



**REPUBLIC OF KENYA**  
**COMPETENCY BASED CURRICULUM FOR**  
**OFFICE ADMINISTRATION**

**LEVEL 6**



**TVET CDACC**  
**P.O. BOX 15745-00100**  
**NAIROBI**

First published 2018

Copyright © TVET CDACC

All rights reserved. No part of this curriculum may be reproduced, distributed, or transmitted in any form or by any means, including photocopying, recording, or other electronic or mechanical methods without the prior written permission of the TVET CDACC, except in the case of brief quotations embodied in critical reviews and certain other non-commercial uses permitted by copyright law. For permission requests, write to the Council Secretary/CEO, at the address below:

**Council Secretary/CEO**

**TVET Curriculum Development, Assessment and**

**Certification Council**

**P.O. Box 15745–00100**

**Nairobi, Kenya**

**Email: [info@tvetcdacc.go.ke](mailto:info@tvetcdacc.go.ke) / [cdacc.tvet@gmail.com](mailto:cdacc.tvet@gmail.com)**

## **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 of 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 programs.

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 was developed for the purpose of developing a competency based curriculum for office administration Management Level 6. This curriculum will also be the bases for assessment of an individual for competence certification.

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 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.

The TVET Curriculum Development, Assessment and Certification Council (TVET CDACC), in conjunction with office administration Sector Skills Advisory Committee (SSAC), German International Cooperation and Ministry of Agriculture, Livestock and Fisheries have developed this Curriculum for an office administration technical. This curriculum will be the basis for development of competency based curriculum for office administration management Level-6. This curriculum will also be the basis for assessment of an individual for competence certification.

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**

## **ACKNOWLEDGMENT**

This curriculum was developed through combined effort of various stakeholders from private and public organizations. I am sincerely thankful to the management of these organizations for allowing their staff to participate in this course. I wish to acknowledge the invaluable contribution of industry players who provided input towards the development of this curriculum.

I thank TVET Curriculum Development, Assessment and Certification Council (TVET CDACC) for providing guidance on the development of this curriculum. My gratitude goes to the office administration Sector Skills Advisory Committee (SSAC) members for their contribution to the development of this curriculum. I thank all the individuals and organizations who participated in the validation of the curriculum.

I acknowledge all other institutions which in one way or another contributed to the development of this curriculum.

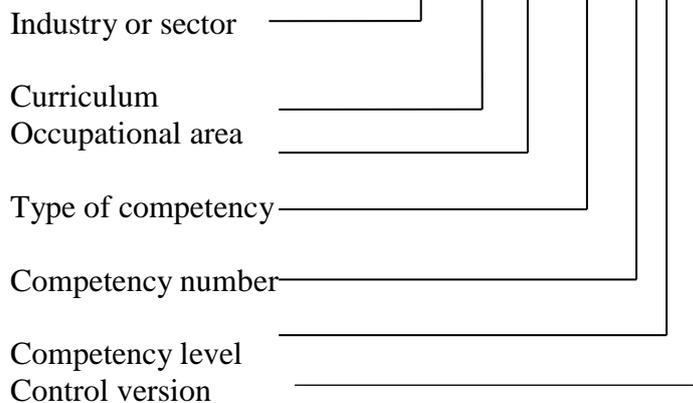
**CHAIRMAN,  
OFFICE ADMINISTRATION SECTOR SKILLS ADVISORY  
COMMITTEE**

## ACRONYMS

|              |  |
|--------------|--|
| <b>BC</b>    | Basic Competency   |
| <b>CDACC</b> | Curriculum Development, Assessment and Certification Council |
| <b>CR</b>    | Core Competency  |
| <b>GIZ</b>   | German International Cooperation                             |
| <b>HO</b>    | Office administration Sector                                 |
| <b>ICT</b>   | Information Communication Technology                         |
| <b>KNQA</b>  | Kenya National Qualifications Authority                      |
| <b>OS</b>    | Occupational Standards                                       |
| <b>OSHA</b>  | Occupation Safety and Health Act                             |
| <b>OSHS</b>  | Occupation Safety and Health Standards                       |
| <b>PPE</b>   | Personal Protective Equipment                                |
| <b>SSAC</b>  | Sector Skills Advisory Committee                             |
| <b>TVET</b>  | Technical and Vocational Education and Training              |

**KEY TO UNIT CODE**

BUS/CU/RA/BC/01/6/A



## TABLE OF CONTENTS

|  |      |
|--|------|
| FOREWORD .....                                 | iv   |
| PREFACE.....                                   | v    |
| ACKNOWLEDGMENT.....                            | vi   |
| ACRONYMS.....                                  | vii  |
| KEY TO UNIT CODE.....                          | viii |
| OVERVIEW .....                                 | 10   |
| COMMUNICATION SKILLS .....                     | 14   |
| NUMERACY SKILLS .....                          | 17   |
| DIGITAL LITERACY.....                          | 22   |
| ENTREPRENEURIAL SKILLS .....                   | 25   |
| EMPLOYABILITY SKILLS .....                     | 28   |
| ENVIRONMENTAL LITERACY .....                   | 34   |
| OCCUPATIONAL SAFETY AND HEALTH PRACTICES ..... | 38   |
| COMMON UNITS OF COMPETENCY .....               | 40   |
| SHORTHAND SKILLS .....                         | 41   |
| ICT SKILLS.....                                | 43   |
| FRONT OFFICE OPERATIONS.....                   | 49   |
| OFFICE MAIL MANAGEMENT.....                    | 53   |
| OFFICE DOCUMENTS FILING.....                   | 57   |
| OFFICIAL MEETINGS COORDINATION.....            | 59   |
| TRAVEL ARRANGEMENT COORDINATION .....          | 62   |
| PETTY CASH MANAGEMENT.....                     | 65   |
| OFFICE SECURITY MANAGEMENT .....               | 67   |
| TELEPHONE CALLS MANAGEMENT.....                | 69   |
| OFFICE DOCUMENT PROCESSING.....                | 71   |
| OFFICE ADMINISTRATIVE DUTIES .....             | 73   |

## OVERVIEW

Office administrator qualification level- 6 consists of competencies that an individual must achieve to manage an organization's office. It entails managing front office operations, managing office mail, coordinating official meeting, managing office security, managing office telephone calls, processing computerized documents, demonstrating shorthand skills and demonstrating ICT skills.

The qualification consists of the following competencies covered under the following basic and core units of learning:

### BASIC UNITS OF LEARNING

| Unit Code           | Unit Title                               | Duration in hours | Credit Factors |
|---------------------|--|-------------------|----------------|
| BUS/CU/OA/BC/01/6/A | Communication Skills                     | 40                | 4              |
| BUS/CU/OA/BC/02/6/A | Numeracy Skills                          | 70                | 7              |
| BUS/CU/OA/BC/03/6/A | Digital Literacy                         | 80                | 8              |
| BUS/CU/OA/BC/04/6/A | Entrepreneurial Skills                   | 80                | 8              |
| BUS/CU/OA/BC/05/6/A | Employability Skills                     | 60                | 6              |
| BUS/CU/OA/BC/06/6/A | Environmental Literacy                   | 40                | 4              |
| BUS/CU/OA/BC/07/6/A | Occupational Safety and Health Practices | 50                | 5              |
| <b>Total</b>        |  | <b>420</b>        | <b>42</b>      |

### COMMON UNITS OF COMPETENCIES

| Unit Code           | Unit Title       | Duration in hours | Credit Factors |
|---------------------|------------------|-------------------|----------------|
| BUS/CU/OA/CC/01/6/A | Shorthand Skills | 140               | 14             |
| BUS/CU/OA/CC/02/6/A | ICT skills       | 140               | 14             |
| <b>Total</b>        |                  | <b>280</b>        | <b>28</b>      |

### CORE UNITS OF LEARNING

| Unit Code           | Unit Title          | Duration in hours | Credit Factors |
|---------------------|---------------------|-------------------|----------------|
| BUS/CU/OA/CR/01/6/A | Manage front Office | 142               | 14             |

|                     | Operations                      |     |    |
|---------------------|---------------------------------|-----|----|
| BUS/CU/OA/CR/02/6/A | Manage office mail              | 98  | 10 |
| BUS/CU/OA/CR/03/6/A | File office documents           | 140 | 14 |
| BUS/CU/OA/CR/04/6/A | Official meetings co-ordination | 72  | 7  |
| BUS/CU/OA/CR/05/6/A | Coordinate Travel Arrangement   | 140 | 14 |

| Unit Code           | Unit Title                  | Duration in hours | Credit Factors |
|---------------------|-----------------------------|-------------------|----------------|
| BUS/CU/OA/CR/06/6/A | Petty cash arrangement      | 150               | 15             |
| BUS/CU/OA/CR/07/6/A | Office security management  | 140               | 14             |
| BUS/CU/OA/CR/08/6/A | Telephone calls management  | 140               | 14             |
| BUS/CU/OA/CR/09/6/A | Office document processing  | 140               | 14             |
| BUS/CU/OA/CR/10/6/A | Office administrative units | 150               | 15             |
|                     | Industrial attachment       | 480               | 48             |
| <b>Total</b>        |                             | <b>1520</b>       | <b>172</b>     |
| <b>Grand Total</b>  |                             | <b>2492</b>       | <b>249</b>     |

The total duration of the course is a minimum of **2400 Hours** and Attachment **480 Hours**.

### Entry Requirements

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

- a) Kenya Certificate of Secondary Education (KCSE) Mean Grade C- (Minus)

**OR**

- b) Craft Certificate in Office Administration (Level 5)

**OR**

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

### **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 Record of Achievement for each unit of competency. To attain the qualification National Certificate Level 3 in motorcycle Servicing, the candidate must demonstrate competence in all the units of competency as given in qualification pack. These certificates will be issued by TVET CDACC in conjunction with training provider.

## **BASIC UNITS OF LEARNING**

## COMMUNICATION SKILLS

UNIT CODE: BUS/CU/OA/BC/01/6/A

### Relationship to Occupational Standards

This unit addresses the unit of competency: Demonstrate communication skills

**Duration of Unit:** 40 hours

### Unit Description

This unit covers the competencies required in meeting communication needs of clients and colleagues and developing, establishing, maintaining communication pathways and strategies. It also covers competencies for conducting interview, facilitating group discussion and representing the organization in various forums.

### Summary of Learning Outcomes

1. Meet communication needs of clients and colleagues
2. Develop communication strategies
3. Establish and maintain communication pathways
4. Promote use of communication strategies
5. Conduct interview
6. Facilitate group discussion
7. Represent the organization

### Learning Outcomes, Content and Suggested Assessment Methods

| Learning Outcome                                      | Content   | Suggested Assessment Methods  |
|---|---|---|
| 1. Meet communication needs of clients and colleagues | <ul style="list-style-type: none"><li>• Communication process</li><li>• Modes of communication</li><li>• Medium of communication</li><li>• Effective communication</li><li>• Barriers to communication</li><li>• Flow of communication</li><li>• Sources of information</li><li>• Organizational policies</li><li>• Organization requirements for written and electronic communication methods</li><li>• Report writing</li><li>• Effective questioning techniques (clarifying and probing)</li></ul> | <ul style="list-style-type: none"><li>• Interview</li><li>• Written</li></ul> |

|  |  |  |
|--|--|--|
|  | <ul style="list-style-type: none"> <li>• Workplace etiquette</li> <li>• Ethical work practices in handling communication</li> <li>• Active listening</li> <li>• Feedback</li> <li>• Interpretation</li> <li>• Flexibility in communication</li> <li>• Types of communication strategies</li> <li>• Elements of communication strategy</li> </ul> |  |
| 2. Develop communication strategies              | <ul style="list-style-type: none"> <li>• Dynamics of groups</li> <li>• Styles of group leadership</li> <li>• Openness and flexibility in communication</li> <li>• Communication skills relevant to client groups</li> </ul>  | <ul style="list-style-type: none"> <li>• Interview</li> <li>• Written</li> </ul> |
| 3. Establish and maintain communication pathways | <ul style="list-style-type: none"> <li>• Types of communication pathways</li> </ul>  | <ul style="list-style-type: none"> <li>• Interview</li> <li>• Written</li> </ul> |
| 4. Promote use of communication strategies       | <ul style="list-style-type: none"> <li>• Application of elements of communication strategies</li> <li>• Effective communication techniques</li> </ul>  | <ul style="list-style-type: none"> <li>• Interview</li> <li>• Written</li> </ul> |
| 5. Conduct interview                             | <ul style="list-style-type: none"> <li>• Types of interview</li> <li>• Establishing rapport</li> <li>• Facilitating resolution of issues</li> <li>• Developing action plans</li> </ul>   | <ul style="list-style-type: none"> <li>• Interview</li> <li>• Written</li> </ul> |
| 6. Facilitate group discussion                   | <ul style="list-style-type: none"> <li>• Identification of communication needs</li> <li>• Dynamics of groups</li> <li>• Styles of group leadership</li> <li>• Presentation of information</li> <li>• Encouraging group members participation</li> <li>• Evaluating group communication strategies</li> </ul>                                     | <ul style="list-style-type: none"> <li>• Interview</li> <li>• Written</li> </ul> |

|                               |   |  |
|-------------------------------|---|--|
| 7. Represent the organization | <ul style="list-style-type: none"> <li>• Presentation techniques</li> <li>• Development of a presentation</li> <li>• Multi-media utilization in presentation</li> <li>• Communication skills relevant to client groups</li> </ul> | <ul style="list-style-type: none"> <li>• Interview</li> <li>• Written</li> </ul> |
|-------------------------------|---|--|

