



REPUBLIC OF KENYA

NATIONAL OCCUPATIONAL STANDARDS

FOR

OFFICE ADMINISTRATOR

LEVEL 5



TVET CDACC
P.O. BOX 15745-00100
NAIROBI

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FOREWORD

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

Reforms in the education sector are necessary for the achievement of Kenya Vision 2030 and meeting the provisions of the Constitution of Kenya 2010. The education sector had to be aligned to the Constitution and this resulted to the formulation of the Policy Framework for Reforming Education and Training (Sessional Paper No. 4 of 2016). A key feature of this policy is the radical change in the design and delivery of the TVET training. This policy document requires that training in TVET be competency based, curriculum development be industry led, certification be based on demonstration of competence and mode of delivery allows for multiple entry and exit in TVET 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 Occupational Standards were developed for the purpose of developing a Competency Based Curriculum for Office Administrator Level 5. This Occupational Standards will also be the bases for assessment of an individual for competence certification.

It is my conviction that this Occupational Standards will play a great role towards development of competent human resource for the office administration 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), have developed this Occupational Standards for an office administration technical. This

Occupational Standards will be the bases for development of competency-based curriculum for Office Administrator Level 5. This Standards will also be the bases for assessment of an individual for competence certification.

The Occupational Standards are designed and organized with clear performance criteria for each element of a unit of competency. These standards also outline the required knowledge and skills as well as evidence guide.

I am grateful to the Council Members, Council Secretariat, Office Administration SSAC, expert workers and all those who participated in the development of this Occupational Standards.

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

ACKNOWLEDGMENT

These Occupational Standards were 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 inputs towards the development of these Standards.

I thank TVET Curriculum Development, Assessment and Certification Council (TVET CDACC) for providing guidance on the development of these Standards. My gratitude goes to the Office administration Sector Skills Advisory Committee (SSAC) members for their contribution to the development of these Standards. I thank all the individuals and organizations who participated in the validation of these Standards. I acknowledge all other institutions which in one way or another contributed to the development of these Standards.

**CHAIRMAN
OFFICE ADMINISTRATION SECTOR SKILLS
ADVISORY COMMITTEE**

ACRONYMS

BC	Basic Competency
CDACC	Curriculum Development, Assessment and Certification Council
CR	Core Competency
HO	Office administration Sector
ICT	Information Communication Technology
KNQA	Kenya National Qualifications Authority
OS	Occupational Standards
OSHA	Occupation Safety and Health Act
OSHS	Occupation Safety and Health Standards
PPE	Personal Protective Equipment
SSAC	Sector Skills Advisory Committee
SOPs	Standard Office Procedures

TVET Technical and Vocational Education and
Training

KEY TO UNIT CODE

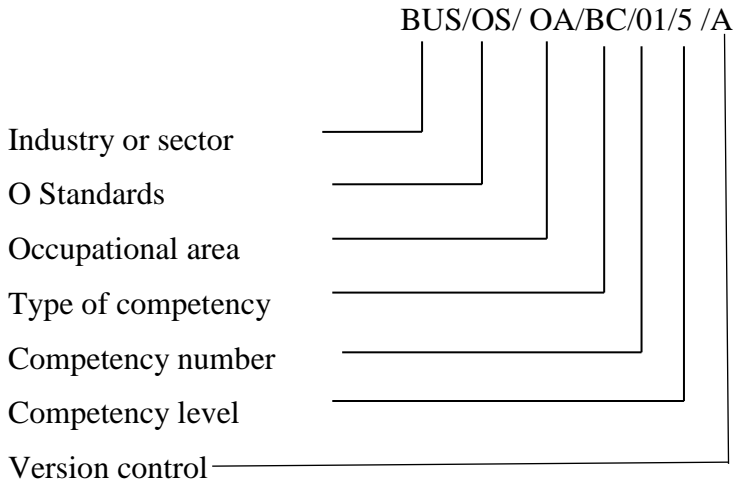


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COURSE OVERVIEW

Office administrator qualification level 5 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 basic and core competencies:

The course consists of the following basic and core units of learning:

BASIC UNITS OF COMPETENCY

Unit Code	Unit Title
BUS/OS/OA/BC/01/5	Demonstrate Communication skills
BUS/OS/OA/BC/02/5	Demonstrate Numeracy skills
BUS/OS/OA/BC/03/5	Demonstrate Digital literacy
BUS/OS/OA/BC/04/5	Demonstrate Entrepreneurial skills
BUS/OS/OA/BC/05/5	Demonstrate Employability skills
BUS/OS/OA/BC/06/5	Demonstrate Environmental literacy
BUS/OS/OA/BC/07/5	Demonstrate safety and health Occupational practices

COMMON UNITS OF COMPETENCIES

Unit Code	Unit Title
BUS/OS/OA/CC/01/5	Demonstrate Shorthand Skills
BUS/OS/OA/CC/02/5	Demonstrate ICT Skills

CORE UNITS OF COMPETENCY

Unit Code	Unit Title
BUS/OS/OA/CR/01/5	Manage Front Office Operations
BUS/OS/OA/CR/02/5	Manage Office Mail
BUS/OS/OA/CR/03/5	File Office Documents
BUS/OS/OA/CR/04/5	Coordinate Official Meeting
BUS/OS/OA/CR/05/5	Manage Office Security
BUS/OS/OA/CR/06/5	Manage Office Telephone Calls
BUS/OS/OA/CR/07/5	Process Computerized Documents

BASIC UNITS OF COMPETENCY

DEMONSTRATE COMMUNICATION SKILLS

UNIT CODE: BUS/OS/OA/BC/01/5

UNIT DESCRIPTION

This unit covers the competencies required to use specialized communication skills to meet specific needs of internal and external clients, conduct interviews, facilitate discussion with groups and contribute to the development of communication strategies.

ELEMENTS AND PERFORMANCE CRITERIA

ELEMENT	PERFORMANCE CRITERIA
These describe the key outcomes which make up workplace function	These are assessable statements which specify the required level of performance for each of the elements. <i>Bold and italicized terms are elaborated in the Range</i>
1. Meet communication needs of clients and colleagues	1 .1 Specific communication needs of clients and colleagues are identified and met 1 .2 Different approaches are used to meet communication needs of clients and colleagues 1 .3 Conflict is addressed promptly and in a timely way and in a manner which does not compromise the

	standing of the organization
2. Contribute to the development of communication strategies	<p>2.1 Strategies for internal and external dissemination of information are developed, promoted, implemented and reviewed as required</p> <p>2.2 Channels of communication are established and reviewed regularly</p> <p>2.3 Coaching ineffective communication is provided</p> <p>2.4 Work related network and relationship are maintained as necessary</p> <p>2.5 Negotiation and conflict resolution strategies are used where required</p> <p>2.6 Communication with clients and colleagues is appropriate to individual needs and organizational objectives</p>
3. Conduct interviews	<p>3.1 A range of appropriate communication strategies are employed in <i>interview situations</i></p> <p>3.2 Records of interviews are made and maintained in accordance with organizational procedures</p> <p>3.3 Effective questioning, listening and nonverbal communication techniques are used to ensure that required</p>

	message is communicated
4. Facilitate group discussions	<p>4.1 Mechanisms which enhance effective group interaction is defined and implemented</p> <p>4.2 Strategies which encourage all group members to participate are used routinely</p> <p>4.3 Objectives and agenda for meetings and discussions are routinely set and followed</p> <p>4.4 Relevant information is provided to group to facilitate outcomes</p> <p>4.5 Evaluation of group communication strategies is undertaken to promote participation of all parties</p> <p>4.6 Specific communication needs of individuals are identified and addressed</p>
5. Represent the organization	<p>5.1 When participating in internal or external forums, presentation is relevant, appropriately researched and presented in a manner to promote the organization</p> <p>5.2 Presentation is clear and sequential and delivered within a predetermined time</p> <p>5.3 Utilize appropriate media to enhance</p>

	<p>presentation</p> <p>5.4 Differences in views are respected</p> <p>5.5 Written communication is consistent with organizational standards</p> <p>5.6 Inquiries are responded in a manner consistent with organizational standard</p>
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RANGE

This section provides work environment and conditions to which the performance criteria apply. It allows for different work environment and situations that will affect performance.

Variable	Range
<ul style="list-style-type: none"> • Communication strategies include but not limited to: 	<ul style="list-style-type: none"> • Language switch • Comprehension check • Repetition • Asking confirmation • Paraphrase • Clarification request • Translation • Restructuring • Approximation • Generalization

<ul style="list-style-type: none"> • Effective group interaction includes but not limited to: 	<ul style="list-style-type: none"> • Identifying and evaluating what is occurring within an interaction in a non-judgmental way • Using active listening • Making decision about appropriate words, behavior • Putting together response which is culturally appropriate • Expressing an individual perspective • Expressing own philosophy, ideology and background and exploring impact with relevance to communication • Openness and flexibility in communication
<ul style="list-style-type: none"> • Situations include but not limited to: 	<ul style="list-style-type: none"> • Establishing rapport • Eliciting facts and information • Facilitating resolution of issues

	<ul style="list-style-type: none">• Developing action plans• Diffusing potentially difficult situations
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REQUIRED SKILLS AND KNOWLEDGE

This section describes the skills and knowledge required for this unit of competency.

