

MODULE CURRICULUM

LEARNING MODULE		LEVEL I		
TVET-TRAINING PROGRAMME PROVISIONS : - For all Level I & Level II Trainees				
MODULE TITLE: - Entrepreneurship for employability - I				
MODULE STATUS : - Common				
MODULE CODE: - TCEE-I (TVET, Common Course, Entrepreneurship for Employability –I)				
COURSE DELIERY AND DEPARTMENT : – Professional above B-level Entrepreneurship Trainérs and Common Course Départements				
NOMINAL DURATION: - 162 Hours				
Lecture 30 hrs.	Discussion 50 hrs.	Group and Individual Project/Practical Works 30 hrs	Assignment and Self-Check 40 hrs	Assessment Practice, Theory, Attitudes/Work Ethics) 40 hrs
MODULE DESCRIPTION: This module is designed to provide knowledge, skills and attitudes required in promoting, improving and growing business operations.				
LEARNING OUTCOMES: Upon the completion this module the learner/trainees will be able to: LO 1: Understanding Entrepreneurship Skills LO 2: Starting an enterprise LO 3: Generating Business Ideas and Recognizing Opportunities LO 4: Understanding Employability Skills				

MODULE CONTENTS:

LO 1: Understanding Entrepreneurship Skills

1.1 Basic Concepts of

- 1.1.1 Entrepreneurship
- 1.1.2 Entrepreneur and intrapreneur
- 1.1.3 Entrepreneur and manager
- 1.1.4 Enterprising and Enterprise
- 1.1.5 Identify the role of Entrepreneurship in Economic Development

1.2 Developments of Entrepreneurial mindset

- 1.2.1 Overview of Mindset
- 1.2.2 Entrepreneurial mindset
- 1.2.3 The importance of an entrepreneurial mindset
- 1.2.4 Distinguishing characteristics of entrepreneurial mindset
- 1.2.5 Developing Positive mindset towards work
- 1.2.6 Positive mindset to work
- 1.2.7 Developing effective work habit (Culture)

1.3 Understanding Entrepreneurial Competencies and Environment

- 1.3.1 Identify Personal Entrepreneurial competencies (PECs)
- 1.3.2 Assessing Entrepreneurial potential
- 1.3.3 Understanding Entrepreneurship and Environment

1.4 Entrepreneurial motivation and Decision

- 1.4.1 Entrepreneurial motivation
- 1.4.2 Entrepreneurial Decision

LO 2: Generating Business Ideas and Recognizing Opportunities

2.1. Business Ideas

- 2.1.1. Definition of business ideas
- 2.1.2. Identify Sources of business ideas
- 2.1.3. Generating and Screening business ideas

2.1.4. Applying Creativity and innovation in generating business ideas

2.2. Business opportunities

2.2.1. Definition of business opportunities

2.2.2. Identification of business opportunities

2.2.3. Assessment of business opportunities

2.3. Conducting a Feasibility study

2.3.1. meaning of feasibility study/ analysis

2.3.2. components of a feasibility study

2.3.3. steps in conducting a feasibility study

LO 3: Starting an enterprise

3.1. Understand Classification of enterprises

3.2. Distinguish legal forms of business ownership.

3.3. Realizing facts of Micro and Small Enterprises in Ethiopia

- Key success factors for setting-up Micro, Small and Medium Enterprises

3.4. Establishing an enterprise

3.5. Basic Concepts of Marketing

3.5.1. Definition of Marketing

3.5.2. Importance of marketing

3.5.3. Identify Marketing Mix

3.5.4. Selection of Business Location

- Major factors for selecting business location/

3.5.5. Selling and Customer service

3.6. Financing a business enterprise

3.6.1. Identify Sources of capital

3.6.2. Start-up Capital

3.7. Basics of Business Plan (Definition, importance and standard structure and format of business plan)

LO 4: Understanding Employability Skills

- 4.1. Definition of Employability Skill**
- 4.2. Importance of employability skills**
- 4.3. Common Elements of Employability skills**

Training Methodology

Interactive Lecture, Activities, group discussion and reflection, Data collection and Discussion with Real World Entrepreneurs, Field visit, invited guest(Model)

LEARNING METHODS:

