teaching and learning environments.
Learning Outcomes	**At the end of this module the student will be able to:** ● Create word documents with advanced features such as referencing, equations, bookmarks. ● Create variety of spreadsheets and apply functions, formulas and excel charts as appropriate using MS-EXCEL 2010. ● Create, edit and variety of databases. Create and edit reports, forms and queries using MS-ACCESS 2010. ● Create 2-D Graphics (both bitmap and vector) using Adobe Photoshop CS6. ● Develop simple animations, and interactive learning contents using basic Multimedia Authoring Tools ● Use t videos for teaching and learning purposes. ● Demonstrate the Understanding of e-Learning and Blended Learning Concepts. ● Download YouTube Videos and save them in the external media. ● Demonstrate the Understanding of media communication tools such as WIFI, Bluetooth, and their applications with PCs and Mobile Devices. ● Demonstrate the Understanding of concepts of Internet and use Internet for variety of applications and operate e-mails efficiently. ● Use Portable Document Format (PDF) in Instructional Documentation.

Learning Content / Topics	● MS-WORD 2010
	    ○ Create and edit Complex Word documents
	    ○ Modifying Page layout.
	    ○ Creating and editing Tables and apply Formula for TOTALS
	    ○ Integrate Graphics in to word document.
	    ○ Perform Mail Merge and its Applications
	    ○ Create simple and complex Equations using Equation Editor.
	    ○ Create bookmarks.
	    ○ Printing Documents.
	● MS-EXCEL 2010
	    ○ Getting Started with Excel 2010
	    ○ Customize Excel

- o Working with a Workbook
- o Manipulating Data
- o Modifying a Worksheet, Columns, Rows and Rows.
- o Formatting Cells
- o Performing Calculations
- o Creating Simple Formulae
- o Working with Functions
- o Sorting and Filtering Data
- o Working with Charts.
- o Page Properties and printing worksheets
- o Apply 3-D Formulae.
- ● MS-ACCESS 2010

  - o Create and edit databases
  - o Enter data in to Database Tables.
  - o Create and edit simple Data Forms.
  - o Create and edit simple Reports
  - o Create and edit simple Queries
  - o Create simple Applications
- ● Adobe Photoshop CS6

  - o Introduction to Graphics Technology.
  - o Create simple Graphics using Adobe Photoshop
  - o Apply editing tools to edit graphics and Images.
  - o Designing and Editing Vector Graphics
- ● Adobe Flash CS5

  - o Create simple Graphics and Animations
  - o Develop simple interactive learning contents
  - o Incorporate Text, Graphics, Animations and Videos into Learning Content.
- ● Adobe Acrobat CS6

  - o Create PDF Documents.
  - o Convert Word, PowerPoint Documents into PDF
  - o Create and Edit Indexes
- ● Internet

  - o Add Security Features Internet
  - o What is the Internet?
  - o What is the World Wide Web?
  - o Types of Internet Access
  - o Surfing Strategies
  - o Using Internet Explorer and Google Chrome.
  - o Customizing your Browser
  - o Favorites
  - o Working with Web Pages
  - o Accessibility Features
- ● E-mail

  - o What is Email?

	o Sending Email
	       o Reply
	       o Forward
	       o Attachments
	● Address Groups Use of Different Media Technologies
	
	● Type of Different video formats use in teaching and learning environments.
	● E-Learning, M-Learning and Blended Learning Concepts and their applications
	● Download YouTube Videos and save them in the external media.
	● Different media communication tools such as WIFI, Bluetooth, and their applications with PCs and Mobile Devices.

Practical	● Practice Office Package & Adobe Master Collection
Resources	● Library, Computer Laboratory with Networked Computers and Internet Access
Prescribed Texts & / or References	● Study Packs on Instructional Applications of Computers Part I & Part II by NITESL ● Study Packs on Multimedia Learning Resources Development Part I & Part II by NITESL ● Study Packs on Instructional Design and e-Learning Development by NITESL
Teaching/ Learning Activities	● Lectures ● Practical ● Assignment ● Discussion ● Group Discussion ● Presentation

Assessment & Weighting	Type	Topic / Activity	Weighting
	Formative Assessment	Theory, Practical	30%
	Summative Assessment	Semester end Examinations Practical	70%

Duration	**100 hrs. (60T + 00P+ 40S)** **(T-Theory, P-Practical, S- Self Studies)**

Module Title	**Advanced Communication**
Module Code	M80T003M16
Module Type	Compulsory
Relevant Unit/s	U09, U06, U07
Pre-Requisites	M15
Module Aims	**To enable the students to:** promote effective communication in a range of contexts. Students will be required to work together to ensure that descriptions are comprehensive, narratives interesting, points of view convincing and interactions sensitive.
Learning Outcomes	**At the end of this module the student will be able to:** ● Formulate stories effectively relating to different audiences ● Make individual and group presentations and respond to questions and criticism.

