



REPUBLIC OF KENYA

COMPETENCY BASED CURRICULUM

FOR

OFFICE ASSISTANT

LEVEL 4



TVET CDACC
P.O. BOX 15745-00100
NAIROBI

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FOREWORD

The provision of quality education and training is fundamental to the government's overall strategy for social economic development. Quality education and training will contribute to achievement Kenya's development blue print and sustainable development goals.

Reforms in the education sector are necessary for the achievement of Kenya Vision 2030 and meeting the provisions of the Constitution of Kenya 2010. The education sector had to be aligned to the constitution and this resulted to the formulation of the Policy Framework for Reforming Education and Training (Sessional Paper No. 4 of 2016). A key feature of this policy is the radical change in the design and delivery of the TVET training. This policy document requires that training in TVET be competency based, curriculum development be industry led, certification be based on demonstration of competence and mode of delivery allows for multiple entry and exit in TVET programmes. These reforms demand that industry takes a leading role in curriculum development to ensure the curriculum addresses its competence needs. It is against this background that this curriculum has been developed.

It is my conviction that this curriculum will play a great role towards development of competent human resource for the office administration sector's growth and sustainable development.

**PRINCIPAL SECRETARY, VOCATIONAL AND
TECHNICAL TRAINING,
MINISTRY OF EDUCATION**

PREFACE

Kenya Vision 2030 aims to transform the country into a newly industrializing, “middle-income country providing a high-quality life to all its citizens by the year 2030.” Kenya intends to create a globally competitive and adaptive human resource base to meet the requirements of a rapidly industrializing economy through life-long education and training. TVET has a responsibility of facilitating the process of inculcating knowledge, skills and attitudes necessary for catapulting the nation to a globally competitive country, hence the paradigm shift to embrace Competency Based Education and Training (CBET).

The Technical and Vocational Education and Training Act No. 29 of 2013 and the Sessional Paper No. 4 of 2016 on Reforming Education and Training in Kenya, emphasized the need to reform curriculum development, assessment and certification. This called for a shift to CBET to address the mismatch between skills acquired through training and skills needed by industry as well as increase the global competitiveness of Kenyan labour force.

TVET Curriculum Development, Assessment and Certification Council (TVET CDACC) in conjunction with office administration Skills Advisory Committee (SSAC) have developed this curriculum. The curriculum is designed and organized with an outline of learning outcomes; suggested delivery methods, training/learning resources and methods of assessing the trainee’s achievement. The curriculum is competency-based and allows multiple entry and exit to the course.

I am grateful to the council members, council secretariat, office administration SSAC, expert workers and all those who participated in the development of this curriculum.

Prof. CHARLES M. M. ONDIEKI, PhD, FIET (K), Con. Eng. Tech.
CHAIRMAN, TVET CDACC

ACKNOWLEDGEMENT

This curriculum has been designed for competencybased training and has independent units of learning that allow the trainee flexibility in entry and exit. In developing the curriculum, significant involvement and support was received from various organizations.

I recognize with appreciation the role of the SSAC in ensuring that competencies required by the industry are addressed in this curriculum. I also thank all stakeholders in the office administration sector for their valuable input and all those who participated in the process of developing this curriculum.

I am convinced that this curriculum will go a long way in ensuring that workers in office administration sector will acquire competencies that will enable them to perform their work more efficiently.

**DR. LAWRENCE GUANTAI M'ITONGA, PhD, COUNCIL
SECRETARY/CEO, TVET CDACC**

ACRONYMS

BC	Basic Competency
CDACC	Curriculum Development, Assessment and Certification Council
CPU	Central Processing Unit
CR	Core Competency
ICT	Information Communication Technology
KCPE	Kenya Certificate of Primary Education
KCSE	Kenya Certificate of secondary Education
KNQA	Kenya National Qualifications Authority
OS	Occupational Standards
OSHA	Occupation Safety and Health Act
OSHS	Occupation Safety and Health Standards
PC	Personal Computer
PPE	Personal Protective Equipment
SOPs	Standard Operating Procedures
SSAC	Sector Skills Advisory Committee
TVET	Technical and Vocational Education and Training

KEY TO UNIT CODE

BUS / CU/OA / BC / 01/4/A

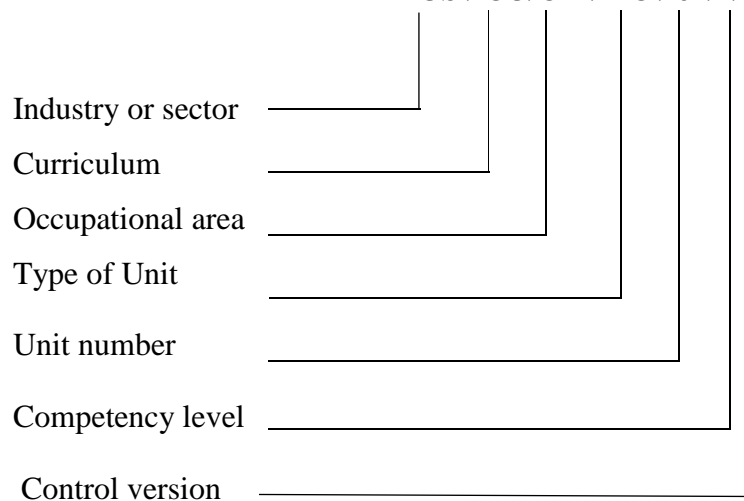


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COURSE OVERVIEW

Description of the course

This course is designed to equip an individual with competencies for office correspondence, office errands, customer care, office records, office facilities repairs and maintenance.