**Suggested Delivery Methods**

- Discussion
- Role playing
- Simulation
- Direct instruction
- Practice by trainee

**Recommended Resources**

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

## NUMERACY SKILLS

UNIT CODE: BUS/CU/OA/BC/02/6/A

### Relationship to Occupational Standards

This unit addresses the unit of competency: Demonstrate numeracy skills

**Duration of Unit:** 60 hours

### Unit Description

This unit describes the competencies required by a worker in order to apply a wide range of mathematical calculations for work; apply ratios, rates and proportions to solve problems; estimate, measure and calculate measurement for work; Use detailed maps to plan travel routes for work; Use geometry to draw and construct 2D and 3D shapes for work; Collect, organize and interpret statistical data; Use routine formula and algebraic expressions for work and use common functions of a scientific calculator

### Summary of Learning Outcomes

1. Apply a wide range of mathematical calculations for work
2. Apply ratios, rates and proportions to solve problems
3. Estimate, measure and calculate measurement for work
4. Use detailed maps to plan travel routes for work
5. Use geometry to draw and construct 2D and 3D shapes for work
6. Collect, organize and interpret statistical data
7. Use routine formula and algebraic expressions for work
8. Use common functions of a scientific calculator

### Learning Outcomes, Content and Suggested Assessment Methods

| Learning Outcome  | Content   | Suggested Assessment Methods  |
|---|---|---|
| 1. Apply a wide range of mathematical calculations for work | <ul style="list-style-type: none"><li><input type="checkbox"/> Fundamentals of mathematics<ul style="list-style-type: none"><li>• Addition, subtraction, multiplication and division of positive and negative numbers</li><li>• Algebraic expressions manipulation</li></ul></li><li><input type="checkbox"/> Forms of fractions, decimals and percentages</li><li><input type="checkbox"/> Expression of numbers as powers and roots</li></ul> | <ul style="list-style-type: none"><li><input type="checkbox"/> Written tests</li><li><input type="checkbox"/> Assignments</li><li><input type="checkbox"/> Supervised exercises</li></ul> |

|   |  |  |
|---|--|--|
| <p>2. Apply ratios, rates and proportions to solve problems</p> | <ul style="list-style-type: none"> <li><input type="checkbox"/> Rates, ratios and proportions <ul style="list-style-type: none"> <li>• Meaning</li> <li>• Conversions into percentages</li> <li>• Direct and inverse proportions determination</li> <li>• Performing calculations</li> <li>• Construction of graphs, charts and tables</li> <li>• Recording of information</li> </ul> </li> </ul>  | <ul style="list-style-type: none"> <li><input type="checkbox"/> Written tests</li> <li><input type="checkbox"/> Oral questioning</li> <li><input type="checkbox"/> Assignments</li> <li><input type="checkbox"/> Supervised exercises</li> </ul> |
| <p>3. Estimate, measure and calculate measurement for work</p>  | <ul style="list-style-type: none"> <li><input type="checkbox"/> Units of measurements and their symbols</li> <li><input type="checkbox"/> Identification and selection of measuring equipment</li> <li><input type="checkbox"/> Conversion of units of measurement</li> <li><input type="checkbox"/> Perimeters of regular figures</li> <li><input type="checkbox"/> Areas of regular figures</li> <li><input type="checkbox"/> Volumes of regular figures</li> <li><input type="checkbox"/> Carrying out measurements</li> <li><input type="checkbox"/> Recording of information</li> </ul> | <ul style="list-style-type: none"> <li><input type="checkbox"/> Assignments</li> <li><input type="checkbox"/> Supervised exercises</li> <li><input type="checkbox"/> Written tests</li> </ul>  |
| <p>4. Use detailed maps to plan travel routes for work</p>      | <ul style="list-style-type: none"> <li>▪ Identification of features in routine maps and plans</li> <li>▪ Symbols and keys used in routine maps and plans</li> <li>▪ Identification and interpretation of orientation of map to North</li> <li>▪ Demonstrate understanding of direction and location</li> <li>▪ Apply simple scale to estimate length of objects, or distance to location or object</li> <li>▪ Give and receive directions using both formal and informal language</li> <li>▪ Planning of routes</li> <li>▪ Calculation of distance, speed and time</li> </ul>                | <ul style="list-style-type: none"> <li><input type="checkbox"/> Oral</li> <li><input type="checkbox"/> Written</li> <li><input type="checkbox"/> Practical test</li> <li><input type="checkbox"/> Observation</li> </ul>                         |

|  |  |   |
|--|--|---|
| <p>5. Use geometry to draw and construct 2D and 3D shapes for work</p> | <ul style="list-style-type: none"> <li>▪ Identify two dimensional shapes and routine three dimensional shapes in everyday objects and in different orientations</li> <li>▪ Explain the use and application of shapes</li> <li>▪ Use formal and informal mathematical language and symbols to describe and compare the features of two dimensional shapes and routine three dimensional shapes</li> <li>▪ Identify common angles</li> <li>▪ Estimate common angles in everyday objects</li> <li>▪ Evaluation of unknown angles</li> <li>▪ Use formal and informal mathematical language to describe and compare common angles</li> <li>▪ Symmetry and similarity</li> <li>▪ Use common geometric instruments to draw two dimensional shapes</li> <li>▪ Construct routine three dimensional objects from given nets</li> </ul> |   |
| <p>6. Collect, organize and interpret statistical data</p>             | <ul style="list-style-type: none"> <li><input type="checkbox"/> Classification of data <ul style="list-style-type: none"> <li>• Grouped data</li> <li>• Ungrouped data</li> </ul> </li> <li><input type="checkbox"/> Data collection <ul style="list-style-type: none"> <li>• Observation</li> <li>• Recording</li> </ul> </li> <li><input type="checkbox"/> Distinguishing between sampling and census</li> <li><input type="checkbox"/> Importance of sampling</li> <li><input type="checkbox"/> Errors in sampling</li> <li><input type="checkbox"/> Types of sampling and their limitations e.g. <ul style="list-style-type: none"> <li>• Stratified random</li> </ul> </li> </ul>   | <ul style="list-style-type: none"> <li><input type="checkbox"/> Assignments</li> <li><input type="checkbox"/> Supervised exercises</li> <li><input type="checkbox"/> Written tests</li> </ul> |

|   |  |  |
|---|--|--|
|   | <ul style="list-style-type: none"> <li>• Cluster</li> <li>• Judgmental</li> <li><input type="checkbox"/> Tabulation of data <ul style="list-style-type: none"> <li>• Class intervals</li> <li>• Class boundaries</li> <li>• Frequency tables</li> <li>• Cumulative frequency</li> </ul> </li> <li><input type="checkbox"/> Diagrammatic and graphical presentation of data e.g. <ul style="list-style-type: none"> <li>• Histograms</li> <li>• Frequency polygons</li> <li>• Bar charts</li> <li>• Pie charts</li> <li>• Cumulative frequency curves</li> </ul> </li> <li><input type="checkbox"/> Interpretation of data</li> </ul> |  |
| 7. Use routine formula and algebraic expressions for work | <ul style="list-style-type: none"> <li><input type="checkbox"/> Solving linear equations</li> <li><input type="checkbox"/> Linear graphs <ul style="list-style-type: none"> <li>• Plotting</li> <li>• Interpretation</li> </ul> </li> <li><input type="checkbox"/> Applications of linear graphs</li> <li><input type="checkbox"/> Curves of first and second degree <ul style="list-style-type: none"> <li>• Plotting</li> <li>• Interpretation</li> </ul> </li> </ul>  | <ul style="list-style-type: none"> <li><input type="checkbox"/> Assignments</li> <li><input type="checkbox"/> Supervised exercises</li> <li><input type="checkbox"/> Written tests</li> </ul>                            |
| 8. Use common functions of a scientific calculator        | <ul style="list-style-type: none"> <li>▪ Identify and use keys for common functions on a calculator</li> <li>▪ Calculate using whole numbers, money and routine decimals and percentages</li> <li>▪ Calculate with routine fractions and percentages</li> <li>▪ Apply order of operations to solve multi-step calculations</li> <li>▪ Interpret display and record result</li> </ul>   | <ul style="list-style-type: none"> <li><input type="checkbox"/> Oral</li> <li><input type="checkbox"/> Written</li> <li><input type="checkbox"/> Practical test</li> <li><input type="checkbox"/> Observation</li> </ul> |

#### **Suggested Delivery Methods**

- Group discussions
- Demonstration by trainer

- Practical work by trainee
- Exercises

**Recommended Resources**

- Calculators
- Rulers, pencils, erasers
- Charts with presentations of data
- Graph books
- Dice

## DIGITAL LITERACY

UNIT CODE: BUS/CU/OA/BC/03/6/A

### Relationship to Occupational Standards

This unit addresses the Unit of Competency: Demonstrate digital literacy

**Duration of Unit:** 60 hours

### Unit Description

This unit describes competencies required to use a computer and other digital devices for the purposes of communication, work performance and management at the workplace.

### Summary of Learning Outcomes

1. Identify computer software and hardware
2. Apply security measures to data, hardware, software in automated environment
3. Apply computer software in solving tasks
4. Apply internet and email in communication at workplace
5. Apply desktop publishing in official assignments
6. Prepare presentation packages

### 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"><li>• Concepts of ICT</li><li>• Functions of ICT</li><li>• History of computers</li><li>• Components of a computer</li><li>• Classification of computers</li></ul>   | <ul style="list-style-type: none"><li>• Written tests</li><li>• Oral presentation</li><li>• Observation</li></ul>                   |
| 2. Apply security measures to data, hardware and software | <ul style="list-style-type: none"><li>• Data security and control</li><li>• Security threats and control measures</li><li>• Types of computer crimes</li><li>• Detection and protection against computer crimes</li><li>• Laws governing protection of ICT</li></ul> | <ul style="list-style-type: none"><li>• Written tests</li><li>• Oral presentation</li><li>• Observation</li><li>• Project</li></ul> |
| 3. Apply computer software in solving                     | <ul style="list-style-type: none"><li>• Operating system</li><li>• Word processing</li></ul>   | <ul style="list-style-type: none"><li>• Oral questioning</li><li>• Observation</li></ul>  |

|   |  |   |
|---|--|---|
| tasks   | <ul style="list-style-type: none"> <li>• Spread sheets</li> <li>• Data base design and manipulation</li> <li>• Data manipulation, storage and retrieval</li> </ul>   | <ul style="list-style-type: none"> <li>• Project</li> </ul>   |
| 4. Apply internet and email in communication at workplace | <ul style="list-style-type: none"> <li>• Computer networks</li> <li>• Network configurations</li> <li>• Uses of internet</li> <li>• Electronic mail (e-mail) concept</li> </ul>  | <ul style="list-style-type: none"> <li>• Oral questioning</li> <li>• Observation</li> <li>• Oral presentation</li> <li>• Written report</li> </ul>                    |
| 5. Apply desktop publishing in official assignments       | <ul style="list-style-type: none"> <li>• Concept of desktop publishing</li> <li>• Opening publication window</li> <li>• Identifying different tools and tool bars</li> <li>• Determining page layout</li> <li>• Opening, saving and closing files</li> <li>• Drawing various shapes using DTP</li> <li>• Using colour pellets to enhance a document</li> <li>• Inserting text frames</li> <li>• Importing and exporting text</li> <li>• Object linking and embedding</li> <li>• Designing of various publications</li> <li>• Printing of various publications</li> </ul> | <ul style="list-style-type: none"> <li>• Oral questioning</li> <li>• Observation</li> <li>• Oral presentation</li> <li>• Written report</li> <li>• Project</li> </ul> |
| 6. Prepare presentation packages                          | <ul style="list-style-type: none"> <li>• Types of presentation packages</li> <li>• Procedure of creating slides</li> <li>• Formatting slides</li> <li>• Presentation of slides</li> <li>• Procedure for editing objects</li> </ul>   | <ul style="list-style-type: none"> <li>• Oral questioning</li> <li>• Observation</li> <li>• Oral presentation</li> <li>• Written report</li> <li>• Project</li> </ul> |

#### **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/04/6/A

Relationship to occupational standards

This unit addresses the unit of competency: Demonstrate understanding of entrepreneurship

**Duration of unit:** 100 hours

### Unit Description

This unit covers the competencies required to demonstrate understanding of entrepreneurship. It involves demonstrating understanding of an entrepreneur, entrepreneurship and self-employment. It also involves identifying entrepreneurship opportunities, creating entrepreneurial awareness, applying entrepreneurial motivation and developing business innovative strategies.