Required Skills

The individual needs to demonstrate the following skills:

- Effective communication process
- Active listening
- Giving/receiving feedback
- Interpretation of information
- Role boundaries setting
- Negotiation
- Establishing empathy
- Openness and flexibility in communication
- Communication skills required to fulfill job roles as specified by the organization

Required Knowledge

The individual needs to demonstrate knowledge of:

- Communication process
- Dynamics of groups and different styles of group leadership

- Communication skills relevant to client groups
- Flexibility in communication
- Communication skills relevant to client groups

EVIDENCE GUIDE

This provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge and range.

<p>1. Critical aspects of Competency</p>	<p>Assessment requires evidence that the candidate:</p> <p>1.1 Met communication needs of clients and colleagues</p> <p>1.2 Contributed to the development of communication strategies</p> <p>1.3 Conducted interviews</p> <p>1.4 Facilitated group discussions</p> <p>1.5 Represented the organization</p>
<p>2. Resource Implications</p>	<p>The following resources should be provided:</p> <p>2.1 Access to relevant workplace or appropriately simulated environment where assessment can take place</p> <p>2.2 Materials relevant to the</p>

	proposed activity or tasks
3. Methods of Assessment	Competency in this unit may be assessed through: 3.1 Direct Observation/Demonstration with Oral Questioning 3.2 Written Examination
4. Context of Assessment	Competency may be assessed individually in the actual workplace or through accredited institution
5. Guidance information for assessment	Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended.

DEMONSTRATE NUMERACY SKILLS

UNIT CODE: BUS/OS/OA/BC/02/5

UNIT DESCRIPTION

This unit covers the competencies required to perform numerical functions. The person who is competent in this unit shall be able to: Calculate with whole numbers and familiar fractions, decimals and percentages for work; Estimate, measure, and calculate with routine metric measurements for work; Use routine maps and plans for work; Interpret, draw and construct 2D and 3D shapes for work; Interpret routine tables, graphs and charts for work; Collect data and construct routine tables and graphs for work; and Use basic functions of calculator

ELEMENTS AND PERFORMANCE CRITERIA

ELEMENT	PERFORMANCE CRITERIA
These describe the key outcomes which make up workplace function.	These are assessable statements which specify the required level of performance for each of the elements. <i>Bold and italicized terms are elaborated in the Range.</i>
1. Calculate with whole numbers and	1.1 Mathematical information that may be partly embedded in routine workplace tasks and texts is selected

<p>familiar fractions, decimals and percentages for work</p>	<p>and interpreted</p> <p>1.2 Whole numbers and routine or familiar fractions, decimals and percentages including familiar rates are interpreted and comprehended</p> <p>1.3 Calculations which may involve a number of steps are perform</p> <p>1.4 Calculations done with whole numbers and routine or familiar fractions, decimals and percentages</p> <p>1.5 Conversion between equivalent forms of fractions, decimals and percentages is done</p> <p>1.6 Order of operations is applied to solve multi-step calculations</p> <p>1.7 Problem solving strategies are appropriately applied</p> <p>1.8 Estimations are made to check reasonableness of problem solving process, outcome and its appropriateness to the context and task</p> <p>1.9 Formal and informal mathematical language and symbolism are used to communicate the result of the task</p>
<p>2. Estimate, measure,</p>	<p>2.1 Measurement information in workplace tasks and texts are</p>

<p>and calculate with routine metric measurements for work</p>	<p>selected and interpreted in accordance with workplace requirements</p> <p>2.2 Appropriate routine measuring equipment are identified and selected in accordance with workplace requirements</p> <p>2.3 Measurements are estimated and made using correct units</p> <p>2.4 Estimations and calculations done using routine measurements</p> <p>2.5 Conversions performed between routinely used metric units</p> <p>2.6 Problem solving processes are used to undertake the tasks</p> <p>2.7 Estimations are made to check reasonableness of problem solving process, outcome and its appropriateness to the context and task</p> <p>2.8 Information is recorded using mathematical language and symbols appropriate to discuss the task</p>
<p>3. Use routine maps and plans for work</p>	<p>3.1 Features are identified in routine maps and plans</p> <p>3.2 Symbols and keys in routine maps and plans are clearly explained</p>

	<p>3.3 Orientation of map to North is identified and interpreted</p> <p>3.4 Understanding of direction and location is clearly demonstrated</p> <p>3.5 Simple scale is applied to estimate length of objects, or distance to location or object</p> <p>3.6 Directions are given and received using both formal and informal language</p>
<p>4. Interpret, draw and construct 2D and 3D shapes for work</p>	<p>4.1 Two dimensional shapes and routine three dimensional shapes identified in everyday objects and in different orientations</p> <p>4.2 The use and application of shapes elaborately explained</p> <p>4.3 Formal and informal mathematical language and symbols used to describe and compare the features of two dimensional shapes and routine three dimensional shapes</p> <p>4.4 Common angles identified</p> <p>4.5 Common angles in everyday objects are appropriately estimated</p> <p>4.6 Formal and informal mathematical language are used to describe and compare common angles</p>

	<p>4.7 Common geometric instruments used to draw two dimensional shapes</p> <p>4.8 Routine three dimensional objects constructed from given nets</p>
<p>5. Interpret routine tables, graphs and charts for work</p>	<p>5.1 Routine tables, graphs and charts identified in predominately familiar texts and contexts</p> <p>5.2 common types of graphs and their different uses identified</p> <p>5.3 features of tables, graphs and charts identified</p> <p>5.4 Information in routine tables, graphs and charts located and interpreted</p> <p>5.5 Calculations are perform to interpret information</p> <p>5.6 How statistics can inform and persuade interpretations is explained</p> <p>5.7 misleading statistical information is identified</p> <p>5.8 Information relevant to the workplace is discussed</p>
<p>6. Collect data and construct routine tables and</p>	<p>6.1 Features of common tables and graphs identified</p> <p>6.2 uses of different tables and graphs identified</p> <p>6.3 Data and variables to be collected</p>

<p>graphs for work</p>	<p>are determined</p> <p>6.4 The audience is determined</p> <p>6.5 Method of data collection is select</p> <p>6.6 Data is collected</p> <p>6.7 Information is collated in a table</p> <p>6.8 Suitable scale and axes determined</p> <p>6.9 Graph to present information is drafted and drawn</p> <p>6.10 Data checked to ensure that it meets the expected results and context</p> <p>6.11 Information is reported or discussed using formal and informal mathematical language</p>
<p>7. Use basic functions of calculator</p>	<p>7.1 Keys are identified and used for basic functions on a calculator</p> <p>7.2 Calculation done using whole numbers, money and routine decimals and percentages</p> <p>7.3 Calculation done with routine fractions and percentages</p> <p>7.4 Order of operations is applied to solve multi-step calculations</p> <p>7.5 Results are interpreted, displayed and recorded</p> <p>7.6 Estimations are made to check reasonableness of problem solving</p>

	<p>process, outcome and its appropriateness to the context and task</p> <p>7.7 Formal and informal mathematical language and appropriate symbolism and conventions used to communicate the result of the task</p>
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RANGE

This section provides work environments and conditions to which the performance criteria apply. It allows for different work environments and situations that will affect performance.

Variable	Range
<ul style="list-style-type: none"> • Simple fractions, decimals and percentages 	<ul style="list-style-type: none"> • May include but not limited to: <ul style="list-style-type: none"> • Fraction • Decimals • Percentages
<ul style="list-style-type: none"> • Common 2D shapes and common 3D shapes 	<ul style="list-style-type: none"> • May include but not limited to <ul style="list-style-type: none"> • Round • Square • Rectangular • Triangle

	<ul style="list-style-type: none"> • Sphere • Cylinder • Cube • Polygons • Cuboids
<ul style="list-style-type: none"> • Symbols and keys in routine maps and plans 	<ul style="list-style-type: none"> • May include but not limited to • Charts • Maps • Graphs
<ul style="list-style-type: none"> • Use basic functions of calculator 	<ul style="list-style-type: none"> • May include but not limited to • Addition • Multiplication • Calculate ratios • Conversion of ratios into percentages
<ul style="list-style-type: none"> • Routine tables, graphs and charts for work 	<ul style="list-style-type: none"> • May include but not limited to • Bar Graphs • Flow Charts • Pie Charts • Pictograph • Line Graphs • Time Series Graphs • Stem and Leaf Plot • Histogram • Dot Plot

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| | <ul style="list-style-type: none">• Scatter plot |
|--|--|

REQUIRED SKILLS AND KNOWLEDGE

This section describes the skills and knowledge required for this unit of competency.