Units of Learning

This course consists of basic, and core units of learning as indicated below:

Basic Units of Learning

Unit of Learning Code	Unit of Learning Title	Duration in Hours	Credit Factors
BUS/CU/OA/BC/01/4/A	Communication Skills	30	3
BUS/CU/OA/BC/02/4/A	Numeracy Skills	30	3
BUS/CU/OA/BC/03/4/A	Digital Literacy	30	3
BUS/CU/OA/BC/04/4/A	Entrepreneurial Skills	30	3
BUS/CU/OA/BC/05/4/A	Employability Skills	30	3
BUS/CU/OA/BC/06/4/A	Environmental Literacy	30	3
BUS/CU/OA/BC/07/4/A	Occupational Safety and Health Practices	30	3
Total		210	21

Core Units of Learning

Unit of Learning Code	Unit of Learning Title	Duration in Hours	Credit Factors
BUS/CU/OA/CR/01/4/A	Office Correspondence	30	3
BUS/CU/OA/CR/02/4/A	Office Errands	30	3
BUS/CU/OA/CR/03/4/A	Customer Care	30	3
BUS/CU/OA/CR/04/4/A	Office Records	30	3
BUS/CU/OA/CR/05/4/A	Office Facilities Maintenance	30	3
	Industrial attachment	240	24
Total		390	39

	Grand Total	600	60
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The total duration of the course is **600** hours which include **240** hours of industrial attachment.

Entry Requirements

An individual entering this course should have any of the following minimum requirements:

a) Kenya Certificate of Secondary Education (KCSE).

Or

b) Equivalent qualifications as determined by Kenya National Qualifications Authority (KNQA)

Industrial attachment

An individual enrolled in this course will be required to undergo an attachment for a period of three months. An individual enrolled in one of the core units of learning will be required to undergo a one-month attachment.

Assessment

The course will be assessed at two levels: internally and externally. Internal assessment is continuous and is conducted by the trainer who is monitored by an accredited internal verifier while external assessment is the responsibility of TVET CDACC.

Certification

A candidate will be issued with a Certificate of Competency for each core unit of competency. To attain the qualification level 4 office assistant, the candidate must demonstrate competence in all the units of competency as given in the qualification pack. These certificates will be issued by TVET CDACC in conjunction with the training provider.

BASIC UNITS OF LEARNING

COMMUNICATION SKILLS

UNIT CODE: BUS/CU/OA/BC/01/4/A

Relationship to Occupational Standards

This unit addresses the unit of competency: Demonstrate communication skills

Duration of Unit: 20 Hours

Unit Description

This unit describes the competencies required to lead in the dissemination and discussion of ideas, information and issues in the workplace.

Summary of Learning Outcomes

1. Obtain and convey workplace information
2. Complete relevant work-related documents
3. Communicate information about workplace processes
4. Lead workplace discussion
5. Identify and communicate issues arising in the workplace

Learning Outcomes, Content and Suggested Assessment Methods

Learning Outcome	Content	Suggested Assessment Methods
1. Obtain and convey workplace information	<ul style="list-style-type: none">• Communication process• Modes of communication• Medium of communication• Effective communication• Barriers to communication• Flow of communication• Sources of information• Types of questions• Organizational policies• Workplace etiquette• Ethical work practices in handling communication	<ul style="list-style-type: none">• Observation• Interview• Third party reports
2. Complete relevant work-related documents	<ul style="list-style-type: none">• Types and purposes of workplace documents and forms• Methods used in filling forms and documents• Recording workplace data• Process of distributing workplace forms and documents• Report writing	<ul style="list-style-type: none">• Observation• Interview• Third party reports

	<ul style="list-style-type: none"> • Types of workplace reports 	
3. Communicate information about workplace processes	<ul style="list-style-type: none"> • Communication process • Modes of communication • Medium of communication • Effective communication • Barriers to communication • Flow of communication • Sources of information • Organizational policies • Organization requirements for written and electronic communication methods • Report writing • Effective questioning techniques (clarifying and probing) • Workplace etiquette • Ethical work practices in handling communication 	<ul style="list-style-type: none"> • Observation • Interview • Portfolio
4. Lead workplace discussion	<ul style="list-style-type: none"> • Methods of discussion e.g. <ul style="list-style-type: none"> ✓ Coordination meetings ✓ Toolbox discussion ✓ Peer-to-peer discussion • Solicitation of response 	<ul style="list-style-type: none"> • Observation • Interview • Third party reports
5. Identify and communicate issues arising in the workplace	<ul style="list-style-type: none"> • Identification of problems and issues • Organizing information on problems and issues • Relating problems and issues • Communication barriers affecting workplace discussions 	<ul style="list-style-type: none"> • Observation • Interview • Portfolio

Suggested Delivery Methods

- Discussion
- Role play
- Brainstorming

Recommended Resources

- Desktop computers/laptops
- Internet connection
- Projectors
- Telephone

- Report writing templates

NUMERACY SKILLS

UNIT CODE: BUS/CU/ OA/BC/02/4/A

Relationship to Occupational Standards:

This unit addresses the unit of competency: Demonstrate numeracy skills

Duration of Unit: 25 hours

Unit Description

This unit describes the competencies required by a worker in order to competently Identify and use whole numbers and simple fractions, decimals and percentages; Identify, measure and estimate familiar quantities for work, Read and use familiar maps, plans and diagrams for work, Identify and describe common 2D and some 3D shapes for work, Construct simple tables and graphs for work using familiar data, Identify and interpret information in familiar tables, graphs and charts for work.