### Summary of Learning Outcomes

1. Demonstrate understanding of who an entrepreneur
2. Demonstrate knowledge of entrepreneurship and self-employment
3. Identify entrepreneurship opportunities
4. Create entrepreneurial awareness
5. Apply entrepreneurial motivation
6. Develop business innovative strategies
7. Develop Business plan

| Learning Outcome   | Content  | Suggested Assessment Methods  |
|--|--|---|
| 1. Demonstrate knowledge of entrepreneurship and self-employment | <ul style="list-style-type: none"><li><input type="checkbox"/> Importance of self-employment</li><li><input type="checkbox"/> Requirements for entry into self-employment</li><li><input type="checkbox"/> Role of an Entrepreneur in business</li><li><input type="checkbox"/> Contributions of</li></ul> | <ul style="list-style-type: none"><li><input type="checkbox"/> Observation</li><li><input type="checkbox"/> Case studies</li><li><input type="checkbox"/> Individual/group assignments</li><li><input type="checkbox"/> Projects</li><li><input type="checkbox"/> Written tests</li></ul> |

|   |   |  |
|---|---|--|
| <p>2. Identify entrepreneurship opportunities</p> | <ul style="list-style-type: none"> <li><input type="checkbox"/> Business ideas and opportunities</li> <li><input type="checkbox"/> Sources of business ideas</li> <li><input type="checkbox"/> Business life cycle</li> <li><input type="checkbox"/> Legal aspects of business</li> <li><input type="checkbox"/> Assessment of product demand</li> <li><input type="checkbox"/> Business environment</li> <li><input type="checkbox"/> Factors to consider when evaluating business environment</li> <li><input type="checkbox"/> Technology in business</li> </ul> | <ul style="list-style-type: none"> <li><input type="checkbox"/> Observation</li> <li><input type="checkbox"/> Case studies</li> <li><input type="checkbox"/> Individual/group assignments</li> <li><input type="checkbox"/> Projects</li> <li><input type="checkbox"/> Written tests</li> <li><input type="checkbox"/> Oral questions</li> <li><input type="checkbox"/> Third party report</li> <li><input type="checkbox"/> Interviews</li> </ul> |
| <p>3. Create entrepreneurial awareness</p>        | <ul style="list-style-type: none"> <li><input type="checkbox"/> Forms of businesses</li> <li><input type="checkbox"/> Sources of business finance</li> <li><input type="checkbox"/> Factors in selecting source of business finance</li> <li><input type="checkbox"/> Governing policies on Small Scale Enterprises (SSEs)</li> <li><input type="checkbox"/> Problems of starting and operating SSEs</li> </ul>   | <ul style="list-style-type: none"> <li><input type="checkbox"/> Observation</li> <li><input type="checkbox"/> Case studies</li> <li><input type="checkbox"/> Individual/group assignments</li> <li><input type="checkbox"/> Projects</li> <li><input type="checkbox"/> Written tests</li> <li><input type="checkbox"/> Oral questions</li> <li><input type="checkbox"/> Third party report</li> <li><input type="checkbox"/> Interviews</li> </ul> |
| <p>4. Apply entrepreneurial motivation</p>        | <ul style="list-style-type: none"> <li><input type="checkbox"/> Internal and external motivation</li> <li><input type="checkbox"/> Motivational theories</li> <li><input type="checkbox"/> Self-assessment</li> <li><input type="checkbox"/> Entrepreneurial orientation</li> <li><input type="checkbox"/> Effective communications in entrepreneurship</li> <li><input type="checkbox"/> Principles of communication</li> <li><input type="checkbox"/> Entrepreneurial motivation</li> </ul>   | <ul style="list-style-type: none"> <li><input type="checkbox"/> Observation</li> <li><input type="checkbox"/> Case studies</li> <li><input type="checkbox"/> Individual/group assignments</li> <li><input type="checkbox"/> Projects</li> <li><input type="checkbox"/> Written tests</li> <li><input type="checkbox"/> Oral questions</li> <li><input type="checkbox"/> Third party report</li> <li><input type="checkbox"/> Interviews</li> </ul> |

|   |  |  |
|---|--|--|
| 5. Develop business innovative strategies | <input type="checkbox"/> Innovation in business<br><input type="checkbox"/> Small business Strategic Plan<br><input type="checkbox"/> Creativity in business development<br><input type="checkbox"/> Linkages with other entrepreneurs<br><input type="checkbox"/> ICT in business growth and development  | <input type="checkbox"/> Observation<br><input type="checkbox"/> Case studies<br><input type="checkbox"/> Individual/group assignments<br><input type="checkbox"/> Projects<br><input type="checkbox"/> Written tests<br><input type="checkbox"/> Oral questions<br><input type="checkbox"/> Third party report<br><input type="checkbox"/> Interviews |
| 6. Develop Business Plan                  | <input type="checkbox"/> Business description<br><input type="checkbox"/> Marketing plan<br><input type="checkbox"/> Organizational/Management plan<br><input type="checkbox"/> Production/operation plan<br><input type="checkbox"/> Financial plan<br><input type="checkbox"/> Executive summary<br><input type="checkbox"/> Presentation of Business Plan | <input type="checkbox"/> Observation<br><input type="checkbox"/> Case studies<br><input type="checkbox"/> Individual/group assignments<br><input type="checkbox"/> Projects<br><input type="checkbox"/> Written tests<br><input type="checkbox"/> Oral questions<br><input type="checkbox"/> Third party report<br><input type="checkbox"/> Interviews |

**Suggested Methods of instruction:**

1. Direct instruction
2. Project
3. Case studies
4. Field trips
5. Discussions
6. Demonstration
7. Question and answer
8. Problem solving
9. Experiential
10. Internship
11. Team training
12. Guest speakers

**Recommended Resources**

1. Case studies
2. Business plan templates
3. Computers
4. Overhead projectors

## EMPLOYABILITY SKILLS

**UNIT CODE: BUS/CU/OA/BC/05/6/A**

### Relationship to Occupational Standards

This unit addresses the Unit of Competency: Demonstrate employability skills

**Duration of Unit:** 80 hours

### Unit Description

This unit covers competencies required to demonstrate employability skills. It involves conducting self-management, demonstrating interpersonal communication, critical safe work habits, leading a workplace team, planning and organizing work, maintaining professional growth and development, demonstrating workplace learning, problem solving skills and managing ethical performance.

### Summary of Learning Outcomes

1. Conduct self-management
2. Demonstrate interpersonal communication
3. Demonstrate critical safe work habits
4. Lead a workplace team
5. Plan and organize work
6. Maintain professional growth and development
7. Demonstrate workplace learning
8. Demonstrate problem solving skills
9. Manage ethical performance

### Learning Outcomes, Content and Suggested Assessment Methods

| Learning Outcome           | Content  | Suggested Assessment Methods  |
|----------------------------|--|---|
| 1. Conduct self-management | <ul style="list-style-type: none"><li>• Self-awareness</li><li>• Formulating personal vision, mission and goals</li><li>• Strategies for overcoming life challenges</li><li>• Managing emotions</li><li>• Emotional intelligence</li><li>• Assertiveness versus aggressiveness</li><li>• Expressing personal thoughts, feelings and beliefs</li><li>• Developing and maintaining</li></ul> | <ul style="list-style-type: none"><li>• Observation</li><li>• Written</li><li>• Oral interview</li><li>• Third party report</li></ul> |

|  |   |  |
|--|---|--|
|  | <p>high self-esteem</p> <ul style="list-style-type: none"> <li>• Developing and maintaining positive self-image</li> <li>• Setting performance targets</li> <li>• Monitoring and evaluating performance</li> <li>• Articulating ideas and aspirations</li> <li>• Accountability and responsibility</li> <li>• Good work habits</li> <li>• Self-awareness</li> <li>• Values and beliefs</li> <li>• Self-development</li> <li>• Financial literacy</li> <li>• Healthy lifestyle practices</li> <li>• Adopting safety practices</li> </ul> |  |
| 2. Demonstrate interpersonal communication | <ul style="list-style-type: none"> <li>• Meaning of interpersonal communication</li> <li>• Listening skills</li> <li>• Types of audience</li> <li>• Public speaking</li> <li>• Writing skills</li> <li>• Negotiation skills</li> <li>• Reading skills</li> <li>• Meaning of empathy</li> <li>• Understanding customers' needs</li> <li>• Establishing communication networks</li> <li>• Assertiveness</li> <li>• Sharing information</li> </ul>   | •  |
| 3. Demonstrate critical safe work habits   | <ul style="list-style-type: none"> <li>• Stress and stress management</li> <li>• Time concept</li> <li>• Punctuality and time consciousness</li> <li>• Leisure</li> <li>• Integrating personal objectives into organizational objectives</li> </ul>   | <ul style="list-style-type: none"> <li>• Observation</li> <li>• Written</li> <li>• Oral interview</li> <li>• Third party report</li> </ul> |

|                           |   |  |
|---------------------------|---|--|
|                           | <ul style="list-style-type: none"> <li>• Resources mobilization</li> <li>• Resources utilization</li> <li>• Setting work priorities</li> <li>• Developing healthy relationships</li> <li>• HIV and AIDS</li> <li>• Drug and substance abuse</li> <li>• Managing emerging issues</li> </ul>  |  |
| 4. Lead a workplace team  | <ul style="list-style-type: none"> <li>• Leadership qualities</li> <li>• Power and authority</li> <li>• Team building</li> <li>• Determination of team roles and objectives</li> <li>• Team parameters and relationships</li> <li>• Individual responsibilities in a team</li> <li>• Forms of communication</li> <li>• Complementing team activities</li> <li>• Gender and gender mainstreaming</li> <li>• Human rights</li> <li>• Developing healthy relationships</li> <li>• Maintaining relationships</li> <li>• Conflicts and conflict resolution</li> <li>• Coaching and mentoring skills</li> </ul> | <ul style="list-style-type: none"> <li>• Observation</li> <li>• Oral interview</li> <li>• Written</li> <li>• Third party report</li> </ul> |
| 5. Plan and organize work | <ul style="list-style-type: none"> <li>• Functions of management <ul style="list-style-type: none"> <li>✓ Planning</li> <li>✓ Organizing</li> </ul> </li> <li>• Time management</li> <li>• Decision making concept</li> <li>• Task allocation</li> <li>• Developing work plans</li> <li>• Developing work goals/objectives and deliverables</li> <li>• Monitoring work activities</li> </ul>  | <ul style="list-style-type: none"> <li>• Observation</li> <li>• Oral interview</li> <li>• Written</li> <li>• Third party report</li> </ul> |

|   |  |  |
|---|--|--|
|   | <ul style="list-style-type: none"> <li>• Evaluating work activities</li> <li>• Resource mobilization</li> <li>• Resource allocation</li> <li>• Resource utilization</li> <li>• Proactive planning</li> <li>• Risk evaluation</li> <li>• Problem solving</li> <li>• Collecting, analysing and organising information</li> <li>• Negotiation</li> </ul>  |  |
| 6. Maintain professional growth and development | <ul style="list-style-type: none"> <li>• Avenues for professional growth</li> <li>• Training and career opportunities</li> <li>• Assessing training needs</li> <li>• Mobilizing training resources</li> <li>• Licenses and certifications for professional growth and development</li> <li>• Pursuing personal and organizational goals</li> <li>• Managing work priorities and commitments</li> <li>• Recognizing career advancement</li> </ul>   | <ul style="list-style-type: none"> <li>• Observation</li> <li>• Oral interview</li> <li>• Written</li> <li>• Third party report</li> </ul> |
| 7. Demonstrate workplace learning               | <ul style="list-style-type: none"> <li>• Managing own learning</li> <li>• Mentoring</li> <li>• Coaching</li> <li>• Contributing to the learning community at the workplace</li> <li>• Cultural aspects of work</li> <li>• Networking</li> <li>• Variety of learning context</li> <li>• Application of learning</li> <li>• Safe use of technology</li> <li>• Taking initiative/proactivity</li> <li>• Flexibility</li> <li>• Identifying opportunities</li> <li>• Generating new ideas</li> </ul> | <ul style="list-style-type: none"> <li>• Observation</li> <li>• Oral interview</li> <li>• Written</li> <li>• Third party report</li> </ul> |

|                                       |  |  |
|---------------------------------------|--|--|
|                                       | <ul style="list-style-type: none"> <li>• Workplace innovation</li> <li>• Performance improvement</li> <li>• Managing emerging issues</li> <li>• Future trends and concerns in learning</li> </ul>  |  |
| 8. Demonstrate problem solving skills | <ul style="list-style-type: none"> <li>• Critical thinking process</li> <li>• Data analysis tools</li> <li>• Decision making</li> <li>• Creative thinking</li> <li>• Development of creative, innovative and practical solutions</li> <li>• Independence in identifying and solving problems</li> <li>• Solving problems in teams</li> <li>• Application of problem-solving strategies</li> <li>• Testing assumptions</li> <li>• Resolving customer concerns</li> </ul>  | <ul style="list-style-type: none"> <li>• Observation</li> <li>• Oral interview</li> <li>• Written</li> <li>• Third party report</li> </ul> |
| 9. Manage ethical performance         | <ul style="list-style-type: none"> <li>• Meaning of ethics</li> <li>• Ethical perspectives</li> <li>• Principles of ethics</li> <li>• Ethical standards</li> <li>• Organization code of ethics</li> <li>• Common ethical dilemmas</li> <li>• Organization culture</li> <li>• Corruption, bribery and conflict of interest</li> <li>• Privacy and data protection</li> <li>• Diversity, harassment and mutual respect</li> <li>• Financial responsibility/accountability</li> <li>• Etiquette</li> <li>• Personal and professional integrity</li> <li>• Commitment to jurisdictional laws</li> <li>• Emerging issues in ethics</li> </ul> | <ul style="list-style-type: none"> <li>• Observation</li> <li>• Oral interview</li> <li>• Written</li> <li>• Third party report</li> </ul> |

### **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/06/6/A

### Relationship to Occupational Standards:

This unit addresses the unit standard: **Demonstrate environmental literacy**

**Duration of Unit:** 40 hours

### Unit Description

This unit describes the competencies required to control environmental hazard, control environmental pollution, comply with workplace sustainable resource use, evaluate current practices in relation to resource usage, identify environmental legislations/conventions for environmental concerns, implement specific environmental programs, monitor activities on environmental protection/programs, analyze resource use and develop resource conservation plans.