Required Skills

The individual needs to demonstrate the following skills:

- Applying Fundamental operations (addition, subtraction, division, multiplication)
- Using calculator
- Using different measuring tools

Required knowledge

The individual needs to demonstrate knowledge of:

- Types of common shapes
- Differentiation between two dimensional shapes / objects
- Formulae for calculating area and volume
- Types and purpose of measuring instruments
- Units of measurement and abbreviations
- Fundamental operations (addition, subtraction, division, multiplication)
- Rounding techniques
- Types of fractions
- Different types of tables and graphs
- Meaning of graphs, such as increasing, decreasing, and constant value

- Preparation of basic data, tables & graphs

EVIDENCE GUIDE

This provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge and range.

<p>1. Critical aspects of Competency</p>	<p>Assessment requires evidence that t candidate:</p> <p>1.1 Calculated correctly with whole numbers and routine or familiar fractions, decimals and percentages</p> <p>1.2 Estimated, measured and calculated with routine metric measurements</p> <p>1.3 Applied simple scale to estimate length of objects or distance to location or object</p> <p>1.4 Used formal and informal mathematical language to describe and compare common angles</p> <p>1.5 Used common geometric instruments to draw two dimensional shapes</p> <p>1.6 Collected data and constructed routine tables and graphs</p> <p>1.7 Used basic functions of calculator correctly</p>
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2. Resource Implications	2.1 Calculator 2.2 Basic measuring instruments
3. Methods of Assessment	Competency may be assessed through: 3.1 Written Test 3.2 Interview/Oral Questioning 3.3 Demonstration
4. Context of Assessment	Competency may be assessed in an off the job setting
5. Guidance information for assessment	Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended.

DEMONSTRATE DIGITAL LITERACY

UNIT CODE: BUS/OS/OA/BC/03/5

UNIT DESCRIPTION

This unit covers the competencies required to effectively use digital devices such as smartphones, tablets, laptops and desktop PCs. It entails identifying and using digital devices such as smartphones, tablets, laptops and desktop computers for purposes of communication, work performance and management at the work place.

ELEMENTS AND PERFORMANCE CRITERIA

ELEMENT These describe the key outcomes which make up workplace function	PERFORMANCE CRITERIA These are assessable statements which specify the required level of performance for each of the elements. <i>Bold and italicized terms are elaborated in the Range</i>
1. Identify appropriate computer software and hardware	1.1 Concepts of ICT are determined in accordance with computer equipment 1.2 Classifications of computers are determined in accordance with manufacturers specification 1.3 <i>Appropriate computer software</i> is

	<p>identified according to manufacturer's specification</p> <p>1.4 <i>Appropriate computer hardware</i> is identified according to manufacturer's specification</p> <p>1.5 Functions and commands of operating system are determined in accordance with manufacturer's specification</p>
2. Apply security measures to data, hardware, software in automated environment	<p>2.1 <i>Data security and privacy are classified</i> in accordance with the prevailing technology</p> <p>2.2 <i>Security threats</i> are identified, and <i>control measures</i> are applied in accordance with laws governing protection of ICT</p> <p>2.3 Computer threats and crimes are detected.</p> <p>2.4 Protection against computer crimes is undertaken in accordance with laws governing protection of ICT</p>
3. Apply computer software in solving tasks	<p>3.1 <i>Word processing concepts</i> are applied in resolving workplace tasks, report writing and documentation</p> <p>3.2 <i>Word processing utilities</i> are applied in accordance with</p>

	<p>workplace procedures</p> <p>3.3 Worksheet layout is prepared in accordance with work procedures</p> <p>3.4 Worksheet is build and data manipulated in the worksheet in accordance with workplace procedures</p> <p>3.5 Continuous data manipulated on worksheet is undertaken in accordance with work requirements</p> <p>3.6 Database design and manipulation is undertaken in accordance with office procedures</p> <p>3.7 Data sorting, indexing, storage, retrieval and security is provided in accordance with workplace procedures</p>
<p>4. Apply internet and email in communication at workplace</p>	<p>4.1 Electronic mail addresses are opened and applied in workplace communication in accordance with office policy</p> <p>4.2 Office internet functions are defined and executed in accordance with office procedures</p> <p>4.3 Network configuration is determined in accordance with office operations procedures</p>

	4.4 Official World Wide Web is installed and managed according to workplace procedures
5. Apply desktop publishing in official assignments	<p>5.1 Desktop publishing functions and tools are identified in accordance with manufactures specifications</p> <p>5.2 Desktop publishing tools are developed in accordance with work requirements</p> <p>5.3 Desktop publishing tools are applied in accordance with workplace requirements</p> <p>5.4 Typeset work is enhanced in accordance with workplace standards</p>
6. Prepare presentation packages	<p>6.1 Types of presentation packages are identified in accordance with office requirements</p> <p>6.2 Slides are created and formulated in accordance with workplace procedures</p> <p>6.3 Slides are edited and run in accordance with work procedures</p> <p>6.4 Slides and handouts are printed according to work requirements</p>

RANGE

This section provides work environments and conditions to which the performance criteria apply. It allows for different work environments and situations that will affect performance.

Variable	Range
<ul style="list-style-type: none">• Appropriate computer software may include but not limited to:	<ul style="list-style-type: none">• A collection of instructions or computer tools that enable the user to interact with a <i>computer</i>, its hardware, or perform tasks.
<ul style="list-style-type: none">• Appropriate computer hardware may include but not limited to:	Collection of physical parts of a computer system such as; <ul style="list-style-type: none">• Computer case, monitor, keyboard, and mouse• All the parts inside the computer case, such as the hard disk drive, motherboard and video card
<ul style="list-style-type: none">• Data security and privacy may include but not limited to:	<ul style="list-style-type: none">• Confidentiality of data• Cloud computing• Integrity -but-curious data surfing
<ul style="list-style-type: none">• Security and control	<ul style="list-style-type: none">• Counter measures against cyber terrorism

measures may include but not limited to:	<ul style="list-style-type: none"> • Risk reduction • Cyber threat issues • Risk management • Pass wording
<ul style="list-style-type: none"> • Security threats may include but not limited to: 	<ul style="list-style-type: none"> • Cyber terrorism • Hacking
<ul style="list-style-type: none"> • Word processing concepts may include but not limited to: 	<ul style="list-style-type: none"> • Using a special program to create, edit and print documents
<ul style="list-style-type: none"> • Network configuration may include but not limited to: 	<ul style="list-style-type: none"> • Organizing and maintaining information on the components of a computer network

REQUIRED SKILLS AND KNOWLEDGE

This section describes the skills and knowledge required for this unit of competency.

Required Skills

The individual needs to demonstrate the following skills:

- Analytical skills
- Interpretation

- Typing
- Communication
- Computing (applying fundamental operations such as addition, subtraction, division and multiplication)
- Using calculator
- Basic ICT skills

Required Knowledge

The individual needs to demonstrate knowledge of:

- Software concept
- Functions of computer software and hardware
- Data security and privacy
- Computer security threats and control measures
- Technology underlying cyber-attacks and networks
- Cyber terrorism
- Computer crimes
- Detection and protection of computer crimes
- Laws governing protection of ICT
- Word processing;
 - ✓ Functions and concepts of word processing.
 - ✓ Documents and tables creation and manipulations
 - ✓ Mail merging
 - ✓ Word processing utilities
- Spread sheets;

- ✓ Meaning, formulae, function and charts, uses and layout
 - ✓ Data formulation, manipulation and application to cells
 - ✓
- Database;
 - ✓ Database design, data manipulation, sorting, indexing, storage retrieval and security
- Desktop publishing;
 - ✓ Designing and developing desktop publishing tools
 - ✓ Manipulation of desktop publishing tools
 - ✓ Enhancement of typeset work and printing documents
- Presentation Packages;
 - ✓ Types of presentation Packages
 - ✓ Creating, formulating, running, editing, printing and presenting slides and handouts
- Networking and Internet;

- ✓ Computer networking and internet.
- ✓ Electronic mail and world wide web
- Emerging trends and issues in ICT;
 - ✓ Identify and integrate emerging trends and issues in ICT
 - ✓ Challenges posed by emerging trends and issues

EVIDENCE GUIDE

This provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge and range.