Summary of Learning Outcomes

1. Identify and use whole numbers and simple fractions, decimals and percentages for work
2. Identify, measure and estimate familiar quantities for work
3. Read and use familiar maps, plans and diagrams for work
4. Identify and describe common 2D and some 3D shapes for work
5. Construct simple tables and graphs for work using familiar data
6. Identify and interpret information in familiar tables, graphs and charts for work

Learning Outcomes, Content and Suggested Assessment Methods

Learning Outcome	Content	Suggested Assessment Methods
1. Identify and use whole numbers and simple fractions, decimals and percentages for work	<ul style="list-style-type: none">▪ Whole numbers▪ Simple fractions▪ Decimals▪ Percentages▪ Sizes▪ Problem solving methods▪ calculations using the 4 operations▪ Recording and communicating numerical information	<ul style="list-style-type: none">• Oral• Written• Practical test• Observation
2. Identify, measure and estimate familiar quantities for	<ul style="list-style-type: none">▪ Measurement information▪ Units of measurement▪ Estimate familiar and simple amounts	<ul style="list-style-type: none">• Oral• Written• Practical test• Observation

work	<ul style="list-style-type: none"> ▪ Selection of appropriate measuring equipment ▪ Calculate using familiar units of measurement ▪ Check measurements and results against estimates ▪ Using informal and some formal mathematical and general language ▪ Record or report results 	
3. Read and use familiar maps, plans and diagrams for work	<ul style="list-style-type: none"> ▪ Maps, plans and diagrams ▪ Locate items and places in familiar maps, plans and diagrams ▪ Recognize common symbols and keys in familiar maps, plans and diagrams ▪ Direction and location of objects, or route or places ▪ Use of informal and some formal oral mathematical language and symbols 	<ul style="list-style-type: none"> • Oral • Written • Practical test • Observation
4. Identify and describe common 2D and some 3D shapes for work	<ul style="list-style-type: none"> ▪ Common 2D shapes and 3D shapes ▪ Classification of common 2D shapes and designs ▪ Description of Use informal and some formal language to describe common two-dimensional shapes and some common three-dimensional shapes ▪ Construction of common 2D shapes ▪ Match common 3D shapes to their 2D sketches or nets 	<ul style="list-style-type: none"> • Oral • Written • Practical test • Observation
5. Construct simple tables and graphs for work using familiar	<ul style="list-style-type: none"> ▪ Types of graphs ▪ Determination of data to be collected ▪ Selection of data 	<ul style="list-style-type: none"> • Oral • Written • Practical test • Observation

data	<p>collection method</p> <ul style="list-style-type: none"> ▪ Collection of data ▪ Determination of variables from the data collected ▪ Order and collate data ▪ Construct a table and enter data ▪ Construct a graph using data from table ▪ Check results ▪ Report or discuss graph information related to work using informal and some formal mathematical and general language 	
6. Identify and interpret information in familiar tables, graphs and charts for work	<ul style="list-style-type: none"> ▪ Tables construction and labeling ▪ i.e. title, headings, rows and columns ▪ Interpreting information and data in simple tables ▪ Relaying information of relevant workplace tasks on/in a table ▪ Identify familiar graphs and charts in familiar texts and contexts ▪ Locate title, labels, axes, scale and key from familiar graphs and charts ▪ Identify and interpret information and data in familiar graphs and charts ▪ Relate information to relevant workplace tasks 	<ul style="list-style-type: none"> • Oral • Written • Practical test • Observation

Suggested Delivery Methods

- Instructor led facilitation of theory
- Practical demonstration of tasks by trainer
- Practice by trainees/ role play
- Discussion

- Observations and comments and corrections by trainers

Recommended Resources

- Standard operating and/or other workplace procedures manuals
- Specific job procedures manuals
- Mathematical tables

DIGITAL LITERACY

UNIT CODE: BUS/CU/ OA/BC/03/4/A

Relationship to Occupational Standards

This unit addresses the unit of competency: Demonstrate digital literacy

Duration of Unit: 35 hours

Unit Description

This unit covers the competencies required to effectively demonstrate digital literacy in a working environment. It entails identifying and using digital devices such as smartphones, tablets, laptops and desktop PCs for purposes of communication and performing work related tasks at the work place.