### 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
5. Identify Environmental legislations/conventions for environmental concerns
6. Implement specific environmental programs
7. Monitor activities on Environmental protection/Programs
8. Analyze resource use
9. Develop resource conservation plans

### Learning Outcomes, Content and Suggested Assessment Methods

| Learning Outcome                | Content  | Suggested Assessment Methods  |
|---------------------------------|--|---|
| 1. Control environmental hazard | <ul style="list-style-type: none"><li>• Purposes and content of Environmental Management and Coordination Act 1999</li><li>• Storage methods for environmentally hazardous materials</li><li>• Disposal methods of hazardous wastes</li><li>• Types and uses of PPE in line with environmental regulations</li></ul> | <ul style="list-style-type: none"><li>• Written questions</li><li>• Oral questions</li><li>• Observation of work procedures</li></ul> |

|   |   |  |
|---|---|--|
|   | <ul style="list-style-type: none"> <li>• Occupational Safety and Health Standards (OSHS)</li> </ul>   |  |
| 2. Control environmental Pollution control                  | <ul style="list-style-type: none"> <li>• Types of pollution</li> <li>• Environmental pollution control measures</li> <li>• Types of solid wastes</li> <li>• Procedures for solid waste management</li> <li>• Different types of noise pollution</li> <li>• Methods for minimizing noise pollution</li> </ul>  | <ul style="list-style-type: none"> <li>• Written questions</li> <li>• Oral questions</li> <li>• Observation of work procedures</li> <li>• Role play</li> </ul> |
| 3. Demonstrate sustainable resource use                     | <ul style="list-style-type: none"> <li>• Types of resources</li> <li>• Techniques in measuring current usage of resources</li> <li>• Calculating current usage of resources</li> <li>• Methods for minimizing wastage</li> <li>• Waste management procedures</li> <li>• Principles of 3Rs (Reduce, Reuse, Recycle)</li> <li>• Methods for economizing or reducing resource consumption</li> </ul>                 | <ul style="list-style-type: none"> <li>• Written questions</li> <li>• Oral questions</li> <li>• Observation of work procedures</li> <li>• Role play</li> </ul> |
| 4. Evaluate current practices in relation to resource usage | <ul style="list-style-type: none"> <li>• Collection of information on environmental and resource efficiency systems and procedures,</li> <li>• Measurement and recording of current resource usage</li> <li>• Analysis and recording of current purchasing strategies.</li> <li>• Analysis of current work processes to access information and data</li> <li>• Identification of areas for improvement</li> </ul> | <ul style="list-style-type: none"> <li>• Written questions</li> <li>• Oral questions</li> <li>• Observation of work procedures</li> <li>• Role play</li> </ul> |
| 5. Identify Environmental legislations/conventions for      | <ul style="list-style-type: none"> <li>• Environmental issues/concerns</li> <li>• Environmental legislations /conventions and local ordinances</li> <li>• Industrial standard /environmental</li> </ul>   | <ul style="list-style-type: none"> <li>• Written questions</li> <li>• Oral questions</li> <li>• Observation of</li> </ul>                                      |

|  |  |  |
|--|--|--|
| environmental concerns                                     | <p>practices</p> <ul style="list-style-type: none"> <li>• International Environmental Protocols (Montreal, Kyoto)</li> <li>• Features of an environmental strategy</li> </ul>  | work procedures  |
| 6. Implement specific environmental programs               | <ul style="list-style-type: none"> <li>• Community needs and expectations</li> <li>• Resource availability</li> <li>• 5s of good housekeeping</li> <li>• Identification of programs/Activities</li> <li>• Setting of individual roles /responsibilities</li> <li>• Resolving problems /constraints encountered</li> <li>• Consultation with stakeholders</li> </ul>  | <ul style="list-style-type: none"> <li>• Written questions</li> <li>• Oral questions</li> <li>• Observation of work procedures</li> <li>• Role play</li> </ul> |
| 7. Monitor activities on Environmental protection/Programs | <ul style="list-style-type: none"> <li>• Periodic monitoring and Evaluation of activities</li> <li>• Gathering feedback from stakeholders</li> <li>• Analyzing data gathered</li> <li>• Documentation of recommendations and submission</li> <li>• Setting of management support systems to sustain and enhance the program</li> <li>• Monitoring and reporting of environmental incidents to concerned /proper authorities</li> </ul> | <ul style="list-style-type: none"> <li>• Oral questions</li> <li>• Written tests</li> <li>• Practical test</li> <li>• Observation</li> </ul>                   |
| 8. Analyze resource use                                    | <ul style="list-style-type: none"> <li>• Identification of resource consuming processes</li> <li>• Determination of quantity and nature of resource consumed</li> <li>• Analysis of resource flow through different parts of the process.</li> <li>• Classification of wastes for possible source of resources.</li> </ul>   | <ul style="list-style-type: none"> <li>• Written tests</li> <li>• Oral questions</li> <li>• Practical test</li> <li>• Observation</li> </ul>                   |
| 9. Develop resource Conservation plans                     | <ul style="list-style-type: none"> <li>• Determination of efficiency of use/conversion of resources</li> <li>• Causes of low efficiency of use of</li> </ul>   | <ul style="list-style-type: none"> <li>• Written tests</li> <li>• Oral questions</li> <li>• Practical test</li> </ul>  |

|  |  |   |
|--|--|---|
|  | <p>resources</p> <ul style="list-style-type: none"> <li>• Plans for increasing the efficiency of resource use</li> </ul> | <ul style="list-style-type: none"> <li>• Observation</li> </ul> |
|--|--|---|

### **Suggested Delivery Methods**

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

### **Recommended Resources**

- Standard operating and/or other workplace procedures manuals
- Specific job procedures manuals
- Environmental Management and Coordination Act 1999
- Machine/equipment manufacturer's specifications and instructions
- Personal Protective Equipment (PPE)
- ISO standards
- Company environmental management systems (EMS)
- Montreal Protocol
- Kyoto Protocol

# OCCUPATIONAL SAFETY AND HEALTH PRACTICES

**UNIT CODE:** BUS/CU/OA/BC/07/6/A

## Relationship to Occupational Standards

This unit addresses the unit of competency: Demonstrate occupational safety and health practices

**Duration of Unit:** 40 hours

## Unit Description

This unit describes the competencies required to comply with regulatory and organizational requirements for occupational safety and health.

## Summary of Learning Outcomes

1. Identify workplace hazards and risk
2. Identify and implement appropriate control measures to hazards and risks
3. Implement OSH programs, procedures and policies/guidelines

## Learning Outcomes, Content and Suggested Assessment Methods

| Learning Outcome   | Content  | Suggested Assessment Methods   |
|--|--|--|
| 1. Identify workplace hazards and risks                                    | <ul style="list-style-type: none"><li>• Identification of hazards in the workplace and/or the indicators of their presence</li><li>• Evaluation and/or work environment measurements of OSH hazards/risk existing in the workplace</li><li>• Gathering of OSH issues and/or concerns</li></ul> | <ul style="list-style-type: none"><li>• Oral questions</li><li>• Written tests</li><li>• Observation of trainees identify hazards and risks</li></ul>                          |
| 2. Identify and implement appropriate control measure to hazards and risks | <ul style="list-style-type: none"><li>• Prevention and control measures e.g. use of PPE</li><li>• Contingency measures</li></ul>   | <ul style="list-style-type: none"><li>• Oral questions</li><li>• Written tests</li><li>• Practical tests</li><li>• Observation of implementation of control measures</li></ul> |

|  |  |  |
|--|--|--|
| <p>3. Implement OSH programs, procedures and policies/guidelines</p> | <ul style="list-style-type: none"> <li>• Company OSH program, procedures and policies/guidelines</li> <li>• Implementation of OSH procedures and policies/guidelines</li> <li>• Training of team members and advice on OSH standards and procedures</li> <li>• Implementation of procedures for maintaining OSH-related records</li> </ul> | <ul style="list-style-type: none"> <li>• Oral questions</li> <li>• Written tests</li> <li>• Practical test</li> <li>• Observation</li> </ul> |
|--|--|--|

### **Suggested Delivery Methods**

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

### **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

## **COMMON UNITS OF COMPETENCY**

## SHORTHAND SKILLS

**UNIT CODE:** BUS/CU/OA/CC/01/6/A

### Relationship to Occupational Standards

This unit addresses the Unit of Competency: Demonstrate Shorthand Skills

**Duration of Unit:** 140 hours

### Unit Description

This unit covers the competencies required to demonstrate shorthand skills. It involves consolidating shorthand and writing principles, developing vocabulary extension, taking shorthand dictations, transcribing shorthand notes, developing listening and art skills, and typing mailable work.

### Summary of Learning Outcomes

1. Consolidating shorthand and writing principles
2. Developing vocabulary extension
3. Taking shorthand dictation
4. Transcribing shorthand notes
5. Developing listening skills
6. Developing art skills
7. Typing mailable work.

### Learning Outcomes, Content and Suggested Assessment Methods

| Learning Outcome                                       | Content   | Suggested Assessment Methods   |
|--|---|--|
| <p>1. Consolidate shorthand and writing principles</p> | <ul style="list-style-type: none"> <li><input type="checkbox"/> Straight strokes</li> <li><input type="checkbox"/> Curved strokes</li> <li><input type="checkbox"/> Corizontal strokes</li> <li><input type="checkbox"/> First place vowels</li> <li><input type="checkbox"/> Third place vowels</li> <li><input type="checkbox"/> S circle: downward</li> <li style="padding-left: 20px;">L</li> <li><input type="checkbox"/> Stroke R</li> <li><input type="checkbox"/> Diphthongs, triphones and</li> <li style="padding-left: 20px;">diphones</li> <li><input type="checkbox"/> Consonant H</li> <li><input type="checkbox"/> ST,STR,SES &amp; SWAY</li> <li><input type="checkbox"/> Halving</li> <li><input type="checkbox"/> R hook</li> <li><input type="checkbox"/> N hook</li> <li><input type="checkbox"/> WH</li> <li><input type="checkbox"/> L hook</li> <li><input type="checkbox"/> F/V hook</li> <li><input type="checkbox"/> SHUN hook</li> </ul> | <ul style="list-style-type: none"> <li>• Oral questions</li> <li>• Written tests</li> <li>• Practical test</li> <li>• Observation</li> </ul> |

|                                 |  |  |
|---------------------------------|--|--|
|                                 | <input type="checkbox"/> Compound consonants<br><input type="checkbox"/> Doubling<br><input type="checkbox"/> Prefixes, suffixes<br><input type="checkbox"/> &word endings   |  |
| 2. Develop vocabulary extension | <input type="checkbox"/> Short forms<br><input type="checkbox"/> Phrases<br><input type="checkbox"/> Intersections   | <ul style="list-style-type: none"> <li>• Oral questions</li> <li>• Written tests</li> <li>• Practical test</li> <li>• Observation</li> </ul> |
| 3. Taking shorthand dictation   | <input type="checkbox"/> Sentences<br><input type="checkbox"/> Correct outlines<br><input type="checkbox"/> Transcription techniques<br><input type="checkbox"/> Passages  | <ul style="list-style-type: none"> <li>• Oral questions</li> <li>• Written tests</li> <li>• Practical test</li> <li>• Observation</li> </ul> |
| 4. Transcribing shorthand notes | <input type="checkbox"/> Speed development<br><input type="checkbox"/> Speed reading<br><input type="checkbox"/> Transcribing back<br><input type="checkbox"/> Proofreading<br><input type="checkbox"/> Timed dictations | <ul style="list-style-type: none"> <li>• Oral questions</li> <li>• Written tests</li> <li>• Practical test</li> <li>• Observation</li> </ul> |
| 5. Developing listening skills  | <input type="checkbox"/> Error analysis<br><input type="checkbox"/> Proofreading<br><input type="checkbox"/> Evaluation  | <ul style="list-style-type: none"> <li>• Oral questions</li> <li>• Written tests</li> <li>• Practical test</li> <li>• Observation</li> </ul> |
| 6. Developing art skills        | <input type="checkbox"/> Dictation<br><input type="checkbox"/> Transcription<br><input type="checkbox"/> Spelling<br><input type="checkbox"/> Proofreading   | <ul style="list-style-type: none"> <li>• Oral questions</li> <li>• Written tests</li> <li>• Practical test</li> <li>• Observation</li> </ul> |
| 7. Typing mailable work.        | <input type="checkbox"/> Keyboarding<br><input type="checkbox"/> Speed development<br><input type="checkbox"/> Editing<br><input type="checkbox"/> Producing mailable work   | <ul style="list-style-type: none"> <li>• Oral questions</li> <li>• Written tests</li> <li>• Practical test</li> <li>• Observation</li> </ul> |

**Suggested Methods of Delivery:**

- Direct instruction
- Recorded passages
- Discussions
- Demonstration by trainer
- Practice by the trainee

**List of Recommended Resources:**

- Computer
- Pencil
- Shorthand note pad
- Printer
- Manual typewriter

## ICT SKILLS

**UNIT CODE:** BUS/CU/OA/CC/02/6/A

### Relationship to Occupational Standards

This unit addresses the Unit of Competency: Demonstrate ICT skills

**Duration of Unit:** 140 hours

### Unit Description

This unit covers the competencies required to demonstrate ICT skills. It involves introducing modern information and communication technology, introducing computer packages and operating systems, and introducing desktop publishing software and web page software application.