1. Critical Aspects of Competency	Assessment requires evidence that the candidate: <ul style="list-style-type: none"> 1.1 Identified and controlled security threats 1.2 Detected and protected computer crimes 1.3 Applied word processing in office tasks 1.4 Designed, prepared work sheet and applied data to the cells in accordance to workplace
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	<p>procedures</p> <p>1.5 Opened electronic mail for office communication as per workplace procedure</p> <p>1.6 Installed internet and World Wide Web for office tasks in accordance with office procedures</p> <p>1.7 Integrated emerging issues in computer ICT applications</p> <p>1.8 Applied laws governing protection of ICT</p>
2. Resource Implications	<p>2.1 Tablets</p> <p>2.2 Laptops</p> <p>2.3 Desktop computers</p> <p>2.4 Calculators</p> <p>2.5 Internet</p> <p>2.6 Smart phones</p> <p>2.7 Operation Manuals</p>
3. Methods of Assessment	<p>Competency may be assessed through:</p> <p>3.1 Written Test</p> <p>3.2 Demonstration</p> <p>3.3 Practical assignment</p> <p>3.4 Interview/Oral Questioning</p> <p>3.5 Demonstration</p>
4. Context of Assess	<p>Competency may be assessed in an off and on the job setting</p>

ment	
5. Guidance information for assessment	Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended.

DEMONSTRATE ENTREPRENEURIAL SKILLS

UNIT CODE: BUS/OS/OA/BC/04/5

UNIT DESCRIPTION

This unit covers the outcomes required to build and develop the enterprise to be more competitive within a changing business environment, specifically responding to consumer demands while maintaining product quality and accessibility, building a customer base and employee motivation.

ELEMENTS AND PERFORMANCE CRITERIA

ELEMENT	PERFORMANCE CRITERIA
1. Develop business Innovative strategies	1.1 Business innovation strategies are determined in accordance with the organization strategies 1.2 Business innovative strategies are implemented for the purpose of business growth 1.3 Track record and normative capability profile of enterprise and similar businesses are reviewed and considered in setting <i>strategic directions</i> . 1.4 Strengths, weaknesses, opportunities and threats are considered when developing new

	<p>ideas, approaches, goals and directions</p> <p>1.5 Decisions about enterprise strategies/directions are made after careful consideration of all relevant information</p> <p>1.6 <i>Business/corporate plan</i> is developed that sets out tactics, resource implications, timeframes, production and sales target</p>
<p>2. Develop new products/ markets</p>	<p>2.1 Alternative product/service offerings are canvassed and studied for feasibility</p> <p>2.2 Potential and new sources/sellers of supplies and raw materials are identified and canvassed.</p> <p>2.3 Target markets and buyers are identified and surveyed as to their preferences and brand loyalties.</p>
<p>3. Expand customers and product lines</p>	<p>3.1 Enterprise is built up and sustained through responsiveness to market demands and the regulatory environment.</p> <p>3.2 Competitive advantage of existing products and services is</p>

	<p>maintained/enhanced through responsive advocacies and strategies.</p> <p>3.3 Constant listening to stakeholder/client feedback is ensured to maintain loyal client base.</p>
4. Motivate staff/workers	<p>4.1 Regular dialogue is established and maintained in all levels and relevant sections of the enterprise</p> <p>4.2 Flow of communications in both directions is encouraged</p> <p>4.3 Helpful mechanisms and benefits are implemented</p> <p>4.4 Issues/problems are proactively resolved through win-win solutions wherever practicable</p>
5. Expand employed capital base	<p>5.1 Capital employed in business is continuously reviewed as per the strategic plan</p> <p>5.2 Business share holdings are reviewed in accordance with the type of business</p> <p>5.3 Capital employed is expanded according to organization procedures</p> <p>5.3 Types of shares are determined according to strategic plan</p> <p>5.4 Shares diversification process is undertaken as per office procedures</p>

	5.5 Role of shareholders is determined and implemented in accordance organization procedures
6. Undertake county/ regional business expansion	<p>6.1 Regions for expansion are continuously reviewed in accordance with strategic plan and company's expansion plan</p> <p>6.2 County business regulations are reviewed and adhered to in accordance with set procedures</p> <p>6.3 Regional laws and regulations are adhered to in accordance with set procedures</p> <p>6.4 County/regional business expansion is undertaken in accordance with organization's growth/ expansion plan</p>

RANGE

This section provides work environment and conditions to which the performance criteria apply. It allows for different work environment and situations that will affect performance.

Variable	Range
<ul style="list-style-type: none">• Strategic directions include but not limited to:	<ul style="list-style-type: none">• Business continuity and succession• Resource access security• Core competencies development• New developments e.g. technological change, new products
<ul style="list-style-type: none">• Business/Corporate plan include but not limited to:	<ul style="list-style-type: none">• Action steps and responsibilities of departments and individual workers• Resource requirements and budget• Tactics and strategies to

	achieve objectives
<ul style="list-style-type: none"> • Helpful mechanisms include but not limited to: 	<ul style="list-style-type: none"> • Wage and non-wage benefits • Employee awards and recognition systems • Employee rights and welfare policies • Full-disclosure/transparency policies

REQUIRED SKILLS AND KNOWLEDGE

This section describes the skills and knowledge required for this unit of competency.

Required Skills

The individual needs to demonstrate the following skills:

- Assessing a range of alternative products and strategies
- Critically analyzing information, summarizing and making sense of previous and current market trends
- Identifying changing consumer preferences and demographics
- Thinking “outside the box”
- Ensuring quality consistency

- Reducing lead time to product/service delivery
- Managing operations/ production
- Using formal problem-solving procedures, e. g., root-cause analysis, six sigmas
- Communication skills
- Applying motivational principles, e. g., positive stroking, behavior modification
- Assessing range of alternatives rather than choosing the easiest option
- Achieving ownership and credibility for the enterprise vision
- Critically analyzing information, summarizing and making sense of previous and current market trends
- Developing solutions and practical strategies which are “outside the box”

Required Knowledge

The individual needs to demonstrate knowledge of:

- Features and benefits of common operational practices, e. g., continuous improvement (kaizen), waste elimination,
- Conflict resolution
- Health, safety and environment (HSE) principles and requirements
- Public-relations strategies
- Basic cost-benefit analysis

- Basic financial management
- Business strategic planning
- Impact of change on individuals, groups and industries
- Employee assistance
- Government and regulatory processes
- Local and international market trends
- Product promotion strategies
- Mechanisms in the enterprise
- Market and feasibility studies
- Local and global supply chains Business models and strategies
- Government and regulatory processes
- Local and international business environment
- Concepts of change management
- Relevant developments in other industries
- Capital employed
- Regional/ County business expansion
- Innovation in business

EVIDENCE GUIDE

This provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge and range.

1.	Critical Aspects of	Assessment requires evidence that the candidate:
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Competency	<p>1.1 Demonstrated ability to maintain a profitable and stable enterprise as shown by stakeholder feedback, employee testimonies and company financial statements</p> <p>1.2 Demonstrated ability to conceptualize and plan a micro/small enterprise</p> <p>1.3 Demonstrated ability to manage/operate a micro/small-scale business</p> <p>1.4 Demonstrated basic marketing skills</p>
2. Resource Implications	<p>The following resources should be provided:</p> <p>2.1 Interview guide for entrepreneurs</p> <p>2.2 Enterprise workers and third parties</p> <p>2.3 Materials and location relevant to the proposed activity and tasks</p>
3. Methods of Assessment	<p>3.1 Case problems</p> <p>3.2 Interview</p> <p>3.3 Portfolio</p> <p>3.4 Third part reports</p>
4. Context of Assessment	<p>4.1 Competency may be assessed in workplace or in a simulated workplace setting</p> <p>4.2 Assessment shall be observed while tasks are being undertaken whether</p>

	individually or in-group
5. Guidance information for assessment	Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended.

DEMONSTRATE EMPLOYABILITY SKILLS

UNIT CODE: BUS/OS/OA/BC/05/5

UNIT DESCRIPTION

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

ELEMENTS AND PERFORMANCE CRITERIA

ELEMENT	PERFORMANCE CRITERIA
These describe the key outcomes which make up workplace function.	These are assessable statements which specify the required level of performance for each of the elements. <i>Bold and italicized terms are elaborated in the Range</i>
1. Conduct self-management	1.1 Personal vision, mission and goals are formulated based on potential and in relation to organization objectives 1.2 Emotions are managed as per workplace requirements

	<p>1.3 Individual performance is evaluated and monitored according to the agreed targets.</p> <p>1.4 Assertiveness is developed and maintained based on the requirements of the job.</p> <p>1.5 Accountability and responsibility for own actions are demonstrated.</p> <p>1.6 Self-esteem and a positive self-image are developed and maintained.</p> <p>1.7 Time management, attendance and punctuality are observed as per the organization policy.</p> <p>1.8 Goals are managed as per the organization’s objective</p> <p>1.9 Self-strengths and weaknesses are identified as per <i>personal objectives</i></p> <p>1.10 Critics are managed as per personal objectives</p>
<p>2. Demonstrate interpersonal communication</p>	<p>2.1 Listening and understanding is demonstrated as per communication policy</p> <p>2.2 Writing to the needs of the audience is demonstrated as per</p>