Summary of Learning Outcomes

1. Identify computer hardware and software
2. Apply security measures to data, hardware and software
3. Apply computer software in solving tasks
4. Apply internet and email in communication at workplace

Learning Outcomes, Content and Suggested Assessment Methods

Learning Outcome	Content	Suggested Assessment Methods
1. Identify computer hardware and software	<ul style="list-style-type: none">▪ Meaning of a computer▪ Functions of a computer▪ Components of a computer▪ Classification of computers	<ul style="list-style-type: none">• Written• Oral• Observation
2. Apply security measures to data, hardware and software	<ul style="list-style-type: none">▪ Data security and control▪ Security threats and control measures▪ Types of computer crimes▪ Detection and protection against computer crimes	<ul style="list-style-type: none">• Written tests• Oral presentation• Observation• Projects
3. Apply computer software in solving tasks	<ul style="list-style-type: none">▪ Operating system▪ Word processing▪ Spread sheets▪ Data base	<ul style="list-style-type: none">• Oral questioning• Observation• Project
4. Apply internet and email in communication at workplace	<ul style="list-style-type: none">▪ Computer networks▪ Uses of internet▪ Electronic mail (e-mail) concept	<ul style="list-style-type: none">• Oral questioning• Observation• Oral presentation• Written report

Suggested Delivery Methods

- Instructor led facilitation of theory
- Demonstration by trainer
- Practical work by trainee
- Viewing of related videos
- Project
- Group discussions

Recommended Resources

- Desk top computers
- Laptop computers
- Other digital devices
- Printers
- Storage devices
- Internet access
- Computer software

ENTREPRENEURIAL SKILLS

UNIT CODE: BUS/CU/ OA/BC/04/4/A

Relationship to occupational standards

This unit addresses the unit of competency: Demonstrate entrepreneurial skills

Duration of unit: 60 hours

Unit description

This unit describes the competencies critical to demonstration of entrepreneurial skills. It includes creating and maintaining small scale business, establishing small scale business customer base, managing and growing a small business.

Summary of Learning Outcomes

1. Create and maintain small scale business
2. Establish small scale business customer base
3. Manage small scale business
4. Grow/ expand small scale business

Learning Outcomes, Content and Suggested Assessment Methods

Learning Outcome	Content	Suggested Assessment Methods
1. Create and maintain small scale business	<ul style="list-style-type: none">▪ Starting a small business▪ Legal regulatory requirements in starting a small business▪ SWOT/ PESTEL analysis▪ Conducting market/industry survey▪ Generation and evaluation of business ideas▪ Matching competencies with business opportunities▪ Forms of business ownership▪ Location of a small	<ul style="list-style-type: none">• Observation• Case studies• Individual/group assignments• projects• Written• Oral

	<p>business</p> <ul style="list-style-type: none"> ▪ Legal and regulatory requirement ▪ Resources required to start a small business ▪ Common terminologies in entrepreneurship ▪ Entrepreneurship in national development ▪ Self-employment ▪ Formal and informal employment ▪ Entrepreneurial culture ▪ Myths associated with entrepreneurship ▪ Types, characteristics, qualities & role of entrepreneurs ▪ History, development and importance of entrepreneurship ▪ Theories of entrepreneurship ▪ Quality assurance for small businesses ▪ Policies and procedures on occupational safety and health and environmental concerns 	
<p>2. Establish small scale business customer base</p>	<ul style="list-style-type: none"> ▪ Good staff/workers and customer relations ▪ Marketing strategy ▪ Identifying and maintain new customers and 	<ul style="list-style-type: none"> • Observation • Case studies • Individual/group assignments • projects • Written • Oral

	<p>markets</p> <ul style="list-style-type: none"> ▪ Product/ service promotions ▪ Products / services diversification ▪ SWOT / PESTEL analysis ▪ Conducting a business survey ▪ Generating Business ideas ▪ Business opportunities 	
3. Manage small scale business	<ul style="list-style-type: none"> ▪ Organization of a small business ▪ Small business' business plan ▪ Marketing for small businesses ▪ Managing finances for small business ▪ Production/ operation process for goods/services ▪ Small business records management ▪ Book keeping and auditing for small businesses ▪ Business support services ▪ Small business resources mobilization and utilization ▪ Basic business social responsibility ▪ Management of small business ▪ Word processing concepts in small business management 	<ul style="list-style-type: none"> • Oral • Observation • Case studies • Individual/group assignments • projects • Written

	<ul style="list-style-type: none"> ▪ Computer application software ▪ Monitoring and controlling business operations 	
4. Grow/expand small scale business	<ul style="list-style-type: none"> ▪ Methods of growing small business ▪ Resources for growing small business ▪ Small business growth plan ▪ Computer software in business development ▪ ICT and business growth 	<ul style="list-style-type: none"> • Observation • Case studies • Individual/group assignments • projects • Written

Suggested Delivery Methods

- Instructor led facilitation of theory
- Demonstration by trainer
- Practice by trainee
- Role play
- Case study

Recommended Resources

- Case studies for small businesses
- Business plan templates
- Lap top/ desk top computer
- Internet
- Telephone
- Writing materials

EMPLOYABILITY SKILLS

UNIT CODE: BUS/CU/ OA/BC/05/4/A

Relationship to Occupational Standards

This unit addresses the Unit of Competency: Demonstrate employability skills

Duration of Unit: 30 hours

Unit Description

This unit covers competencies required to demonstrate employability skills. It involves conducting self-management, demonstrating critical safe work habits, demonstrating workplace learning and workplace ethics.