### Summary of Learning Outcomes

1. Introduce modern information and communication technology
2. Introduce computer packages
3. Introduce operating systems
4. Introduce desktop publishing software
5. Introduce web page software application.

### Learning Outcomes, Content and Suggested Assessment Methods

| Learning Outcome   | Content  | Suggested Assessment Methods   |
|--|--|--|
| 1. Introduce modern information and communication technology | <ul style="list-style-type: none"> <li><input type="checkbox"/> Use this form of numbering</li> <li><input type="checkbox"/> Impact of ICT in modern working environment.</li> <li><input type="checkbox"/> Computer's main components/functions</li> <li><input type="checkbox"/> Technologies used in modern working environment.</li> </ul>   | <ul style="list-style-type: none"> <li>• Oral questions</li> <li>• Written tests</li> <li>• Practical test</li> <li>• Observation</li> </ul> |
| 2. Introduce computer packages                               | <ul style="list-style-type: none"> <li><input type="checkbox"/> Microsoft Word Loading</li> <li><input type="checkbox"/> Microsoft Word basic environment and functions</li> <li><input type="checkbox"/> Opening a new document in word, using manual controls, icons and menus</li> <li><input type="checkbox"/> Microsoft Word for Windows</li> <li><input type="checkbox"/> copying, saving and</li> </ul> | <ul style="list-style-type: none"> <li>• Oral questions</li> <li>• Written tests</li> <li>• Practical test</li> <li>• Observation</li> </ul> |

|                                       |  |  |
|---------------------------------------|--|--|
|                                       | <ul style="list-style-type: none"> <li>deleting files</li> <li><input type="checkbox"/> Printing documents</li> <li><input type="checkbox"/> Keyboard techniques</li> <li><input type="checkbox"/> Correct position of hand on the Keyboard</li> <li><input type="checkbox"/> MS word Know how to</li> <li><input type="checkbox"/> Striking keys</li> <li><input type="checkbox"/> correctly</li> <li><input type="checkbox"/> Develop of speed using 10 fingers.</li> <li><input type="checkbox"/> Use of MS word main features in keyboarding: <ul style="list-style-type: none"> <li><input type="checkbox"/> Change and arrange</li> <li><input type="checkbox"/> Paragraphs and heading using</li> <li><input type="checkbox"/> Typing techniques.</li> <li><input type="checkbox"/> Word-wrap and using enter.</li> <li><input type="checkbox"/> Undo and copy - paste functions</li> <li><input type="checkbox"/> Apply and adjust paragraphs,</li> <li><input type="checkbox"/> Heading, spaces, fonts, size and</li> <li><input type="checkbox"/> Colours in a word document.</li> <li><input type="checkbox"/> Save document and close applications</li> <li><input type="checkbox"/> Use of tables in MS word</li> <li><input type="checkbox"/> Know how to</li> <li><input type="checkbox"/> produce a table</li> <li><input type="checkbox"/> Align, delete and merge</li> <li><input type="checkbox"/> Columns and rows</li> <li><input type="checkbox"/> Altering table format, fonts,</li> <li><input type="checkbox"/> Borders and shadings</li> <li><input type="checkbox"/> Saving work and closing</li> <li><input type="checkbox"/> Application</li> </ul> </li> </ul> |  |
| <p>3. Introduce operating systems</p> | <ul style="list-style-type: none"> <li><input type="checkbox"/> Concept of</li> <li><input type="checkbox"/> software package</li> <li><input type="checkbox"/> Microsoft Office for Windows: <ul style="list-style-type: none"> <li><input type="checkbox"/> Word Processor</li> <li><input type="checkbox"/> Number and</li> <li><input type="checkbox"/> data software</li> </ul> </li> </ul>   | <ul style="list-style-type: none"> <li>• Oral questions</li> <li>• Written tests</li> <li>• Practical test</li> <li>• Observation</li> </ul> |

|   |   |  |
|---|---|--|
|   | <ul style="list-style-type: none"> <li><input type="checkbox"/> Visual aid</li> <li><input type="checkbox"/> software</li> <li><input type="checkbox"/> Image</li> <li><input type="checkbox"/> presentation</li> <li><input type="checkbox"/> software</li> <li><input type="checkbox"/> Use of word</li> <li><input type="checkbox"/> processing</li> <li><input type="checkbox"/> computer</li> <li><input type="checkbox"/> application</li> <li><input type="checkbox"/> Typing techniques and keyboarding.</li> <li><input type="checkbox"/> MS Word commands</li> <li><input type="checkbox"/> Menu bars</li> <li><input type="checkbox"/> Creating a file and a folder</li> <li><input type="checkbox"/> Use an input</li> <li><input type="checkbox"/> device to enter and</li> <li><input type="checkbox"/> edit text accurately</li> <li><input type="checkbox"/> Manipulating information</li> </ul>  |  |
| <p>4. Introduce desktop publishing Software</p> | <ul style="list-style-type: none"> <li><input type="checkbox"/> Differences</li> <li><input type="checkbox"/> between Word</li> <li><input type="checkbox"/> Processors and</li> <li><input type="checkbox"/> Desktop</li> <li><input type="checkbox"/> Publishing</li> <li><input type="checkbox"/> (DTP)Software</li> <li><input type="checkbox"/> Impact of using DTP in a modern office</li> <li><input type="checkbox"/> Types of publications.</li> <li><input type="checkbox"/> Principles of standard page layout and text</li> <li><input type="checkbox"/> properties using</li> <li><input type="checkbox"/> DTP software</li> <li><input type="checkbox"/> Page size/orientation and margins Setting</li> <li><input type="checkbox"/> Text areas/text frames creation</li> <li><input type="checkbox"/> Set up column widths/spacing</li> <li><input type="checkbox"/> Use of serif/sans serif</li> <li><input type="checkbox"/> Fonts</li> <li><input type="checkbox"/> Use multiple font sizes</li> <li><input type="checkbox"/> Key principles in</li> <li><input type="checkbox"/> Publications</li> <li><input type="checkbox"/> (colours,</li> <li><input type="checkbox"/> Sizes, fonts, lay- outs)</li> <li><input type="checkbox"/> Application of accessibility principles in</li> </ul> | <ul style="list-style-type: none"> <li>• Oral questions</li> <li>• Written tests</li> <li>• Practical test</li> <li>• Observation</li> </ul> |

|  |  |  |
|--|--|--|
|  | <p>publications.</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Means by which•</li> <li>    Create new</li> <li><input type="checkbox"/> Publication</li> <li><input type="checkbox"/> Save master</li> <li><input type="checkbox"/> Page/template</li> <li><input type="checkbox"/> Save publication</li> <li><input type="checkbox"/> Print composite</li> <li><input type="checkbox"/> Proof(s)</li> <li><input type="checkbox"/> Close publication</li> </ul>  |  |
| <p>5. Introduce web page software application.</p> | <ul style="list-style-type: none"> <li><input type="checkbox"/> Software to create, link and format simple web pages.</li> <li><input type="checkbox"/> Identify and use of appropriate software correctly</li> <li><input type="checkbox"/> Find MS Front</li> <li><input type="checkbox"/> Methods for developing simple web pages.</li> <li><input type="checkbox"/> Import and paste</li> <li><input type="checkbox"/> Text and image files</li> <li><input type="checkbox"/> Align page items</li> <li><input type="checkbox"/> Use of 3 different</li> <li><input type="checkbox"/> Font sizes</li> <li><input type="checkbox"/> Change Background colour</li> <li><input type="checkbox"/> Emphasise text</li> <li><input type="checkbox"/> Edit text</li> <li><input type="checkbox"/> Control text flow</li> <li><input type="checkbox"/> Alignment of page items to the left, right and centre</li> <li><input type="checkbox"/> E-mail hyperlinks</li> <li><input type="checkbox"/> Link pages</li> <li><input type="checkbox"/> Insert external links</li> <li><input type="checkbox"/> Insert Email link</li> <li><input type="checkbox"/> Test links</li> <li><input type="checkbox"/> Insert link text</li> <li><input type="checkbox"/> Retain original data</li> <li><input type="checkbox"/> Formatting</li> <li><input type="checkbox"/> Document management</li> <li><input type="checkbox"/> techniques</li> <li><input type="checkbox"/> Document</li> <li><input type="checkbox"/> Save document</li> <li><input type="checkbox"/> Print web pages</li> <li><input type="checkbox"/> Print html source</li> <li><input type="checkbox"/> Code</li> <li><input type="checkbox"/> Close document</li> <li><input type="checkbox"/> Publish web pages</li> </ul> | <ul style="list-style-type: none"> <li>• Oral questions</li> <li>• Written tests</li> <li>• Practical test</li> <li>• Observation</li> </ul> |

|  |   |  |
|--|---|--|
|  | <ul style="list-style-type: none"><li><input type="checkbox"/> on local and public search engines</li><li><input type="checkbox"/> Successful website design.</li><li><input type="checkbox"/> Emphasise the importance of</li><li><input type="checkbox"/> getting copyright</li><li><input type="checkbox"/> permission</li></ul> |  |
|--|---|--|

**Suggested Methods of Delivery:**

- Direct instruction
- Hand-outs
- Discussions
- Demonstration by trainer
- Practice by the trainee

**List of Recommended Resources:**

- Computer
- Stationery
- Printer
- Manual typewriter

## **CORE UNITS OF LEARNING**

## FRONT OFFICE OPERATIONS

**UNIT CODE:** BUS/CU/OA/CR/01/6/A

### **Relationship to Occupational Standards**

This unit addresses the unit of competency: Manage Front Office Operations

**Duration of Unit:** 142 Hours

### **Unit Description**

This unit describes the competencies required to manage front office operations. It involves handling organization visitors, enquiries and official appointments; maintaining the reception area, visitors register, reference materials, internal directory and official diary as well as entertaining organization's visitors.