	<p>communication policy</p> <p>2.3 Speaking, reading and writing is demonstrated as per communication policy</p> <p>2.4 Empathising is demonstrated as per the communication policy</p> <p>2.5 Internal and external customers' needs are identified and interpreted as per the communication policy</p> <p>2.6 Persuasion is demonstrated as per the communication policy</p> <p>2.7 Communication networks are established as per the SOPs</p> <p>2.8 Information is shared as per communication structure</p>
<p>3. Demonstrate critical safe work habits</p>	<p>3.1 Stress is managed in accordance with workplace procedures.</p> <p>3.2 Punctuality and time consciousness is demonstrated in line with workplace policy.</p> <p>3.3 Personal objectives are integrated with organization goals based on organization's strategic plan.</p> <p>3.4 Work priorities are set in accordance to workplace</p>

	<p>procedures.</p> <p>3.5 Leisure time is recognized in line with organization policy.</p> <p>3.6 Abstinence from <i>drug and substance abuse</i> is observed as per workplace policy.</p> <p>3.7 Awareness of HIV and AIDS is demonstrated in line with workplace requirements.</p> <p>3.8 Safety consciousness is demonstrated in the workplace based on organization safety policy.</p> <p>3.9 <i>Emerging issues</i> are dealt with in accordance with organization policy.</p>
<p>4. Lead small teams</p>	<p>4.1 Performance expectations for the <i>team</i> are set as per the organization objectives</p> <p>4.2 Tasks are assigned in accordance with the organization policy.</p> <p>4.3 Team performance indicators are identified according to set rules and regulations.</p> <p>4.4 <i>Forms of communication</i> in a team are established according to office policy.</p>

	<p>4.5 Communication is carried out as per workplace policy and requirements of the job.</p> <p>4.6 Feedback on performance is collected and analyzed based on established team learning process</p> <p>4.7 Gender mainstreaming is undertaken in accordance with set regulations.</p>
<p>5. Plan and organize work</p>	<p>5.1 Task requirements are identified as per the workplace objectives</p> <p>5.2 Task is interpreted in accordance with safety (OHS), environmental requirements and quality requirements</p> <p>5.3 Work activity is organized with other involved personnel as per the SOPs</p> <p>5.4 Resources are mobilized, allocated and utilized to meet project goals and deliverables.</p> <p>5.5 Work activities are monitored and evaluated in line with organization procedures.</p> <p>5.6 Job planning is documented in accordance with workplace requirements.</p>

	5.7 Time is managed achieve workplace set goals and objectives.
6. Maintain professional growth and development	<p>6.1 Personal training needs are identified and assessed in line with the requirements of the job.</p> <p>6.2 Training and career opportunities are identified and availed based on job requirements.</p> <p>6.3 Licenses and certifications relevant to job and career are obtained and renewed.</p> <p>6.4 Personal growth is pursued towards improving the qualifications set for the profession.</p> <p>6.5 Work priorities are identified based on requirement of the job and workplace policy.</p> <p>6.6 Recognitions are sought as proof of career advancement in line with professional requirements.</p>
7. Demonstrate workplace learning	<p>7.1 Own learning is managed as per workplace policy.</p> <p>7.2 Learning opportunities are</p>

	<p>sought and allocated based on job requirement and in line with organization policy.</p> <p>7.3 Contribution to the learning community at the workplace is carried out.</p> <p>7.4 Range of media for learning are identified as per the training need</p> <p>7.5 Application of learning is demonstrated in both technical and non-technical aspects based on requirements of the job</p> <p>7.6 Enthusiasm for ongoing learning is demonstrated</p> <p>7.7 Time and effort is invested in learning new skills-based job requirements</p> <p>7.8 Willingness to learn in different context is demonstrated based on available learning opportunities arising in the workplace.</p> <p>7.9 Opportunities for performance improvement are identified proactively in area of work.</p> <p>7.10 Awareness of personal role in workplace innovation is demonstrated.</p>
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<p>8. Demonstrate problem solving skills</p>	<p>8.1 Problems are identified as per the context of data and circumstances</p> <p>8.2 Problem solutions are sought based on the problem</p> <p>8.3 Independence and initiative in identifying and solving problems is demonstrated.</p> <p>8.4 Team problems are solved as per the workplace guidelines</p> <p>8.5 Problem solving strategies are applied as per the workplace guidelines</p>
<p>9. Demonstrate workplace ethics</p>	<p>9.1 Policies and guidelines are observed as per the workplace requirements</p> <p>9.2 Self-worth and profession is exercised in line with personal goals and organizational policies</p> <p>9.3 Code of conduct is observed as per the workplace requirements</p> <p>9.4 Personal and professional integrity is demonstrated as per the personal goals</p> <p>9.5 Commitment to jurisdictional laws is demonstrated as per the workplace requirements</p>

RANGE

This section provides work environment and conditions to which the performance criteria apply. It allows for different work environment and situations that will affect performance.

Range	Variable
<ul style="list-style-type: none">• Drug and substance abuse include but not limited to:	Commonly abused <ul style="list-style-type: none">• Alcohol• Tobacco• Miraa• Over-the-counter drugs• Cocaine• Bhang• Glue
<ul style="list-style-type: none">• Feedback includes but not limited to:	<ul style="list-style-type: none">• Verbal• Written• Informal• Formal

<ul style="list-style-type: none"> • Relationships includes but not limited to: 	<ul style="list-style-type: none"> • Man/Woman • Trainer/trainee • Employee/employer • Client/service provider • Husband/wife • Boy/girl • Parent/child • Sibling relationships
<ul style="list-style-type: none"> • Forms of communication include but not limited to: 	<ul style="list-style-type: none"> • Written • Visual • Verbal • Non verbal • Formal and informal
<ul style="list-style-type: none"> • Team includes but not limited to: 	<ul style="list-style-type: none"> • Small work group • Staff in a section/department • Inter-agency group
<ul style="list-style-type: none"> • Personal growth includes but not limited to: 	<ul style="list-style-type: none"> • Growth in the job • Career mobility • Gains and exposure the job gives • Net workings • Benefits that accrue to the individual as a result of noteworthy performance

<ul style="list-style-type: none"> • Personal objectives include but not limited to: 	<ul style="list-style-type: none"> • Long term • Short term • Broad • Specific
<ul style="list-style-type: none"> • Trainings and career opportunities includes but not limited to 	<p>9.0 Participation in training programs</p> <ul style="list-style-type: none"> ○ Technical ○ Supervisory ○ Managerial ○ Continuing Education • Serving as Resource Persons in conferences and workshops
<ul style="list-style-type: none"> • Resource include but not limited to: 	<ul style="list-style-type: none"> • Human • Financial • Technology <ul style="list-style-type: none"> ○ Hardware ○ Software
<ul style="list-style-type: none"> • Innovation include but not limited to: 	<ul style="list-style-type: none"> • New ideas • Original ideas • Different ideas • Methods/procedures • Processes • New tools

<ul style="list-style-type: none"> • Emerging issues include but not limited to: 	<ul style="list-style-type: none"> • Terrorism • Social media • National cohesion • Open offices
<ul style="list-style-type: none"> • Range of media for learning include but not limited to: 	<ul style="list-style-type: none"> • Mentoring • peer support and networking • IT and courses

REQUIRED SKILLS AND KNOWLEDGE

This section describes the skills and knowledge required for this unit of competency.

Required Skills

The individual needs to demonstrate the following skills:

- Personal hygiene practices
- Intra and Interpersonal skills
- Communication skills
- Knowledge management
- Interpersonal skills
- Critical thinking skills
- Observation skills
- Organizing skills
- Negotiation skills
- Monitoring skills
- Evaluation skills

- Record keeping skills
- Problem solving skills
- Decision Making skills
- Resource utilization skills
- Resource mobilization skills

Required Knowledge

The individual needs to demonstrate knowledge of:

- Work values and ethics
- Company policies
- Company operations, procedures and standards
- Occupational Health and safety procedures
- Fundamental rights at work
- Personal hygiene practices
- Workplace communication
- Concept of time
- Time management
- Decision making
- Types of resources
- Work planning
- Resources and allocating resources
- Organizing work
- Monitoring and evaluation
- Record keeping
- Workplace problems and how to deal with them
- Negotiation

- Assertiveness
- Team work
- Gender mainstreaming
- HIV and AIDS
- Drug and substance abuse
- Leadership
- Safe work habits
- Professional growth and development
- Technology in the workplace
- Learning
- Creativity
- Innovation
- Emerging issues
 - Social media
 - Terrorism
 - National cohesion

EVIDENCE GUIDE

This provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge and range.