Summary of Learning Outcomes

1. Conduct self-management
2. Demonstrate critical safe work habits
3. Demonstrate workplace learning
4. Demonstrate workplace ethics

Learning Outcomes, Content and Suggested Assessment Methods

Learning Outcome	Content	Suggested Assessment Methods
1. Conduct self-management	<ul style="list-style-type: none">▪ Self-awareness▪ Formulating personal vision, mission and goals▪ Strategies for overcoming life challenges▪ Emotional intelligence▪ Assertiveness▪ Expressing personal thoughts, feelings and beliefs▪ Developing and maintaining high self-esteem▪ Developing and maintaining positive self-image▪ Articulating ideas and aspirations▪ Accountability and responsibility▪ Good work habits	<ul style="list-style-type: none">• Observation• Written• Oral interview• Third party report

	<ul style="list-style-type: none"> ▪ Self-awareness ▪ Self-development ▪ Financial literacy ▪ Healthy lifestyle practices 	
2. Demonstrate critical safe work habits	<ul style="list-style-type: none"> ▪ Stress and stress management ▪ Punctuality and time consciousness ▪ Interpersonal communication ▪ Sharing information ▪ Leisure ▪ Integrating personal objectives into organizational objectives ▪ Resources utilization ▪ Setting work priorities ▪ HIV and AIDS ▪ Drug and substance abuse ▪ Handling emerging issues 	<ul style="list-style-type: none"> • Observation • Written • Oral interview • Third party report
3. Demonstrate workplace learning	<ul style="list-style-type: none"> ▪ Personal training needs identification and assessment ▪ Managing own learning ▪ Contributing to the learning community at the workplace ▪ Cultural aspects of work ▪ Variety of learning context ▪ Application of learning ▪ Safe use of technology ▪ Identifying opportunities ▪ Workplace innovation ▪ Performance improvement ▪ Handling emerging issues ▪ Future trends and concerns in learning 	<ul style="list-style-type: none"> • Observation • Oral interview • Written • Third party report
4. Demonstrate workplace ethics	<ul style="list-style-type: none"> ▪ Meaning of ethics ▪ Ethical perspectives ▪ Principles of ethics ▪ Values and beliefs ▪ Ethical standards ▪ Organization code of ethics 	<ul style="list-style-type: none"> • Observation • Oral interview • Written • Third party report

	<ul style="list-style-type: none"> ▪ Common ethical dilemmas ▪ Organization culture ▪ Corruption, bribery and conflict of interest ▪ Privacy and data protection ▪ Diversity, harassment and mutual respect ▪ Financial responsibility/accountability ▪ Etiquette ▪ Personal and professional integrity ▪ Commitment to jurisdictional laws ▪ Emerging issues in ethics 	
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Suggested Methods of Delivery

- Instructor lead facilitation of theory
- Demonstrations
- Simulation/Role play
- Group Discussion
- Presentations
- Projects
- Case studies
- Assignments

Recommended Resources

- Computers
- Stationery
- Charts
- Video clips
- Audio tapes
- Radio sets
- TV sets
- LCD projectors

ENVIRONMENTAL LITERACY

UNIT CODE: BUS/CU/ OA/BC/06/4/A

Relationship to Occupational Standards

This unit addresses the unit of competency: Demonstrate environmental literacy

Duration of Unit: 20 hours

Unit Description

This unit describes the competencies required to control environmental hazard, control environmental pollution, comply with workplace sustainable resource use and evaluate current practices in relation to resource usage.

Summary of Learning Outcomes

1. Control environmental hazard
2. Control environmental Pollution
3. Demonstrate sustainable resource use
4. Evaluate current practices in relation to resource usage

Learning Outcomes, Content and Suggested Assessment Methods

Learning Outcome	Content	Suggested Assessment Methods
1. Control environmental hazard	<ul style="list-style-type: none">▪ Purposes and content of Environmental Management and Coordination Act 1999▪ Purposes and content of Solid Waste Act▪ Storage methods for environmentally hazardous materials▪ Disposal methods of hazardous wastes▪ Types and uses of PPE in line with environmental regulations▪ Occupational Safety and Health Standards (OSHS)	<ul style="list-style-type: none">• Written questions• Oral questions• Observation of work procedures
2. Control environmental Pollution control	<ul style="list-style-type: none">▪ Types of pollution▪ Environmental pollution control measures▪ Types of solid wastes▪ Procedures for solid waste	<ul style="list-style-type: none">• Written questions• Oral questions

	<p>management</p> <ul style="list-style-type: none"> ▪ Different types of noise pollution ▪ Methods for minimizing noise pollution 	<ul style="list-style-type: none"> • Observation of work procedures • Role play
3. Demonstrate sustainable resource use	<ul style="list-style-type: none"> ▪ Types of resources ▪ Techniques in measuring current usage of resources ▪ Calculating current usage of resources ▪ Methods for minimizing wastage ▪ Waste management procedures ▪ Principles of 3Rs (Reduce, Reuse, Recycle) ▪ Methods for economizing or reducing resource consumption 	<ul style="list-style-type: none"> • Written questions • Oral questions • Observation of work procedures • Role play
4. Evaluate current practices in relation to resource usage	<ul style="list-style-type: none"> ▪ Collection of information on environmental and resource efficiency systems and procedures, ▪ Measurement and recording of current resource usage ▪ Analysis and recording of current purchasing strategies. ▪ Analysis of current work processes to access information and data ▪ Identification of areas for improvement 	<ul style="list-style-type: none"> • Written questions • Oral questions • Observation of work procedures • Role play
5. Identify Environmental legislations/conventions for environmental concerns	<ul style="list-style-type: none"> ▪ Environmental issues/concerns ▪ Environmental legislations /conventions and local ordinances ▪ Industrial standard /environmental practices ▪ International Environmental Protocols (Montreal, Kyoto) ▪ Features of an 	<ul style="list-style-type: none"> • Written questions • Oral questions • Observation of work procedures

	environmental strategy	
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Suggested Delivery Methods