### **Summary of Learning Outcomes**

1. Handle organization visitors
2. Handle organization enquiries
3. Maintain reception area
4. Maintain visitors register
5. Entertain organization visitors
6. Maintain reference materials
7. Maintain internal directory
8. Maintain official diary
9. Handle official appointments

### **Learning Outcomes, Content and Suggested Assessment Methods**

| Learning Outcome                 | Content   | Suggested Assessment Methods   |
|----------------------------------|---|--|
| 1. Handle organization visitors  | <ul style="list-style-type: none"><li><input type="checkbox"/> Types of organization</li><li><input type="checkbox"/> Organization structures</li><li><input type="checkbox"/> Types of customers</li><li><input type="checkbox"/> Office etiquette</li><li><input type="checkbox"/> Good grooming</li><li><input type="checkbox"/> Public and human relations</li><li><input type="checkbox"/> Time management</li><li><input type="checkbox"/> Stress management</li><li><input type="checkbox"/> Office protocol</li></ul> | <ul style="list-style-type: none"><li>• Observation</li><li>• Written test</li><li>• Demonstration</li><li>• Practical</li><li>• assignment</li><li>• Oral questioning</li></ul> |
| 2. Handle organization enquiries | <ul style="list-style-type: none"><li><input type="checkbox"/> Types of communication systems</li><li><input type="checkbox"/> Methods of communication</li></ul>   | <ul style="list-style-type: none"><li>• Observation</li><li>• Written test</li><li>• Demonstration</li><li>• Practical</li><li>• assignment</li></ul>                            |

|                                    |   |  |
|------------------------------------|---|--|
|                                    | <input type="checkbox"/> Forms and channels of Communication<br><input type="checkbox"/> Departments in an organization<br><input type="checkbox"/> Importance of feedback<br><input type="checkbox"/> Feedback mechanisms  | <ul style="list-style-type: none"> <li>• Oral questioning</li> </ul>   |
| 3. Maintain reception area         | <input type="checkbox"/> Reception area landscaping<br><input type="checkbox"/> Reception area tidiness and cleanliness maintenance<br><input type="checkbox"/> Reception area ventilation and lighting maintenance<br><input type="checkbox"/> Office landscaping<br><input type="checkbox"/> Office layout<br><input type="checkbox"/> Signage<br><input type="checkbox"/> Reception area equipment | <ul style="list-style-type: none"> <li>• Observation</li> <li>• Written test</li> <li>• Demonstration</li> <li>• Practical assignment</li> <li>• Oral questioning</li> </ul> |
| 4. Maintain visitors register      | <input type="checkbox"/> Importance of visitors register<br><input type="checkbox"/> Visitor details in a register<br><input type="checkbox"/> Visitors' register security<br><input type="checkbox"/> Visitors' register information<br><input type="checkbox"/> Confidentiality<br><input type="checkbox"/> Creating and updating visitors register   | <ul style="list-style-type: none"> <li>• Observation</li> <li>• Written test</li> <li>• Demonstration</li> <li>• Practical assignment</li> <li>• Oral questioning</li> </ul> |
| 5. Entertain organization visitors | <input type="checkbox"/> Types of organization visitors<br><input type="checkbox"/> Types of entertainment resources<br><input type="checkbox"/> Entertainment resources acquisition and maintenance<br><input type="checkbox"/> Protocol and ethics  | <ul style="list-style-type: none"> <li>• Observation</li> <li>• Written test</li> <li>• Demonstration</li> <li>• Practical assignment</li> <li>• Oral questioning</li> </ul> |

|                                 |  |   |
|---------------------------------|--|---|
|                                 | in entertaining organization visitors  |   |
| 6. Maintain reference materials | <input type="checkbox"/> Types of reference materials<br><input type="checkbox"/> Obtaining and maintenance of reference materials   | <ul style="list-style-type: none"> <li>• Observation</li> <li>• Written test</li> <li>• Demonstration</li> <li>• Practical</li> <li>• assignment</li> <li>• Oral questioning</li> </ul> |
| 7. Maintain internal directory  | <input type="checkbox"/> Meaning of internal directory<br><input type="checkbox"/> Content of an internal directory<br><input type="checkbox"/> Internal directory creation, update and maintenance<br><input type="checkbox"/> Safeguarding internal directory  | <ul style="list-style-type: none"> <li>• Observation</li> <li>• Written test</li> <li>• Demonstration</li> <li>• Practical</li> <li>• assignment</li> <li>• Oral questioning</li> </ul> |
| 8. Maintain official diary      | <input type="checkbox"/> Meaning of an official diary<br><input type="checkbox"/> Content of an official diary<br><input type="checkbox"/> Sources of information to be entered in the diary<br><input type="checkbox"/> Official diary acquisition<br><input type="checkbox"/> Analyzing and recording official diary information<br><input type="checkbox"/> Maintenance and harmonization of official diary information<br><input type="checkbox"/> Safeguarding official diary | <ul style="list-style-type: none"> <li>• Observation</li> <li>• Written test</li> <li>• Demonstration</li> <li>• Practical</li> <li>• assignment</li> <li>• Oral questioning</li> </ul> |
| 9. Handle official appointments | <input type="checkbox"/> Types of appointments<br><input type="checkbox"/> Receiving, analyzing and confirming<br><input type="checkbox"/> Appointment needs<br><input type="checkbox"/> Booking appointments<br><input type="checkbox"/> Handling visitors with appointments  | <ul style="list-style-type: none"> <li>• Observation</li> <li>• Written test</li> <li>• Demonstration</li> <li>• Practical</li> <li>• assignment</li> <li>• Oral questioning</li> </ul> |

|  |  |  |
|--|--|--|
|  | <input type="checkbox"/> Handling visitors without appointments<br><input type="checkbox"/> Appointment feedback |  |
|--|--|--|

### **Suggested Methods of Delivery**

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

### **Recommended Resources**

- Computers,
- Reception desk,
- Internet connectivity
- Telephones
- Registers
- Stationery
- Fan
- Heater
- Flower vases
- Paintings
- Wall hangings
- Signage
- Organization chart
- Reference materials
- Office memory aids

## OFFICE MAIL MANAGEMENT

UNIT CODE: BUS/CU/OA/CR/02/6/A

### Relationship to Occupational Standards

This unit addresses the unit of competency: Manage Office Mail

**Duration of Unit:** 98 Hours

### Unit Description

This unit specifies the competencies required to manage office mail. It includes managing, classifying and filing incoming mail. It also entails distributing office mail, receiving, classifying, recording and dispatching outgoing mail

### Summary of Learning Outcomes

1. Manage incoming mail
2. Classify incoming mail
3. Distribute office mail
4. File incoming mail
5. Receive outgoing mail
6. Classify outgoing mail
7. Record outgoing mail
8. Dispatch outgoing mail

### Learning Outcomes, Content and Suggested Assessment Methods

| Learning Outcome        | Content   | Suggested Assessment Methods   |
|-------------------------|---|--|
| 1. Manage incoming mail | <ul style="list-style-type: none"><li><input type="checkbox"/> Mailroom equipment</li><li><input type="checkbox"/> Services rendered by the Post Office</li><li><input type="checkbox"/> Meaning of incoming mail</li><li><input type="checkbox"/> Procedure for receiving incoming mail</li><li><input type="checkbox"/> Methods of receiving mail</li><li><input type="checkbox"/> Sources of incoming mail</li><li><input type="checkbox"/> Responsibilities in handling incoming mail</li></ul> | <ul style="list-style-type: none"><li>• Observation</li><li>• Written test</li><li>• Demonstration</li><li>• Practical assignment</li><li>• Oral questioning</li></ul> |

|                           |  |  |
|---------------------------|--|--|
|                           | <input type="checkbox"/> Security of incoming mail<br><input type="checkbox"/> Frequency of receiving mail   |  |
| 2. Classify incoming mail | <input type="checkbox"/> Types of mail<br><input type="checkbox"/> Mail handling equipment<br><input type="checkbox"/> Opening incoming mail<br><input type="checkbox"/> Sorting incoming mail<br><input type="checkbox"/> Date-stamping incoming mail<br><input type="checkbox"/> Recording incoming mail   | Observation<br>Written test<br>Demonstration<br>Practical assignment<br>Oral questioning |
| 3. Distribute office mail | <input type="checkbox"/> Mail assessment<br><input type="checkbox"/> Responsibilities for handling different types of mail<br><input type="checkbox"/> Mail attachments<br><input type="checkbox"/> Handling mail that requires attention of more than one officer<br><input type="checkbox"/> Content confidentiality and integrity in distributing office mail | Observation<br>Written test<br>Demonstration<br>Practical assignment<br>Oral questioning |
| 4. File incoming mail     | <input type="checkbox"/> Classification systems for incoming mail<br><input type="checkbox"/> Creating incoming mail files<br><input type="checkbox"/> Folio assignment and indexing<br><input type="checkbox"/> Document handling<br><input type="checkbox"/> Mail filing equipment   | Observation<br>Written test<br>Demonstration<br>Practical assignment<br>Oral questioning |

|                   |          |   |  |
|-------------------|----------|---|--|
| 5. Receive mail   | outgoing | <input type="checkbox"/> Procedure for receiving outgoing mail<br><input type="checkbox"/> Integrity and confidentiality of outgoing mail<br><input type="checkbox"/> Processing of instructions on outgoing mail   | Observation<br>Written test<br>Demonstration<br>Practical assignment<br>Oral questioning |
| 6. Classify mail  | outgoing | <input type="checkbox"/> Sorting outgoing mail<br><input type="checkbox"/> Importance of sorting<br><input type="checkbox"/> Outgoing mail attachments<br><input type="checkbox"/> Methods of dispatch  | Observation<br>Written test<br>Demonstration<br>Practical assignment<br>Oral questioning |
| 7. Record mail    | outgoing | <input type="checkbox"/> Creation of outgoing mail register<br><input type="checkbox"/> Content of outgoing mail register<br><input type="checkbox"/> Maintenance of outgoing mail register<br><input type="checkbox"/> Mailing list maintenance<br><input type="checkbox"/> Producing and filing copies of outgoing mail<br><input type="checkbox"/> Recording outgoing mail | Observation<br>Written test<br>Demonstration<br>Practical assignment<br>Oral questioning |
| 8. Dispatch mails | outgoing | <input type="checkbox"/> Services rendered by the Post Office<br><input type="checkbox"/> Courier services<br><input type="checkbox"/> Types of envelopes<br><input type="checkbox"/> Addressing envelopes<br><input type="checkbox"/> Mail attachments<br><input type="checkbox"/> Methods of dispatch<br><input type="checkbox"/> Weighing outgoing mail                    | Observation<br>Written test<br>Demonstration<br>Practical assignment<br>Oral questioning |

|  |  |  |
|--|--|--|
|  | <input type="checkbox"/> Franking machine<br><input type="checkbox"/> Affixing postage stamp |  |
|--|--|--|

### **Suggested Delivery Methods**

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

### **Recommended Resource**

- Computers
- Mailroom table
- sorting trays
- Date/time stamp
- Addressing machine
- Franking machine
- Office glue
- Pin remover
- Stapler
- Paper punch
- Composite machine
- Opening knife
- Internet connectivity
- Registers
- Stationery
- Signage
- Organization chart
- Reference materials
  
- Office memory aids
- Mailroom equipment

## OFFICE DOCUMENTS FILING

**UNIT CODE:** BUS/CU/OA/CR/03/6/A

### **Relationship to Occupational Standards**

This unit addresses the unit of competency: File Office Documents

**Duration of Unit:** 140 Hours

### **Unit description**

This unit describes the competencies required to file office documents. It involves indexing office files; receiving, sorting, recording and filing office documents as well as safeguarding office files.

### **Summary of Learning Outcomes**

- 1 Index office files
- 2 Receive office documents
- 3 Sort office documents
- 4 Record office documents
- 5 File office documents
- 6 Safeguard office file

### **Learning Outcomes, Content and Suggested Assessment Methods**

| Learning Outcome            | Content   | Suggested Assessment Methods   |
|-----------------------------|---|--|
| 1. Index office files       | <ul style="list-style-type: none"> <li><input type="checkbox"/> Meaning of Indexing</li> <li><input type="checkbox"/> Types of indexing</li> <li><input type="checkbox"/> Importance of indexing</li> <li><input type="checkbox"/> Content of a file index</li> <li><input type="checkbox"/> Obtaining, labeling and indexing office files</li> </ul> | <ul style="list-style-type: none"> <li>• Observation</li> <li>• Project</li> <li>• Written test</li> <li>• Demonstration</li> <li>• Practical assignment</li> <li>• Interview</li> <li>• Oral questioning</li> </ul> |
| 2. Receive office documents | <ul style="list-style-type: none"> <li><input type="checkbox"/> Types of office documents to be filed</li> <li><input type="checkbox"/> Receiving office documents</li> <li><input type="checkbox"/> Verifying office documents</li> <li><input type="checkbox"/> Acknowledging office documents receipt</li> </ul>                                   | <ul style="list-style-type: none"> <li>• Observation</li> <li>• Project</li> <li>• Written test</li> <li>• Demonstration</li> <li>• Practical assignment</li> <li>• Interview</li> <li>• Oral questioning</li> </ul> |
| 3. Sort office documents    | <ul style="list-style-type: none"> <li><input type="checkbox"/> Sorting procedure</li> <li><input type="checkbox"/> Filing</li> <li><input type="checkbox"/> Classification of</li> </ul>   | <ul style="list-style-type: none"> <li>• Observation</li> <li>• Project</li> </ul>   |

|                            |   |  |
|----------------------------|---|--|
|                            | office documents  | <ul style="list-style-type: none"> <li>• Written test</li> <li>• Demonstration</li> <li>• Practical assignment</li> <li>• Interview</li> <li>• Oral questioning</li> </ul>   |
| 4. Record office documents | <ul style="list-style-type: none"> <li><input type="checkbox"/> Creation of office document filing register</li> <li><input type="checkbox"/> Content of office document filing register</li> <li><input type="checkbox"/> Importance of office document filing register</li> <li><input type="checkbox"/> Recording office documents</li> <li><input type="checkbox"/> Maintenance of office document filing register</li> </ul>   | <ul style="list-style-type: none"> <li>• Observation</li> <li>• Project</li> <li>• Written test</li> <li>• Demonstration</li> <li>• Practical assignment</li> <li>• Interview</li> <li>• Oral questioning</li> </ul> |
| 5. File office documents   | <ul style="list-style-type: none"> <li><input type="checkbox"/> Meaning of filing</li> <li><input type="checkbox"/> Essentials of good filing system</li> <li><input type="checkbox"/> Filing equipment</li> <li><input type="checkbox"/> Centralized and decentralized filing</li> <li><input type="checkbox"/> Meaning of registry</li> <li><input type="checkbox"/> Functions of registry</li> <li><input type="checkbox"/> Types of registries</li> <li><input type="checkbox"/> Factors to consider when deciding type of registry</li> <li><input type="checkbox"/> Duties of registry personnel</li> <li><input type="checkbox"/> Filing</li> <li><input type="checkbox"/> Assigning folio to documents</li> </ul> | <ul style="list-style-type: none"> <li>• Observation</li> <li>• Project</li> <li>• Written test</li> <li>• Demonstration</li> <li>• Practical assignment</li> <li>• Interview</li> <li>• Oral questioning</li> </ul> |
| 6. Safeguard office files  | <ul style="list-style-type: none"> <li><input type="checkbox"/> Stored document control</li> <li><input type="checkbox"/> Storage systems</li> <li><input type="checkbox"/> File transfer</li> <li><input type="checkbox"/> Filing equipment/storage devices</li> <li><input type="checkbox"/> Retrieval of files</li> <li><input type="checkbox"/> File movement monitoring</li> </ul>   | <ul style="list-style-type: none"> <li>• Observation</li> <li>• Project</li> <li>• Written test</li> <li>• Demonstration</li> <li>• Practical assignment</li> <li>• Interview</li> <li>• Oral questioning</li> </ul> |

|  |   |  |
|--|---|--|
|  | <input type="checkbox"/> Retention policy in organizations<br><input type="checkbox"/> Disposal of obsolete files |  |
|--|---|--|