Reasonable Adjustment for Trainees with Disability (TWD)

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

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



Exercise	<ul style="list-style-type: none"> ❖ Conduct close follow up and guidance ❖ Provide tutorial support if necessary ❖ provide special attention in the process 	<ul style="list-style-type: none"> ❖ Conduct close follow up and guidance ❖ Provide tutorial support if necessary ❖ provide special attention in the process/practical training ❖ Introduce new and relevant vocabularies 	<ul style="list-style-type: none"> ❖ Conduct close follow up and guidance ❖ Provide tutorial support if necessary ❖ provide special attention in the process/ practical training 	<ul style="list-style-type: none"> ❖ Assign peer trainees ❖ Use additional nominal hours if necessary
	<ul style="list-style-type: none"> ❖ prepare the assignment questions in large text/Brail ❖ Encourage the trainees to prepare and submit the assignment in large texts/Brail ❖ Make available recorded assignment questions ❖ Facilitate the trainees to prepare and submit the assignment in soft or hard copy 	<ul style="list-style-type: none"> ❖ Use sign language interpreter ❖ Provide briefing /orientation on the assignment ❖ Provide visual recorded material 	<ul style="list-style-type: none"> ❖ Provide briefing /orientation on the assignment ❖ Provide visual recorded material 	
ASSESSMENT METHODS:				
Interview		<ul style="list-style-type: none"> ❖ Use sign language interpreter ❖ Ensure or conform whether the proper communication was conducted with the trainee through the service of the sign language interpreter ❖ Use short and clear questioning ❖ Time extension 	<ul style="list-style-type: none"> ❖ Speak loudly ❖ Using sign language interpreter if necessary 	<ul style="list-style-type: none"> ❖ Use written response as an option for the trainees having speech challenges



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

ASSESSMENT CRITERIA:

LO 1: Understanding Entrepreneurship Skills

- 1.1 Basic concepts of entrepreneurship are understood and practiced as per the given standard.
- 1.2 Entrepreneurial mindsets are discussed and developed according to the standard.
- 1.3 entrepreneurial competencies and environment are identified and discussed as stated
- 1.4 Entrepreneurial motivation and decision are understood and practiced.

LO2: Business ideas, business opportunities and feasibility study

- 2.1. Business Ideas are discussed and understood
- 2.2. Business opportunities are identified according to the standard
- 2.3. Feasibility study is Conducted according to the standard

LO 3: Starting an enterprise

- 3.1. Classification of enterprises and Legal forms of Enterprise are understood as stated
- 3.2. Facts of Micro and Small Enterprises in Ethiopia are discussed
- 3.3. Sample business enterprises are established
- 3.4. Basic Concepts of Marketing are understood as specified in the standard
- 3.5. Different Financing methods sources of an Enterprise are discussed and understood
- 3.6. Basics of Business Plan is prepared according to the standard

LO4: Understanding Employability Skills

- 4.1. Employability skills are defined and understood according to the standard
- 4.2. Importance of employability skills are stated and practiced as per the standard
- 4.3. Common Elements of Employability skills are identified and defined according to the standard

Annex: Resource Requirements

Entrepreneurship and employability skill Module I-				
Item No.	Items	Description/ Specifications	Quantity	Recommended Ratio (Item: trainee)
A. Learning Materials				
1.	TTLM	Training Manual	25	1:1
2.	Textbooks	Training Manual	25	1:1
3.	Reference & Texts (appropriate to the subject matter and the level of understanding of the trainees)	Recommended , Relevant & Appropriate References	25	1:1
4.	Journals/Publication/Magazines	From Reliable sources & Internet		
B. Learning Facilities & Infrastructure				
1.	Training Room with White board or Chock board	Suitable for training	-	-
2.	Library, Sample documents	Sufficient	-	-
C. Consumable Materials				
1	Copy paper	A ₄ , A ₃ ,	Sufficient	1:5
2	Pencil	Pcs	25	1:1
3	Pen	Pcs	25	1:1
4	Eraser	Standard	25	1:1
D. Tools and Equipment				
1.	Laptop/Computer	Standard	25	1:1
2	Divider	Standard	25	1:5
3	LCD		1	1:25
4	Screens	Standard	1	1:25
5	Bins		25	1:25