- Instructor led facilitation of theory
- Practical demonstration of tasks by trainer
- Practice by trainees/ role play
- Discussion
- Observations and comments and corrections by trainers

Recommended Resources

- Standard operating and/or other workplace procedures manuals
- Specific job procedures manuals
- Solid Waste Act
- Environmental Management and Coordination Act 1999
- Machine/equipment manufacturer's specifications and instructions
- Personal Protective Equipment (PPE)

OCCUPATIONAL SAFETY AND HEALTH PRACTICES

UNIT CODE: BUS/CU/OA/BC/07/4/A

Relationship to Occupational Standards

This unit addresses the unit of competency: Demonstrate Safety and Health Practices

Duration of Unit: 20 hours

Unit Description

This unit describes the competencies required to practice safety and health, and comply with OSH requirements relevant to work.

Summary of Learning Outcomes

1. Observe workplace procedures for hazards and risk prevention
2. Participate in arrangements for workplace safety and health maintenance

Learning Outcomes, Content and Suggested Assessment Methods

Learning Outcome	Content	Suggested Assessment Methods
1. Observe workplace procedures for hazards and risk prevention	<ul style="list-style-type: none"> ▪ Arrangement of work area and items in accordance with Company housekeeping procedures ▪ Adherence to work standards and procedures ▪ Application of preventive and control measures, including use of safety gears/PPE ▪ Study and apply standards and procedures for incidents and emergencies. 	<ul style="list-style-type: none"> • Oral questions • Written questions • Observation of work procedures
2. Participate in arrangements for workplace safety and health maintenance	<ul style="list-style-type: none"> ▪ Participating in orientations on OSH requirements/regulations of tasks ▪ Providing feedback on health, safety, and security concerns to appropriate personnel as required in a 	<ul style="list-style-type: none"> • Oral questions • Written tests • Practical test • Observation of practical work by trainees

	<p>sufficiently detailed manner</p> <ul style="list-style-type: none"> ▪ Practice workplace procedures for reporting hazards, incidents, injuries and sickness ▪ OSH requirements/ regulations and workplace safety and hazard control procedures are reviewed, and compliance reported to appropriate personnel ▪ Identification of needed OSH-related trainings are proposed to appropriate personnel 	
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Suggested Delivery Methods

- Instructor led facilitation of theory
- Practical demonstration of tasks by trainer
- Practice by trainees/ role play
- Discussion
- Observations and comments and corrections by trainers

Recommended Resources

- Standard operating and/or other workplace procedures manuals
- Specific job procedures manuals
- Machine/equipment manufacturer’s specifications and instructions
- Personal Protective Equipment (PPE) e.g.
 - Mask
 - Face mask/shield
 - Safety boots
 - Safety harness
 - Arm/Hand guard, gloves
 - Eye protection (goggles, shield)
 - Hearing protection (ear muffs, ear plugs)
 - Hair Net/cap/bonnet
 - Hard hat
 - Face protection (mask, shield)
 - Apron/Gown/coverall/jump suit
 - Anti-static suits
 - High-visibility reflective vest

CORE UNITS OF LEARNING

OFFICE CORRESPONDENCE

UNIT CODE: BUS/CU/OA/CR/01/4/A

Relationship to Occupational Standards

This unit addresses the Unit of Competency: Handle office correspondence **Duration of Unit:** 30 hours

Unit Description

This unit covers the competencies required to handle office correspondence. It involves receiving, recording, sorting and distributing in-coming, outgoing and electronic correspondence.

Summary of Learning Outcomes

1. Receive, record, sort and distribute in-coming correspondence
2. Collect, record, sort and dispatch out-going correspondence
3. Receive, sort, print and distribute in-coming e- correspondence

Learning Outcomes, Content and Suggested Assessment Methods

Learning Outcome	Content	Suggested Assessment Methods
1. Receive, Record, Sort and Distribute Incoming Correspondence	<ul style="list-style-type: none">▪ Classification of office correspondence▪ Types of office correspondence▪ Handling incoming confidential documents▪ Security of incoming office correspondence▪ Handling of misdirected correspondences	<ul style="list-style-type: none">• Written tests• Observation• Oral questions• Interview
2. Collect, Record, Sort and Dispatch Outgoing Correspondence	<ul style="list-style-type: none">▪ Standard operating procedures for handling outgoing correspondences▪ Handling outgoing office correspondence▪ Methods of collecting outgoing correspondence▪ Outgoing correspondence distribution channels▪ Factors to consider when determining method of distributing outgoing mail	<ul style="list-style-type: none">• Written tests• Observation• Oral questions• Interview• Third party report

	<p>correspondence</p> <ul style="list-style-type: none"> ▪ Filing copies of outgoing office correspondence ▪ Confidential outgoing documents ▪ Handling confidential outgoing documents ▪ Security of outgoing office correspondence 	
<p>3. Receive, Sort, Print and distribute in Coming and Outgoing e-Correspondence</p>	<ul style="list-style-type: none"> ▪ Classification of correspondence ▪ Types of correspondence ▪ Handling correspondence ▪ Standard operating procedures for correspondence ▪ Methods of routing correspondence ▪ Factors to consider when determining routing correspondence channel ▪ Filing correspondence ▪ Storing office correspondence ▪ Incoming confidential correspondence documents ▪ Handling incoming confidential e-correspondence documents ▪ Security of correspondence ▪ Handling of misdirected correspondence 	<ul style="list-style-type: none"> • Written tests • Observation • Oral questions • Interview • Third party report