1. Critical aspects of Competency	Assessment requires evidence that the candidate: <ul style="list-style-type: none"> 1.1 Conducted self-management 1.2 Demonstrated interpersonal
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	<p>communication</p> <p>1.3 Demonstrated critical safe work habits</p> <p>1.4 Led small teams</p> <p>1.5 Planned and organized work</p> <p>1.6 Maintained professional growth and development</p> <p>1.7 Demonstrated workplace learning</p> <p>1.8 Demonstrated problem solving skills</p> <p>1.9 Demonstrated workplace ethics</p>
2. Resource Implications	<p>The following resources should be provided:</p> <p>2.1 Case studies/scenarios</p>
3. Methods of Assessment	<p>Competency in this unit may be assessed through:</p> <ul style="list-style-type: none"> • Oral Interview • Observation • Third Party Reports • Written
4. Context of Assessment	<p>4.1 Competency may be assessed in workplace or in a simulated workplace setting</p> <p>4.2 Assessment shall be observed while tasks are being undertaken whether individually or in-group</p>
5. Guidance information	<p>Holistic assessment with other units relevant to the industry sector, workplace</p>

n for assessment	and job role is recommended.
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DEMONSTRATE ENVIRONMENTAL LITERACY

UNIT CODE: BUS/OS/OA/BC/06/5

UNIT DESCRIPTION

This unit specifies the competencies required to follow procedures for environmental hazard control, follow procedures for environmental pollution control, comply with workplace sustainable resource use, evaluate current practices in relation to resource usage, develop and adhere to environmental protection principles/strategies/guidelines.

ELEMENTS AND PERFORMANCE CRITERIA

ELEMENT These describe the key outcomes which make up workplace function.	PERFORMANCE CRITERIA These are assessable statements which specify the required level of performance for each of the elements. <i>Bold and italicized terms are elaborated in the Range</i>
1. Control environmental hazard	1.1 <i>Storage methods</i> for environmentally <i>hazardous</i> materials are strictly followed according to environmental regulations and OSHS.

	<p>1.2 Disposal methods of hazardous wastes are followed always according to environmental regulations and OSHS.</p> <p>1.3 PPE is used according to OSHS.</p>
<p>2. Control environmental Pollution control</p>	<p>2.1 Environmental pollution control measures are compiled following standard protocol.</p> <p>2.2 Procedures for solid waste management are observed according to Environmental Management and Coordination Act 1999</p> <p>2.3 Methods for minimizing noise pollution complied following environmental regulations.</p>
<p>3. Demonstrate sustainable resource use</p>	<p>3.1 Methods for minimizing wastage are complied with.</p> <p>3.2 Waste management procedures are employed following principles of 3Rs (Reduce, Reuse, Recycle)</p> <p>3.3 Methods for economizing or</p>

	reducing resource consumption are practiced.
4. Evaluate current practices in relation to resource usage	<p>4.1 Information on resource efficiency systems and procedures are collected and provided to the work group where appropriate.</p> <p>4.2 Current resource usage is measured and recorded by members of the work group.</p> <p>4.3 Current purchasing strategies are analyzed and recorded according to industry procedures.</p> <p>4.4 Current work processes to access information and data is analyzed following enterprise protocol.</p>
5. Identify Environmental legislations/conventions for environmental concerns	<p>5.1 Environmental legislations/conventions and local ordinances are identified according to the different environmental aspects/impact</p> <p>5.2 Industrial standard/environmental</p>

	<i>practices</i> are described according to the different environmental concerns
6. Implement specific environmental programs	<p>6.1 Programs/Activities are identified according to organizations policies and guidelines.</p> <p>6.2 Individual roles/responsibilities are determined and performed based on the activities identified.</p> <p>6.3 Problems/constraints encountered are resolved in accordance with organizations’ policies and guidelines</p> <p>6.4 Stakeholders are consulted based on company guidelines</p>
7. Monitor activities on Environmental protection/Programs	<p>7.1 Activities are periodically monitored and evaluated according to the objectives of the environmental Program</p> <p>7.2 Feedback from stakeholders are gathered and considered in proposing enhancements to the program based on</p>

	consultations 7.3 Data gathered are analyzed based on evaluation requirements 7.4 Recommendations are submitted based on the findings 7.5 Management support systems are set/established to sustain and enhance the program 7.6 Environmental incidents are monitored and reported to concerned/proper authorities
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RANGE

This section provides work environments and conditions to which the performance criteria apply. It allows for different work environments and situations that will affect performance.

Variable	Range
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<ul style="list-style-type: none"> • PPE may include but are not limited to: 	<ul style="list-style-type: none"> • Mask • Gloves • Goggles • Safety hat • Overall • Hearing protector • Safety boots
<ul style="list-style-type: none"> • Environmental pollution control measures may include but are not limited to: 	<ul style="list-style-type: none"> • Methods for minimizing or stopping spread and ingestion of airborne particles • Methods for minimizing or stopping spread and ingestion of gases and fumes • Methods for minimizing or stopping spread and ingestion of liquid wastes
<ul style="list-style-type: none"> • Waste management procedures may include but are not limited to: 	<ul style="list-style-type: none"> • Sorting • Storing of items • Recycling of items • Disposal of items

<ul style="list-style-type: none"> Resources may include but are not limited to: 	<ul style="list-style-type: none"> Electric Water Fuel Telecommunications Supplies Materials
<ul style="list-style-type: none"> Workplace environmental hazards may include but are not limited to: 	<ul style="list-style-type: none"> Biological hazards Chemical and dust hazards Physical hazards
<ul style="list-style-type: none"> Organizational systems and procedures may include but are not limited to: 	<ul style="list-style-type: none"> Supply chain, procurement and purchasing Quality assurance Making recommendations and seeking approvals

REQUIRED SKILLS AND KNOWLEDGE

This section describes the skills and knowledge required for this unit of competency.

Required Skills

The individual needs to demonstrate the following skills:

- Following storage methods of environmentally hazardous materials
- Following disposal methods of hazardous wastes
- Using PPE
- Practicing OSHS
- Complying environmental pollution control
- Observing solid waste management
- Complying methods of minimizing noise Pollution
- Complying methods of minimizing wastage
- Employing waste management procedures
- Economizing resource consumption
- Listing of resources used
- Measuring current usage of resources
- Identifying and reporting workplace environmental hazards
- Conveying all environmental issues
- Following environmental regulations
- Identifying environmental regulations
- Assessing procedures for assessing compliance
- Collecting information on environmental and resource efficiency systems and procedures, and Providing information to the work group
- Measuring and recording current resource usage
- Analysing and recording current purchasing strategies.

- Analysing current work processes to access information and data and Assisting identifying areas for improvement
- Analysing resource flow
- Determining efficiency of use/conversion of resources
- Determining causes of low efficiency of use
- Developing plans for increasing the efficiency of resource use
- Checking resource use plans
- Complying to regulations/licensing requirements
- Determining benefit/cost of plans
- Ranking proposals based on benefit/cost compared to limited resources
- Checking proposals meet regulatory requirements
- Monitoring implementation
- Adjusting plan and implementation
- checking new resource usage

Required Knowledge

The individual needs to demonstrate knowledge of:

- Storage methods of environmentally hazardous materials
- Disposal methods of hazardous wastes
- Usage of PPE Environmental regulations
- OSHS

- Types of pollution
- Environmental pollution control measures
- Different solid wastes
- Solid waste management
- Different noise pollution
- Methods of minimizing noise pollution
- Solid Waste Act
- Methods of minimizing wastage
- Waste management procedures
- Economizing of resource consumption
- 3Rs principle
- Types of resources
- Techniques in measuring current usage of resources
- Calculating current usage of resources
- Types of workplace environmental hazards
- Environmental regulations
- Environmental regulations applying to the enterprise.
- Procedures for assessing compliance with environmental regulations.
- Collection of information on environmental and resource efficiency systems and procedures,
- Measurement and recording of current resource usage
- Analysis and recording of current purchasing strategies.

- Analysis current work processes to access information and data Analysis of data and information
- Identification of areas for improvement
- Resource consuming processes
- Determination of quantity and nature of resource consumed
- Analysis of resource flow of different parts of the resource flow process
- Use/conversion of resources
- Causes of low efficiency of use
- Increasing the efficiency of resource use
- Inspection of resource use plans
- Regulations/licensing requirements
- Determine benefit/cost for alternative resource sources
- Benefit/costs for different alternatives
- Components of proposals
- Criteria on ranking proposals
- Regulatory requirements
- Proposals for improving resource efficiency
- Implementation of resource efficiency plans
- Procedures in monitor implementation
- Adjustments of implementation plan
- Inspection of new resource usage

EVIDENCE GUIDE

This provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge and range.