Learning Content / Topics	● Verbal messages of a speech recognizing the importance of emotions.
	  o Mirroring
	  o Paraphrasing
	
	● Comparing and contrasting objects, people and events of real life situations in grammatically correct fluent English.
	
	● Developing command of language to formulate stories.
	  o Adequate vocabulary
	  o Ability to use the right words
	  o Use of correct style of language
	  o Ability to effectively relate to different audiences
	
	● Presentation skills
	  o Developing a logical order & structure
	  o Effective use of visual aids, multimedia, flip charts, paper handouts etc.
	  o Building rapport with the audience - eye contact, body language
	  o Being clear and concise -Tone
	  o Encourage questions
	  o Different types of presentations

Practical	● Formulate stories ● Make individual and group presentations
Resources	● Multimedia, computer, Instructional aids

Prescribed Texts & / or References	● Skill and concept cards developed by Swisscontact		
Teaching/ Learning Activities	● Lecturers, presentations, storytelling activities, group discussions		
Assessment & Weighting	**Type**	**Topic / Activity**	**Weighting**
	Formative Assessment		40%
	Summative Assessment	semester examination including group presentation	60%
Duration	**70 hrs. (40T + 25P+ 05S)** **(T-Theory, P - Practical, S - Self Studies)**		

Module Title	**Assessment of Learning, Language Testing & Assessment**
Module Code	M80T003M17
Module Type	Compulsory
Relevant Unit/s	U04, U05
Pre-Requisites	M01, M02
Module Aims	**To enable the student to:** Develop an understanding of the concepts relating to learner assessments, prepare different test items and analyze effectiveness of the teaching learning
Learning Outcomes	**At the end of this module the student will be able to:** ● Distinguish between "Test", "Measurement", "Assessment" and "Evaluation" ● Select the appropriate mode of assessment based on required context ● Describe types of tests and situations of applications ● Develop relevant assessment tools depending on the context of assessment and level of students ● Explain the characteristics of assessment, validity, reliability and usability ● Interpret and utilize assessment outcomes for teaching learning improvement ● Use multimedia projector for conducting presentations
Learning Content / Topics	● Definition of the terms "Test", "Measurement", "Assessment" and "Evaluation" and their distinguishable characteristics related to the learning process ● Concepts and modes of Assessments (Objective and Subjective, Informal and Formal, Formative and Summative, and Criterion-referenced and Norm-referenced) ● Assessment situations (Placement, Formative, Diagnostic, Summative) ● Development of Assessment Tools, Types of test items; Supply type and Selection type ● Competency based assessment for TVET (Definition of competence, Relation of units and elements within a competence, Assessment of competences through practical evidence, Pyramid of assessment of a unit of competence, Recognition of prior learning) Characteristics of assessment, validity, reliability and usability ● Differences among validity, reliability and usability

	● Use of Educational Statistics for utilization, interpretation and reporting of test results. (Descriptive Educational Statistics Classification of data, Graphical Representation of Data, Measure of central tendency, Measure of dispersion)
Practical	● Prepare question paper using different test items ● Analyze test results
Resources	● Students need access to a library, computer hardware and software for word processing so that they can prepare and research for items needed in their assignments, reports and other required printed materials related to the contents/topics in the module
Prescribed Texts & / or References	● Writing English Language Tests - Heaton J.B ● Testing for Language Teachers- Hughes A.
Teaching/ Learning Activities	● Lectures, demonstrations and subsequent individual practice on effective use of the non-projected media ● Individual practice on developing transparencies and handouts manually ● Individual practice on developing transparencies and handouts with the aid of the computer ● Conduct presentations with the overhead projector ● Individual practice on developing computer aided presentations ● Conduct presentations with the multimedia projector

Assessment & Weighting	Type	Topic / Activity		Weighting
	Formative Assessment	Two Individual assignments	40%	60%
		Quiz	20%	
	Summative Assessment	Semester end Examinations		40%

Duration	**150 hrs. (60T + 80P+ 10S)** **(T-Theory, P- Practical, S - Self Studies)**