Suggested Methods of Delivery:

- Direct instruction
- Field trips
- Discussions

- Demonstration by trainer
- Practice by the trainee
- Role play

List of Recommended Resources:

- Computers
- Stationery
- Telephone
- Calculator
- Paper punch
- Photo copier
- Printer
- Stapler
- Envelope opener
- Franking machine
- Staple remover
- Paper shredder
- Guillotine machine
- Scanner
- Folders
- Weighing machine
- Office furniture
- In -tray
- Out-tray
- Cleaning tools
- Dust masks

OFFICE ERRANDS

UNIT CODE: BUS/CU/OA/CR/02/4/A

Relationship to Occupational Standards

This unit addresses the Unit of Competency: Handle Office Errands

Duration of Unit: 30 hours

Unit Description

This unit covers the competencies required to handle office errands. It involves delivering and collecting organization's documents, purchasing office supplies, maintaining evidence of deliveries and purchases done.

Summary of Learning Outcomes

- 1 Deliver office documents
- 2 Collect office documents
- 3 Purchase office supplies
- 4 Maintain evidence of deliveries and purchases done

Learning Outcomes, Content and Suggested Assessment Methods

Learning Outcome	Content	Suggested Assessment Methods
1. Deliver Office Documents	<ul style="list-style-type: none">▪ Standard operating procedures for handling office errands▪ Development of mail delivery plan▪ Mail handling procedures▪ Types of document for delivery▪ Reading, using and following maps for direction▪ Channels of document delivery▪ Maintaining document delivery record▪ Tools and equipment used in delivery of documents	<ul style="list-style-type: none">• Written tests• Observation• Oral questions• Interview• Third party report
2. Collect office documents	<ul style="list-style-type: none">▪ Standard operating procedures for handling office errands▪ Development of mail collection plan▪ Types of document for collection▪ Channels of document collection	<ul style="list-style-type: none">• Written tests• Observation• Oral questions• Interview• Third party report

	<ul style="list-style-type: none"> ▪ Maintaining document collection record ▪ Tools and equipment used in collection of documents 	
<p>3. Purchase Office</p> <p>4. Supplies</p>	<ul style="list-style-type: none"> ▪ Basic accounting principles ▪ Identification of office requirement ▪ Budgeting procedures ▪ Developing office supplies budget ▪ Handling petty cash ▪ Basic principles and procedures of purchasing ▪ Basic book keeping ▪ Record keeping ▪ Basic store keeping procedures ▪ Development of store requisition schedule ▪ Issuing of office supplies 	<ul style="list-style-type: none"> • Written tests • Observation • Oral questions • Interview • Third party report
<p>5. Maintain evidence of deliveries and purchases</p>	<ul style="list-style-type: none"> ▪ Standard operating procedures of maintaining evidence records ▪ Maintaining a record of daily delivery ▪ Types of evidence records ▪ Surrendering of petty cash 	<ul style="list-style-type: none"> • Written tests • Observation • Oral questioning • Interview • Third party report

Suggested Methods of Delivery:

- Direct instruction
- Field trips
- Discussions
- Demonstration by trainer
- Practice by the trainee
- Role play

List of Recommended Resources:

- Stationery
- Telephone
- Calculator
- Computer
- S12 & S13 forms
- Delivery book

- Petty cash book
- Receipts books
- Files
- Petty cash
- Transport means
- Organizational tag/badge
- Branded uniform

CUSTOMER CARE

UNIT CODE: BUS/CU/OA/CR/03/4/A

Relationship to Occupational Standards

This unit addresses the Unit of Competency: Handle Customer Care Duties

Duration of Unit: 30 hours

Unit Description

This unit covers the competencies required to handle customer care duties. It involves preparing and serving office refreshments, responding to clients' enquiries and maintaining a conducive working environment.

Summary of Learning Outcomes

- 1 Prepare and serve office refreshments
- 2 Respond to client's enquiries
- 3 Maintain a conducive working environment

Learning Outcomes, Content and Suggested Assessment Methods

Learning Outcome	Content	Suggested Assessment Methods
1. Prepare and Serve Office Refreshments	<ul style="list-style-type: none">▪ Principles of customer service▪ Types of refreshments▪ Procedures of preparing refreshments▪ Procedures of serving refreshments▪ Types of office kitchen tools and equipment▪ Handling kitchen ware, tools and equipment▪ Office etiquette▪ Service etiquette▪ Hygiene▪ Personal grooming▪ Office and table set up▪ Floral arrangement▪ Office security and safety	<ul style="list-style-type: none">• Written tests• Observation• Oral questions• Interview• Third party report
2. Respond to client's enquiries	<ul style="list-style-type: none">▪ Standard operating procedure for responding to enquiries▪ Types of clients▪ Handling and directing callers/visitors▪ Office communication etiquette▪ Maintaining visitor's	<ul style="list-style-type: none">• Written tests• Observation• Oral questions• Interview• Third party report

	records	
3. Maintain a conducive Working environment	<ul style="list-style-type: none"> ▪ Office arrangement ▪ Office hygiene ▪ Timely requisition and supply of office supplies ▪ Human relations ▪ Outsourcing services 	<ul style="list-style-type: none"> • Written tests • Observation • Oral questions • Interview • Third party report

Suggested Methods of Delivery:

- Direct instruction
- Field trips
- Discussions
- Demonstration by trainer
- Practice by the trainee
- Role play

List of Recommended Resources

- Stationery
- Telephone
- Calculator
- Computer
- Visitors book
- Files
- Telephone directory
- Message pad
- Office wall clock
- Floral vase and flowers
- Kitchen ware, tools and equipment's
- Office cleaning detergents
- Refreshments

OFFICE PAPER RECORDS

UNIT CODE: BUS/CU/OA/CR/04/4/A

Relationship to Occupational Standards

This unit addresses the Unit of Competency: Maintain Office Paper Records.