<p>1. Critical Aspects of Competency</p>	<p>Assessment requires evidence that the candidate:</p> <ul style="list-style-type: none"> 1.1 Controlled environmental hazard 1.2 Controlled environmental pollution 1.3 Demonstrated sustainable resource use 1.4 Evaluated current practices in relation to resource usage 1.5 Demonstrated knowledge of environmental legislations and local ordinances according to the different environmental issues /concerns. 1.6 Described industrial standard environmental practices according to the different environmental issues/concerns. 2.1 Resolved problems/ constraints encountered based on management standard procedures 2.2 Implemented and monitored environmental practices on a periodic basis as per company guidelines 2.3 Recommended solutions for the improvement of the Program
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	2.4 Monitored and reported to proper authorities any environmental incidents
2. Resource Implications	<p>The following resources should be provided:</p> <p>2.1 Workplace with storage facilities</p> <p>2.2 Tools, materials and equipment relevant to the tasks (ex. Cleaning tools, cleaning materials, trash bags, etc.)</p> <p>2.3 PPE</p> <p>2.4 Manuals and references</p> <p>2.5 Legislation, policies, procedures, protocols and local ordinances relating to environmental protection</p> <p>2.6 Case studies/scenarios relating to environmental Protection</p>
3 Methods of Assessment	<p>Competency in this unit may be assessed through:</p> <p>3.1 Demonstration</p> <p>3.2 Oral questioning</p> <p>3.3 Written examination</p> <p>3.4 Interview/Third Party Reports</p> <p>3.5 Portfolio (citations/awards from GOs and NGOs, certificate of training – local and abroad)</p> <p>3.6 Simulations and role-plays</p>
4 Context of	Competency may be assessed on the job, off the job or a combination of these. Off the

Assessment	job assessment must be undertaken in a closely simulated workplace environment.
5 Guidance information for assessment	Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended.

DEMONSTRATE OCCUPATIONAL SAFETY AND HEALTH PRACTICES

UNIT CODE: BUS/OS/OA/BC/07/5

UNIT DESCRIPTION

This unit specifies the competencies required to lead the implementation of workplace's safety and health program, procedures and policies/guidelines.

ELEMENTS AND PERFORMANCE CRITERIA

ELEMENT These describe the key outcomes which make up workplace function.	PERFORMANCE CRITERIA These are assessable statements which specify the required level of performance for each of the elements. <i>Bold and italicized terms are elaborated in the Range</i>
1. Identify workplace hazards and risk	1.1 <i>Hazards</i> in the workplace and/or its <i>indicators</i> of its presence, are identified 1.2 <i>Evaluation and/or work environment</i> measurements of OSH hazards/risk existing in the workplace is conducted by Authorized personnel or agency

	<p>1.3 <i>OSH issues and/or concerns</i> raised by workers are Gathered</p>
<p>2. Identify and implement appropriate control measures</p>	<p>2.1 Prevention <i>and control measures</i>, including use of <i>safety gears / PPE (personal protective equipment)</i> for specific hazards identified and implemented</p> <p>2.2 Appropriate <i>risk controls</i> based on result of OSH hazard evaluation is recommended.</p> <p>2.3 <i>Contingency measures</i>, including <i>emergency procedures</i> during workplace <i>incidents and emergencies</i> are recognized and established in accordance with organization procedures.</p>
<p>3. Implement OSH programs, procedures and policies/guidelines</p>	<p>3.1 Information to work team about company OSH program, procedures and policies/guidelines are provided</p> <p>3.2 Implementation of OSH procedures and policies/guidelines are participated</p> <p>3.3 Team members are trained and advised on OSH standards and</p>

	procedures 3.4 Procedures for maintaining <i>OSH-related records</i> are implemented
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RANGE

This section provides work environments and conditions to which the performance criteria apply. It allows for different work environments and situations that will affect performance.

Variable	Range
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<ul style="list-style-type: none"> • Hazards may include but are not limited to: 	<ul style="list-style-type: none"> • Physical hazards – impact, illumination, pressure, noise, vibration, extreme temperature, radiation • Biological hazards- bacteria, viruses, plants, parasites, mites, molds, fungi, insects • Chemical hazards – dusts, fibers, mists, fumes, smoke, gasses, vapors • Ergonomics • Psychological factors – over exertion/ excessive force, • awkward/static positions, fatigue, direct pressure, • varying metabolic cycles • Physiological factors – monotony, personal • relationship, work out cycle • Safety hazards (unsafe workplace condition) – • confined space, excavations, falling objects, gas • leaks, electrical, poor storage of materials and
<p>© TVET CDACC 2018</p>	<ul style="list-style-type: none"> • waste, spillage, waste and debris⁸⁷ • Unsafe workers’ act (Smoking in off-limited

<ul style="list-style-type: none"> • Indicators may include but are not limited to: 	<ul style="list-style-type: none"> • Increased of incidents of accidents, injuries • Increased occurrence of sickness or health complaints/ symptoms • Common complaints of workers related to OSH • High absenteeism for work-related reasons
<ul style="list-style-type: none"> • Evaluation and/or work environment measurements may include but are not limited to: 	<ul style="list-style-type: none"> • Health Audit • Safety Audit • Work Safety and Health Evaluation • Work Environment Measurements of Physical and Chemical Hazards

<ul style="list-style-type: none">• OSH issues and/or concerns may include but are not limited to:	<ul style="list-style-type: none">• Workers' experience/observance on presence of work hazards• Unsafe/unhealthy administrative arrangements (prolonged work hours, no break time, constant overtime, scheduling of tasks)• Reasons for compliance/non-compliance to use of PPEs or other OSH procedures/policies/guidelines
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<ul style="list-style-type: none"> • Prevention and control measures may include but are not limited to: 	<ul style="list-style-type: none"> • Eliminate the hazard (i.e., get rid of the dangerous machine) • Isolate the hazard (i.e. keep the machine in a closed room and operate it remotely; barricade an unsafe area off) • Substitute the hazard with a safer alternative (i.e., replace the machine with a safer one) • Use administrative controls to reduce the risk (i.e. give trainings on how to use equipment safely; OSH-related topics, issue warning signages, rotation/shifting work schedule) • Use engineering controls to reduce the risk (i.e. use safety guards to machine) • Use personal protective equipment • Safety, Health and Work Environment Evaluation
<p>© TVET CDACC 2018</p>	<ul style="list-style-type: none"> • Periodic and/or special medical examinations of workers

<ul style="list-style-type: none"> • Safety gears /PPE (Personal Protective Equipment's) may include but are not limited to: 	<ul style="list-style-type: none"> • 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
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<ul style="list-style-type: none"> • Appropriate risk controls 	<ul style="list-style-type: none"> • Appropriate risk controls in order of impact are as follows: • Eliminate the hazard altogether (i.e., get rid of the dangerous machine) • Isolate the hazard from anyone who could be harmed (i.e., keep the machine in a closed room and operate it remotely; barricade an unsafe area off) • Substitute the hazard with a safer alternative (i.e., replace the machine with a safer one) • Use administrative controls to reduce the risk (i.e., train workers how to use equipment safely; train workers about the risks of harassment; issue signage) • Use engineering controls to reduce the risk (i.e., attach guards to the machine to protect users)
<p>© TVET CDACC 2018</p>	<ul style="list-style-type: none"> • Use personal protective equipment (i.e., wear gloves and goggles when using the machine) <p style="text-align: right;">92</p>

<ul style="list-style-type: none"> Contingency measures may include but are not limited to: 	<ul style="list-style-type: none"> Evacuation Isolation Decontamination (Calling designed) emergency personnel
<ul style="list-style-type: none"> Emergency procedures may include but are not limited to: 	<ul style="list-style-type: none"> Fire drill Earthquake drill Basic life support/CPR First aid Spillage control Decontamination of chemical and toxic Disaster preparedness/management Use of fire-extinguisher
<ul style="list-style-type: none"> Incidents and emergencies may include but are not limited to: 	<ul style="list-style-type: none"> Chemical spills Equipment/vehicle accidents Explosion Fire Gas leak Injury to personnel Structural collapse Toxic and/or flammable vapors emission.

<ul style="list-style-type: none"> • OSH-related Records may include but are not limited to: 	<ul style="list-style-type: none"> • Medical/Health records • Incident/accident reports • Sickness notifications/sick leave application • OSH-related trainings obtained
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REQUIRED SKILLS AND KNOWLEDGE

This section describes the skills and knowledge required for this unit of competency.

Required Skills

The individual needs to demonstrate the following skills:

- Skills on preliminary identification of workplace hazards/risks
- Knowledge management
- Critical thinking skills
- Observation skills
- Coordinating skills
- Communication skills
- Interpersonal skills
- Troubleshooting skills
- Presentation skills
- Training skills

Required Knowledge

The individual needs to demonstrate knowledge of:

- General OSH Principles
- Occupational hazards/risks recognition
- OSH organizations providing services on OSH evaluation and/or work environment measurements (WEM)
- National OSH regulations; company OSH policies and protocols
- Systematic gathering of OSH issues and concerns
- General OSH principles
- National OSH regulations
- Company OSH and recording protocols, procedures and policies/guidelines
- Training and/or counseling methodologies and strategies

EVIDENCE GUIDE

This provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge and range.