### **Suggested Methods of Delivery**

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

### **Recommended Resources**

- Computers
- Filing equipment
- Internet connectivity
- Registers
- Stationery
- External storage devices

## **OFFICIAL MEETINGS COORDINATION**

**UNIT CODE:** BUS/CU/OA/CR/04/6/A

### **Relationship to Occupational Standards**

This unit addresses the unit of competency: Coordinate Official Meetings

**Duration of Unit:** 72 hours

### **Unit Description**

This unit specifies the competencies required to coordinate official meetings. It includes preparing meeting invitations, the meeting room, and reference materials, providing hospitality services, taking the minutes of the meeting, clearing the meeting room, preparing the minutes and action plan document.

### Summary of Learning Outcomes

1. Prepare meeting invitations
2. Prepare the meeting room
3. Prepare reference materials
4. Provide hospitality services
5. Take the minutes of the meeting
6. Clear the meeting room
7. Prepare the minutes and action plan document

### Learning Outcomes, Content and Suggested Assessment Methods

| Learning Outcome                | Content  | Suggested Assessment Methods   |
|---------------------------------|--|--|
| 1. Prepare meeting invitations  | <ul style="list-style-type: none"> <li><input type="checkbox"/> Meaning of meetings and conferences</li> <li><input type="checkbox"/> Types of meetings and conferences</li> <li><input type="checkbox"/> Ways of convening meetings and conferences</li> <li><input type="checkbox"/> Chairman's agenda</li> <li><input type="checkbox"/> Notice of a meeting</li> <li><input type="checkbox"/> Meeting agenda</li> <li><input type="checkbox"/> Meeting invitation letters</li> <li><input type="checkbox"/> Feedback of confirmation and apologies</li> </ul> | <ul style="list-style-type: none"> <li>• Written</li> <li>• Oral</li> </ul>        |
| 2. Prepare the meeting room     | <ul style="list-style-type: none"> <li><input type="checkbox"/> Factors to consider when setting meeting room</li> <li><input type="checkbox"/> Meeting room furniture and equipment</li> <li><input type="checkbox"/> Meeting room arrangement</li> <li><input type="checkbox"/> Meeting room labelling</li> </ul>  | <ul style="list-style-type: none"> <li>• Observation</li> <li>• Written</li> </ul> |
| 3. Prepare reference materials  | <ul style="list-style-type: none"> <li><input type="checkbox"/> Reference material identification</li> <li><input type="checkbox"/> Preparation of reference material</li> <li><input type="checkbox"/> Availing reference material</li> <li><input type="checkbox"/> Circulation of previous meeting minutes</li> </ul>   | <ul style="list-style-type: none"> <li>• Written</li> <li>• Observation</li> </ul> |
| 4. Provide hospitality services | <ul style="list-style-type: none"> <li><input type="checkbox"/> Types of hospitality services</li> <li><input type="checkbox"/> Hospitality service standards</li> <li><input type="checkbox"/> Budgeting for hospitality service</li> <li><input type="checkbox"/> Registration of</li> </ul>   | <ul style="list-style-type: none"> <li>• Written</li> <li>• Observation</li> </ul> |

|   |   |  |
|---|---|--|
|   | participants  |  |
| 5. Take the minutes of the meeting              | <input type="checkbox"/> Terminologies used in meetings<br><input type="checkbox"/> Types of minutes<br><input type="checkbox"/> How to take minutes<br><input type="checkbox"/> Transcribing minutes | <ul style="list-style-type: none"> <li>• Written</li> <li>• Observation</li> </ul> |
| 6. Clear the meeting room                       | <input type="checkbox"/> Procedure of clearing meeting room<br><input type="checkbox"/> Importance of clearing meeting room<br><input type="checkbox"/> Importance of clearing meeting room           | <ul style="list-style-type: none"> <li>• Written</li> <li>• Observation</li> </ul> |
| 7. Prepare the minutes and action plan document | <input type="checkbox"/> Minutes processing<br><input type="checkbox"/> Circulation of minutes for action<br><input type="checkbox"/> Minutes filling   | <ul style="list-style-type: none"> <li>• Written</li> <li>• Observation</li> </ul> |

### Suggested Methods of Delivery

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

### Recommended Resources

- Meeting equipment
- Filing equipment
- Internet connectivity
- Registers
- Stationery
- External storage device

## TRAVEL ARRANGEMENT COORDINATION

**UNIT CODE: BUS/CU/OA/CR/05/6/A**

### **Relationship to Occupational Standards**

This unit addresses the unit of competency: Coordinate Travel Arrangement

**Duration of unit: 140 Hours**

### **Unit description:**

This unit describes the competencies required to coordinate travel arrangement. It involves obtaining travel clearance, booking travel tickets, requesting travel imprest, obtaining travel documents and handling transport logistics.

### **Summary of Learning Outcomes**

1. Obtain travel clearance
2. Book travel tickets
3. Request travel imprest
4. Obtain travel documents
5. Handle transport logistics
6. Prepare carry-on
7. Book officers' accommodation

### **Learning Outcomes, Content and Suggested Assessment Methods**

| Learning Outcome           | Content  | Suggested Assessment Methods   |
|----------------------------|--|--|
| 1. Obtain travel clearance | <ul style="list-style-type: none"><li><input type="checkbox"/> Travel plan for local and international trips</li><li><input type="checkbox"/> Itinerary</li><li><input type="checkbox"/> Reservations</li><li><input type="checkbox"/> Arranging contacts</li><li><input type="checkbox"/> Weather conditions</li><li><input type="checkbox"/> Travel clearance forms</li><li><input type="checkbox"/> Legal framework in travel</li></ul> | <ul style="list-style-type: none"><li>• Observation</li><li>• Written test</li><li>• Demonstration</li><li>• Practical assignment</li><li>• Oral questioning</li></ul> |
| 2. Book travel tickets     | <ul style="list-style-type: none"><li><input type="checkbox"/> Acquiring travel tickets</li><li><input type="checkbox"/> Travel agents</li></ul>   | <ul style="list-style-type: none"><li>• Observation</li><li>• Written test</li><li>• Demonstration</li><li>• Practical assignment</li><li>• Oral questioning</li></ul> |

|                                 |  |  |
|---------------------------------|--|--|
| 3. Request travel imprest       | <input type="checkbox"/> Meaning of imprest<br><input type="checkbox"/> Imprest processing procedure<br><input type="checkbox"/> Operational and maintenance of imprest  | <ul style="list-style-type: none"> <li>• Observation</li> <li>• Written test</li> <li>• Demonstration</li> <li>• Practical assignment</li> <li>• Oral questioning</li> </ul> |
| 4. Travel documents             | <input type="checkbox"/> Passport<br><input type="checkbox"/> Visas<br><input type="checkbox"/> Work tickets<br><input type="checkbox"/> Authority letter<br><input type="checkbox"/> Heath certificates<br><input type="checkbox"/> Insurance<br><input type="checkbox"/> Currency<br><input type="checkbox"/> Driving licence                                    | <ul style="list-style-type: none"> <li>• Written test</li> <li>• Demonstration</li> <li>• Practical assignment</li> <li>• Oral questioning</li> </ul>                        |
| 5. Handle transport logistics   | <input type="checkbox"/> Assembling travel documents<br><input type="checkbox"/> Modes of transport<br><input type="checkbox"/> Modes of payment   | <ul style="list-style-type: none"> <li>• Observation</li> <li>• Written test</li> <li>• Demonstration</li> <li>• Practical assignment</li> <li>• Oral questioning</li> </ul> |
| 6. Prepare carry-on             | <input type="checkbox"/> Itinerary preparation<br><input type="checkbox"/> Weather conditions and seasons in different parts of the world<br><input type="checkbox"/> Adaptation to conditions e.g. clothing<br><input type="checkbox"/> Currencies of the world and exchange rate in relation to the local currency<br><input type="checkbox"/> Meeting documents | <ul style="list-style-type: none"> <li>• Written tests</li> <li>• Practical assignment</li> <li>• Oral questioning</li> <li>• Demonstration</li> </ul>                       |
| 7. Book officers' accommodation | <input type="checkbox"/> Accommodation booking enquiries<br><input type="checkbox"/> Types of Accommodation facilities<br><input type="checkbox"/> Making of accommodation reservations<br><input type="checkbox"/> Details of accommodation reservations  | <ul style="list-style-type: none"> <li>• Written tests</li> <li>• Oral questioning</li> <li>• Demonstration</li> <li>• Practical assignment</li> </ul>                       |

**Suggested Methods of Delivery**

- Demonstration by trainer
- Practice by the trainee
- Discussions
- Direct instruction

**Recommended Resources**

- Travel documents
- Internet connectivity
- Computers
- Stationery
- Directory
- Weather chart
- Maps
- Foreign exchange rates

## PETTY CASH MANAGEMENT

**UNIT CODE: BUS/CU/OA/CR/06/6/A**

### Relationship to Occupational Standards

This unit addresses the unit of competency: Manage Petty Cash

**Duration of Unit:** 150 hours

### Unit Description

This unit specifies the competencies required to manage petty cash. It covers budgeting office petty cash, requesting petty cash approval, coordinating office purchases, accounting for office petty cash and preparing petty cash reimbursement.

### Summary of Learning Outcomes

1. Budget office petty cash
2. Request petty cash approval
3. Coordinate office purchases
4. Account for office petty cash
5. Prepare petty cash reimbursement

### Learning Outcomes, Content and Suggested Assessment Methods

| Learning Outcome  | Content   | Suggested Assessment Methods   |
|---|---|--|
| <ul style="list-style-type: none"> <li>• Budget office petty cash</li> </ul>      | <ul style="list-style-type: none"> <li><input type="checkbox"/> Meaning of budget</li> <li><input type="checkbox"/> Budget preparation</li> <li><input type="checkbox"/> Petty cash and</li> <li><input type="checkbox"/> Imprest procedure</li> <li><input type="checkbox"/> Modes of payment</li> </ul> | <ul style="list-style-type: none"> <li>• Observation</li> <li>• Written test</li> <li>• Demonstration</li> <li>• Practical assignment</li> <li>• Oral questioning</li> </ul> |
| <ul style="list-style-type: none"> <li>• Request petty cash approval</li> </ul>   | <ul style="list-style-type: none"> <li><input type="checkbox"/> Procedure for petty cash approval</li> <li><input type="checkbox"/> Petty cash custody</li> </ul>   | <ul style="list-style-type: none"> <li>• Observation</li> <li>• Written test</li> <li>• Demonstration</li> <li>• Practical assignment</li> <li>• Oral questioning</li> </ul> |
| <ul style="list-style-type: none"> <li>• Coordinate office purchases</li> </ul>   | <ul style="list-style-type: none"> <li><input type="checkbox"/> Preparation of purchase list</li> <li><input type="checkbox"/> Monitoring office purchases</li> </ul>   | <ul style="list-style-type: none"> <li>• Observation</li> <li>• Written test</li> <li>• Demonstration</li> <li>• Practical assignment</li> <li>• Oral questioning</li> </ul> |
| <ul style="list-style-type: none"> <li>• Account for office petty cash</li> </ul> | <ul style="list-style-type: none"> <li><input type="checkbox"/> Preparation of petty cash</li> <li><input type="checkbox"/> Supporting evidence for purchases</li> </ul>  | <ul style="list-style-type: none"> <li>• Observation</li> <li>• Written test</li> <li>• Demonstration</li> <li>• Practical assignment</li> <li>• Oral questioning</li> </ul> |

|  |   |  |
|--|---|--|
| <ul style="list-style-type: none"> <li>• Prepare petty cash reimbursement</li> </ul> | <ul style="list-style-type: none"> <li><input type="checkbox"/> Procedure for petty cash reimbursement</li> </ul> | <ul style="list-style-type: none"> <li>• Observation</li> <li>• Written test</li> <li>• Demonstration</li> <li>• Practical assignment</li> <li>• Oral questioning</li> </ul> |
|--|---|--|