Module Title	**Theme Papers**
Module Code	M80T003M18
Module Type	Compulsory
Relevant Unit/s	U01, U02, U03, U04, U05, U08, U09, U10
Pre-Requisites	
Module Aims	**To enable the students to:** ● Be aware of the current developments and future trends in his/her field of study ● Get acquainted with the latest developments in his/her Occupation/Technology area
Learning Outcomes	**At the end of this module the student will be able to:** ● Prepare a proposal on a selected topic ● Gather and analyze data ● Prepare reports following standards norms and practices in referencing ● Present information systematically and logically
Learning Content / Topics	● Proposal writing and presenting ● Techniques of data collection ● Data analysis techniques ● Report writing ● Paraphrasing and summarizing to avoid plagiarism ● Style guide ● Theme paper presentation
Practical	● Prepare a theme paper ● Make a presentation on prepared theme paper
Resources	● Research reports, Publications, Journals, Periodicals, Internet
Prescribed Texts & / or References	● To be decided depending on the title
Teaching/ Learning Activities	● Discussions, ● Web browsing ● Visit to industries ● Completion of reports, assignments and other assigned learning activities ● Presentations, Viva-voce

	Type	Topic / Activity	Weighting
Assessment &	Formative	Proposal	20%

Weighting	Assessment	Report	50%	
	Summative Assessment	Presentation and Viva Voce	70%	
Duration	**120 hrs. (20T + 20P+ 80S)** **(T-Theory, P-Practical, S- Self Studies)**			

Module Title	**Planning and Scheduling Work At Workplace**
Module Code	EMPM03/ Level 05
Module Type	Compulsory
Relevant Unit/s	EMPU03
Pre-Requisites	None
Module Aims	**To enable the students to:** ▪ Plan and schedule work to be performed at workplace ▪ Assign work to workers based on assessment of competencies / work capacities of individual workers/working team ▪ Predict likely problems / probable changes that would come up in implementation of planned schedule
Learning Outcomes	**At the end of this module the student shall be able to:** ▪ Prepare a work schedule for a given work situation ▪ Determine work priorities as per predetermined criteria such as goals, targets and organizational requirements ▪ Develop a plan (process) to complete work to be done in a given situation ▪ Assess competencies of individual workers before assigning work
Learning Content / Topics	▪ Goals and Objectives of the organization ▪ Planning priorities ▪ Plans related to work and related activities at workplace ▪ Systems, procedures and processes relevant to the organization ▪ Quality and continuous improvement processes applied within the organization ▪ Company specific performance standards ▪ Industry/Workplace Codes of Practice /Codes of ethics ▪ Frontline management roles applicable to team management ▪ Manufacturer' s specifications and product specifications ▪ Standard specifications of commonly used materials ▪ Simple planning techniques/methods - (two to three common techniques/methods) ▪ Forecasting Techniques /methods ▪ Time management techniques ▪ Competency assessment methods
Practical	

Resources	**Occupational Tools, Instruments, Equipment, material** • Documents on Company policies and Procedures • Documents on Industry/Workplace • Codes of Practice /Codes of ethics • Documents on Manufacturer' s specifications and product specifications • Documents on competency based assessments • Software used for planning/scheduling • Software applications used in performance appraisal • Safety signs • Safety procedures • Computer • Calculator **Instructional Tools, Instruments, Equipment, material** • Multimedia projector • Screen • Flash cards • Flip charts • Permanent markers • White board markers • Overhead projector • Transparencies • Colour Printer and scanner • Safety manuals • Safety illustrations
Recommended Texts & / or References	
Teaching Learning Activities	▪ Small group activity -1 - Identify work requirements of a drawing office or of a given project ▪ Small group activity -2 - Set work priorities as per organizational requirements goals and targets ▪ Small group activity -3 - Develop a plan (process) to complete work to be done at drawing office or in a given project ▪ Individual activity - Prepare list/s of tools, equipment, material required to complete the work as indicated in the plan developed in

activity -3

- Small group activity - 4   Brainstorm in groups to identify,
  1) Deficiencies in the plan (Developed in activity - 3)
  2) Modifications to be made to overcome deficiencies
- Explain and follow up with exercises

Forecasting methods / Techniques, Time management techniques, Competency assessment methods

	Type	Topic / Activity	Weighting
Assessment & Weighting	Multiple Choice Test Items/ Matching and Completion test items and structured essay type questions	Knowledge of various aspects of planning of work to be performed at workplace	30%
	Oral questioning during class room presentations	Knowledge of various aspects of planning of work to be performed at workplace	10%
	Viva voce	knowledge on application of planning of work in a given work situation	10%
	Continuous assessment at work place	Use of different approaches and techniques related to planning of work, application of skills in Planning work	50%
Duration	**70 hrs. (25T + 25P + 20S)** **(T-Theory, P-Practical, S- Self Studies)**		