Duration of Unit: 30 hours

Unit Description

This unit covers the competencies required to maintain office paper records. It involves creating clients' files, identifying and retrieving files for use, monitoring file movement and updating file records.

Summary of Learning Outcomes

1. Create clients' files
2. Identify and retrieve files
3. Monitor file movement
4. Update file records

Learning Outcomes, Content and Suggested Assessment Methods

Learning Outcome	Content	Suggested Assessment Methods
1. Create Clients' Files	<ul style="list-style-type: none">▪ Standard operating procedures for creating file▪ Types of files▪ File classification▪ Establishing a filing system▪ Maintaining office paper record▪ File Coding▪ File indexing▪ File safety and security▪ Information security▪ Handling filled up files▪ File storage	<ul style="list-style-type: none">• Written tests• Observation• Oral questions• Interview• Third party report
2. Identify and retrieve files	<ul style="list-style-type: none">▪ Standard operating procedures for retrieving files▪ Standard operating procedures for releasing files▪ File register▪ Cross referencing of files▪ Recording▪ retrieved files▪ Record management policy	<ul style="list-style-type: none">• Written tests• Observation• Oral questions• Interview• Third party report

<p>3. Monitor file movement</p>	<ul style="list-style-type: none"> ▪ Standard operating procedures for file preservation ▪ Tools for file movement control File movement register ▪ File routing system ▪ Information security ▪ 	<ul style="list-style-type: none"> • Written tests • Observation • Oral questions • Interview • Third party report
<p>4. Update file records</p>	<ul style="list-style-type: none"> ▪ Standard operating procedures for updating file records ▪ Methods of file disposal ▪ File disposal procedure ▪ Archiving inactive files ▪ Preparing office records report 	<ul style="list-style-type: none"> • Written tests • Observation • Oral questions • Interview • Third party report

Suggested Methods of Delivery:

- Direct instruction
- Field trips
- Discussions
- Demonstration by trainer
- Practice by the trainee
- Role play

List of Recommended Resources:

- Stationery
- Telephone
- Computer
- File register
- Sample files
- Routing slips
- File cabinets
- Paper punch
- Paper pins and clips
- Staples
- Photocopier
- Stapler
- Staple remover
- Envelope opener
- Assorted folders
- Office glue
- Thread

OFFICE FACILITIES REPAIRS AND MAINTENANCE

UNIT CODE: BUS/CU/OA/CR/05/4/A

Relationship to Occupational Standards

This unit addresses the Unit of Competency: Coordinate Office Facilities Maintenance

Duration of Unit: 30 hours

Unit Description

This unit covers the competencies required to coordinate office facilities repairs and maintenance. It involves planning and overseeing facility repairs and maintenance, maintaining office hygiene as well as managing office keys movement.

Summary of Learning Outcomes

1. Plan and oversee facility repairs and maintenance
2. Maintain office hygiene
3. Manage keys movement

Learning Outcomes, Content and Suggested Assessment Methods

Learning Outcome	Content	Suggested Assessment Methods
1. Plan and Oversee Facility Repairs and maintenance	<ul style="list-style-type: none"> ▪ Planning for repair and maintenance ▪ Identification and reporting of facilities that need repair or maintenance ▪ Routine facilities maintenance procedure ▪ Preparing routine maintenance schedule ▪ Occupation safety and health procedures ▪ Tools, equipment and materials needed ▪ Supervisory skills 	<ul style="list-style-type: none"> • Written tests • Observation • Interview • Third party report • Oral questions
2. Maintain Office	<ul style="list-style-type: none"> ▪ Ideal office 	<ul style="list-style-type: none"> • Written tests

Hygiene	environment <ul style="list-style-type: none"> ▪ Cleaning tools and equipment ▪ Cleaning product and supplies ▪ Methods of cleaning ▪ Hygiene and sanitation ▪ Safety, health and security in the workplace 	<ul style="list-style-type: none"> • Observation • Oral questions • Interview • Third party report
3. Manage Keys Movement	<ul style="list-style-type: none"> ▪ Office access control ▪ Office security systems ▪ Types of office keys ▪ Tools of handling office keys ▪ Handling lost office keys ▪ Maintaining a record of office keys 	<ul style="list-style-type: none"> • Written tests • Observation • Oral questions • Interview • Third party report

Suggested Methods of Delivery:

- Direct instruction
- Field trips
- Discussions
- Demonstration by trainer
- Practice by the trainee
- Role play

List of Recommended Resources:

- Stationery
- Telephone
- Computer
- Key register
- Key safe
- Cleaning detergents
- Cleaning tools and equipment
- Cleaning product and supplies
- Safety boots
- Dust coats • Gloves
- Dust mask