**Suggested Methods of Delivery**

- Demonstration by trainer
- Practice by the trainee
- Discussions
- Direct instruction

**Recommended Resources**

- Internet connectivity
- Computers
- Stationery
- Petty cash forms
- Calculators

## OFFICE SECURITY MANAGEMENT

**UNIT CODE:** BUS/CU/OA/CR/07/6/A

### Relationship to Occupational Standards

This unit addresses the unit of competency: Manage Office Security

**Duration of Unit: 140 hours**

### Unit Description

This unit describes the competencies required to manage office security. It involves safeguarding office records, office equipment, and office information, maintaining confidentiality and integrity of data and information, controlling office access and reporting security incidences

### Summary of Learning Outcomes

1. Safeguard office records
2. Safeguard office equipment
3. Safeguard office data and information
4. Maintain confidentiality of data and information
5. Maintain integrity of data and information
6. Control office access
7. Report security incidences

### Learning Outcomes, Content and Suggested Assessment Methods

| Learning Outcome                                      | Content  | Suggested Assessment Methods   |
|---|--|--|
| 1. Safeguard office records                           | <input type="checkbox"/> Meaning of security<br><input type="checkbox"/> Importance of security on office records<br><input type="checkbox"/> Identification of office records<br><input type="checkbox"/> Security measures to protect office records | <ul style="list-style-type: none"> <li>• Observation</li> <li>• Written test</li> <li>• Demonstration</li> <li>• Practical assignment</li> <li>• Oral questioning</li> </ul> |
| 2. Safeguard office equipment                         | <input type="checkbox"/> Office equipment inventory<br><input type="checkbox"/> Maintenance of office equipment<br><input type="checkbox"/> Security measures to safeguard office equipment  | <ul style="list-style-type: none"> <li>• Observation</li> <li>• Written test</li> <li>• Demonstration</li> <li>• Practical assignment</li> <li>• Oral questioning</li> </ul> |
| 3. Safeguard office data and information              | <input type="checkbox"/> Classification of office information<br><input type="checkbox"/> Information access control<br><input type="checkbox"/> Office information storage  | <ul style="list-style-type: none"> <li>• Observation</li> <li>• Written test</li> <li>• Demonstration</li> <li>• Practical assignment</li> <li>• Oral questioning</li> </ul> |
| 4. Maintain confidentiality and integrity of data and | <input type="checkbox"/> Data and information integrity<br><input type="checkbox"/> Data and information confidentiality<br><input type="checkbox"/> Ethical issues on confidentiality and integrity of data and information                           | <ul style="list-style-type: none"> <li>• Observation</li> <li>• Written test</li> <li>• Demonstration</li> <li>• Practical assignment</li> </ul>                             |

|                               |  |  |
|-------------------------------|--|--|
| information                   | <input type="checkbox"/> Office data and information storage   | • Oral questioning   |
| 5. Control office access      | <input type="checkbox"/> Office security risks<br><input type="checkbox"/> Office risk control measures                                      | • Observation<br>• Written test<br>• Demonstration<br>• Practical assignment<br>• Oral questioning |
| 6. Report security incidences | <input type="checkbox"/> Importance of recording security incidences<br><input type="checkbox"/> Procedure for reporting security incidences | • Observation<br>• Written test<br>• Demonstration<br>• Practical assignment<br>• Oral questioning |

### Suggested Methods of Delivery

- Demonstration by trainer
- Practice by the trainee
- Direct instruction
- Discussions

### Recommended Resources

- Computers
- Stationery
- Diaries
- Visitors register

## TELEPHONE CALLS MANAGEMENT

**UNIT CODE:** BUS/CU/OA/CR/O8/6/A

### Relationship to Occupational Standards

This unit addresses the Unit of Competency: Manage Telephone Calls

**Duration of Unit:** 140 hours

### Unit Description

This unit covers competencies required to manage telephone calls. It involves managing incoming calls, recording telephone messages, making telephone calls, maintaining telephone equipment and calls register.

### Summary of Learning Outcomes

1. Manage incoming calls
2. Record telephone messages
3. Make telephone calls
4. Maintain telephone equipment
5. Maintain calls register

### Learning Outcomes, Content and Suggested Assessment Methods

| Learning Outcome             | Content  | Suggested Assessment Methods   |
|------------------------------|--|--|
| 1. Manage incoming calls     | <ul style="list-style-type: none"> <li><input type="checkbox"/> Telephone and the switchboard</li> <li><input type="checkbox"/> Telephone etiquette</li> <li><input type="checkbox"/> Materials required when answering the incoming call</li> </ul>   | <ul style="list-style-type: none"> <li>• Written tests</li> <li>• Observation</li> <li>• Oral questioning</li> <li>• Third party report</li> </ul> |
| 2. Record telephone messages | <ul style="list-style-type: none"> <li><input type="checkbox"/> Telephone messages register</li> <li><input type="checkbox"/> Content of the telephone message register</li> <li><input type="checkbox"/> Recording messages in the register</li> <li><input type="checkbox"/> Telephone messages register</li> <li><input type="checkbox"/> Content of the telephone message register</li> <li><input type="checkbox"/> Recording messages in the register</li> </ul> | <ul style="list-style-type: none"> <li>• Written tests</li> <li>• Observation</li> <li>• Oral questions</li> <li>• Third party report</li> </ul>   |
| 3. Make telephone calls      | <ul style="list-style-type: none"> <li><input type="checkbox"/> Making internal calls</li> <li><input type="checkbox"/> Making external calls</li> </ul>   | <ul style="list-style-type: none"> <li>• Written tests</li> <li>• Observation</li> <li>• Oral questioning</li> <li>• Third party report</li> </ul> |
| 4. Maintain                  | <ul style="list-style-type: none"> <li><input type="checkbox"/> Types of telephone</li> </ul>  | <ul style="list-style-type: none"> <li>• Written tests</li> </ul>  |

|                            |  |   |
|----------------------------|--|---|
| 5. Telephone equipment     | equipment<br><input type="checkbox"/> Maintenance of telephone equipment<br><input type="checkbox"/> Telephone positioning | <ul style="list-style-type: none"> <li>• Observation</li> <li>• Oral questioning</li> <li>• Third party report</li> </ul>                   |
| 6. Maintain calls register | <input type="checkbox"/> Importance of call register<br><input type="checkbox"/> Safeguarding calls register               | <ul style="list-style-type: none"> <li>• Written tests</li> <li>• Observation</li> <li>• Oral questioning</li> <li>• Third party</li> </ul> |

**Suggested Methods of Delivery:**

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

**List of Recommended Resources:**

- Telephone
- Switchboard
- Computers
- Stationery
- Diaries
- Visitors register

## OFFICE DOCUMENT PROCESSING

**UNIT CODE:** BUS/CU/OA/CR/09/6/A

### Relationship to Occupational Standards

This unit addresses the Unit of Competency: Process Office Documents

**Duration of Unit:** 140 hours

### Unit Description

This unit covers the competencies required to process office documents. It involves interpreting office instructions, typesetting office documents, preparing office reports, conducting reprographic services and generating office forms.

### Summary of Learning Outcomes

1. Interpret office instructions
2. Process office document
3. Conduct reprographic services

### Learning Outcomes, Content and Suggested Assessment Methods

| Learning Outcome                 | Content   | Suggested Assessment Methods   |
|----------------------------------|---|--|
| 1. Interpret office instructions | <input type="checkbox"/> Types of office documents to be processed<br><input type="checkbox"/> Format of preparing office documents<br><input type="checkbox"/> Proof-reading techniques  | <ul style="list-style-type: none"> <li>• Written tests</li> <li>• Observation</li> <li>• Oral questioning</li> <li>• Third party report</li> </ul> |
| 2. Process office document       | <input type="checkbox"/> Paper sizes Margins<br><input type="checkbox"/> Formatting a document<br><input type="checkbox"/> Editing a document<br><input type="checkbox"/> Centring materials<br><input type="checkbox"/> Underscoring<br><input type="checkbox"/> Types of headings<br><input type="checkbox"/> Paragraphs<br><input type="checkbox"/> Punctuation<br><input type="checkbox"/> Use of tabs<br><input type="checkbox"/> Units of measurement | <ul style="list-style-type: none"> <li>• Written tests</li> <li>• Observation</li> <li>• Oral questioning</li> <li>• Third party report</li> </ul> |
| 3. Conduct reprographer services | <input type="checkbox"/> Reprographic methods<br><input type="checkbox"/> Photocopying<br><input type="checkbox"/> printing<br><input type="checkbox"/> ink duplicating<br><input type="checkbox"/> off-set lithography<br><input type="checkbox"/> Factors to consider when choosing reprographic methods<br><input type="checkbox"/> Maintenance of reprographic equipment  | <ul style="list-style-type: none"> <li>• Written tests</li> <li>• Observation</li> <li>• Oral questions</li> <li>• Third party report</li> </ul>   |

**Suggested Methods of Delivery:**

- Direct instruction
- Project
- Case studies
- Field trips
- Discussions
- Demonstration by trainer
- Practice by the trainee

**List of Recommended Resources:**

- Computers
- Stationery
- Reprographic equipment

## OFFICE ADMINISTRATIVE DUTIES

**UNIT CODE:** BUS/CU/OA/CR/10/6/A

### Relationship to Occupational Standards

This unit addresses the Unit of Competency: Perform Office Administrative Duties

**Duration of Unit:** 150 hours

### Unit Description

This unit covers the competencies required to perform office administrative duties. It involves controlling office supply and stationery, supervising administrative services, performing delegated duties, mentoring and coaching administrative services personnel.

### Summary of Learning Outcomes

1. Control office supply and stationery
2. Supervise administrative services
3. Perform delegated duties
4. Mentor administrative services personnel
5. Coach administrative services personnel

### Learning Outcomes, Content and Suggested Assessment Methods

| Learning Outcome                        | Content  | Suggested Assessment Methods   |
|---|--|--|
| 1. Control office supply and stationery | <ul style="list-style-type: none"> <li><input type="checkbox"/> Office materials and stationeries</li> <li><input type="checkbox"/> Acquisition of office stationery and materials</li> <li><input type="checkbox"/> Internal control systems for office materials and stationery</li> <li><input type="checkbox"/> Safeguarding of office materials and stationery</li> </ul> | <ul style="list-style-type: none"> <li>• Written tests</li> <li>• Observation</li> <li>• Oral questioning</li> <li>• Third party</li> </ul>      |
| 2. Supervise administrative services    | <ul style="list-style-type: none"> <li><input type="checkbox"/> Administrative services in an organization</li> <li><input type="checkbox"/> Administrative services tools and equipment</li> <li><input type="checkbox"/> Administrative services personnel</li> <li><input type="checkbox"/> Performance appraisal</li> </ul>  | <ul style="list-style-type: none"> <li>• Written tests</li> <li>• Observation</li> <li>• Oral questions</li> <li>• Third party report</li> </ul> |
| 3. Perform delegated duties             | <ul style="list-style-type: none"> <li><input type="checkbox"/> Principles of organization</li> </ul>  | <ul style="list-style-type: none"> <li>• Written tests</li> <li>• Observation</li> </ul>   |

|   |   |  |
|---|---|--|
|   | <input type="checkbox"/> Meaning of delegation<br><input type="checkbox"/> Benefits of delegation<br><input type="checkbox"/> Organization<br><input type="checkbox"/> Delegate<br><input type="checkbox"/> Superior<br><input type="checkbox"/> Disadvantages of | <ul style="list-style-type: none"> <li>• Oral questioning</li> <li>• Third party report</li> </ul>   |
| 4. Mentor administrative services personnel | <input type="checkbox"/> Meaning of mentorship<br><input type="checkbox"/> Reasons for mentorship<br><input type="checkbox"/> Role of a mentor<br><input type="checkbox"/> Role of mentee<br><input type="checkbox"/> Monitoring and evaluation                   | <ul style="list-style-type: none"> <li>• Written tests</li> <li>• Observation</li> <li>• Oral questioning</li> <li>• Third party report</li> </ul> |
| 5. Coach administrative services personnel  | <input type="checkbox"/> Meaning of coaching<br><input type="checkbox"/> Methods of coaching<br><input type="checkbox"/> Purpose of coaching<br><input type="checkbox"/> Coaching process   | <ul style="list-style-type: none"> <li>• Written tests</li> <li>• Observation</li> <li>• Oral questioning</li> <li>• Third party report</li> </ul> |

**Suggested Methods of Delivery:**

- Direct instruction
- Role play
- Case studies
- Discussions

- Demonstration by trainer
- Practice by the trainee

**List of Recommended Resources:**

- Requisition forms
- Stationery