<p>1. Critical Aspects of Competency</p>	<p>Assessment requires evidence that the candidate:</p> <p>1.1 Identifies hazards/risks in the workplace and/or its indicators</p> <p>1.2 Requests for evaluation and/or work environment measurements of OSH hazards/risk in the workplace</p>
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	<p>1.3 Gathers OSH issues and/or concerns raised by workers</p> <p>1.4 Identifies and implements prevention and control measures, including use of PPE (personal protective equipment) for specific hazards</p> <p>1.5 Recommends appropriate risk controls based on result of OSH hazard evaluation and OSH issues gathered</p> <p>1.6 Establish contingency measures, including emergency procedures in accordance with organization procedures</p> <p>1.7 Provides information to work team about company OSH program, procedures and policies/guidelines</p> <p>1.8 Participates in the implementation of OSH procedures and policies/guidelines</p> <p>1.9 Trains and advises team members on OSH standards and procedures</p> <p>1.10 Implements procedures for maintaining OSH-related records</p>
<p>2. Resource Implications</p>	<p>The following resources should be provided:</p> <p>2.1 Workplace or assessment location</p> <p>2.2 OSH personal records</p>

	<p>2.3 PPE</p> <p>2.4 Health records</p>
3. Methods of Assessment	<p>Competency may be assessed through:</p> <p>3.1 Portfolio Assessment</p> <p>3.2 Interview</p> <p>3.3 Case Study/Situation</p> <p>3.4 Observation/Demonstration and oral questioning</p>
4. Context of Assessment	<p>Competency may be assessed on the job, off the job or a combination of these. Off the job assessment must be undertaken in a closely simulated workplace environment.</p>
5. Guidance information for assessment	<p>Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended.</p>

COMMON UNITS OF COMPETENCY

DEMONSTRATE SHORTHAND SKILLS

UNIT CODE: BUS/OS/OA/CC/01/5

UNIT DESCRIPTION

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

ELEMENTS AND PERFORMANCE CRITERIA

ELEMENT	PERFORMANCE CRITERIA
These describe the key outcomes which make the workplace function.	These are assessable statements that specify the required level of performance for each of the elements. <i>Bold and italicized terms are elaborated in the Range.</i>

<p>1. Consolidating shorthand and writing principles</p>	<p>1.1 Shorthand principles are familiarised with</p> <p>1.2 Shorthand symbols are identified</p> <p>1.3 Word list, sentences, phrases, intersections and short forms are drilled</p> <p>1.4 Dictation is established</p> <p>1.5 Speed reading from</p>
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<p>ELEMENT</p> <p>These describe the key outcomes which make the workplace function.</p>	<p>PERFORMANCE CRITERIA</p> <p>These are assessable statements that specify the required level of performance for each of the elements.</p> <p><i>Bold and italicized terms are elaborated in the Range.</i></p>
	<p>plates and own notes is established</p> <p>1.6 Transcriptions are established</p>
<p>2. Developing vocabulary extension</p>	<p>2.1 Vocabulary from different sources is acquired</p>

	<p>2.2 New words, phrases, short forms, intersections and sentences are identified</p> <p>2.3 New outline is drilled</p> <p>2.4 Speed reading from own notes is done</p> <p>2.5 Proofreading is done</p> <p>2.6 Shorthand notes are transcribed</p> <p>2.7 Shorthand notes are printed</p>
3. Taking shorthand dictations	<p>3.1 Correct outlines and mailable work is identified</p> <p>3.2 Transcription techniques are identified</p> <p>3.3 English and shorthand dictionaries are established</p> <p>3.4 New words, phrases, short form sentences and intersections are drilled</p>

	<p>3.5 Short burst dictation is identified</p> <p>3.6 Timed dictation and transcription is done</p> <p>3.7 Transcription notes are proofread</p>
4. Transcribing shorthand notes	<p>4.1 Passages are dictated at varying speeds</p> <p>4.2 Transcription</p>
<p>ELEMENT</p> <p>These describe the key outcomes which make the workplace function.</p>	<p>PERFORMANCE CRITERIA</p> <p>These are assessable statements that specify the required level of performance for each of the elements.</p> <p><i>Bold and italicized terms are elaborated in the Range.</i></p>
	<p>techniques are explained</p> <p>4.3 Dictated passages are transcribed based on shorthand principles</p> <p>4.4 Errors are analysed and explained</p> <p>4.5 Assignment is given and evaluated</p>

<p>5. Developing listening skills</p>	<p>5.1 Dictation of varied passages is taken</p> <p>5.2 Passages are read back individually and collectively</p> <p>5.3 Passages are read back quickly and accurately</p> <p>5.4 Transcriptions are taken</p> <p>5.5 Passage is spelt and proofread correctly</p>
<p>ELEMENT These describe the key outcomes which make the workplace function.</p>	<p>PERFORMANCE CRITERIA These are assessable statements that specify the required level of performance for each of the elements. <i>Bold and italicized terms are elaborated in the Range.</i></p>

<p>6. Developing art Skills and typing mailable work.</p>	<p>6.1 Varied materials are written in shorthand at a speed of 60-100 WPM</p> <p>6.2 <i>Mailable</i> transcriptions are produced for signature.</p> <p>6.3 Transcriptions are proofread and edited.</p>
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RANGE OF VARIABLES

This section provides work environments and conditions to which the performance criteria apply. It allows for different work environments and situations that will affect performance.

VARIABLE	RANGE
<p>1. Mailable may include but not limited to:</p>	<p>1.1 Grammar</p> <p>1.2 Punctuation</p> <p>1.3 Spelling</p>

REQUIRED SKILLS AND KNOWLEDGE

This section describes the skills and knowledge required for this unit of competency.

Required Skills

- The individual needs to demonstrate the following skills:
- Listening

- Communication
- Problem solving
- Prioritising
- Interpersonal
- Writing

Required Knowledge

The individual needs to demonstrate knowledge of:

- Shorthand principles
- Writing principles
- Planning
- Record-keeping
- Office rules, policies and procedures
- Human relations
- Digital literacy

EVIDENCE GUIDE

This provides advice on assessment and must be read in conjunction with the performance criteria, required skills, knowledge and range.

1. Critical aspects of competency	Assessment requires evidences that the individual 1.1 Applied principles of shorthand 1.2 Applied principles of writing 1.3 Applied vocabulary extension 1.4 Transcribed shorthand notes
	1.5 Demonstrated listening skills 1.6 Took dictated passages at varied speed of between 60 and 100 WPM.

2. Resource implications	The following resources MUST be provided: 2.1 Shorthand notes pads 2.2 Shorthand dictionary 2.3 English dictionary
3. Methods of assessment	Competency may be assessed through: 3.1 Written tests 3.2 Oral questioning 3.3 Observation 3.4 Third party report
4. Context of assessment	Competency may be assessed individually: 4.1 On-the-job 4.2 Off-the-job 4.3 Combination of both
5. Guiding information for assessment	Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended.

DEMONSTRATE ICT SKILLS

UNIT CODE: BUS/OS/OA/CC/02/5

UNIT DESCRIPTION

This unit covers the competencies required to demonstrate ICT skills. It involves; Introducing modern information and communication technology, Computer Packages and Operating Systems.

ELEMENTS AND PERFORMANCE CRITERIA

ELEMENT	PERFORMANCE CRITERIA
1. Introduce modern information and communication technology	These are assessable statements that specify the required level of performance for each of the elements. <i>[Bold and italicized terms are elaborated in the Range].</i> 1.1 Impact of ICT in modern working environment is explored 1.2 Computer's main components/functions are listed and shown 1.3 Various technologies used in modern working environment are identified

<p>ELEMENT</p> <p>These describe the key outcomes which make up workplace function.</p>	<p>PERFORMANCE CRITERIA</p> <p>These are assessable statements that specify the required level of performance for each of the elements. <i>[Bold and italicized terms are elaborated in the Range].</i></p>
<p>2. Introduce computer packages</p>	<p>2.1 Microsoft Word is loaded. 2.2 Microsoft Word and basic environment and functions are shown. 2.3 New document is opened in MS Word 2.4 Microsoft word for windows is used 2.5 Documents are printed 2.6 Keyboard techniques are applied 2.7 MS word main features in keyboarding are used 2.8 MS Word tables are used</p>
<p>3. Introduce operating systems</p>	<p>3.1 Concept of software package defined 3.2 Microsoft Office for Windows is used 3.3 Processing computer application is defined 3.4 Typing techniques are acquired 3.5 Use of MS Word</p>

	command is used
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RANGE OF VARIABLES

This section provides work environments and conditions to which the performance criteria apply. It allows for different work environments and situations that will affect performance.

VARIABLE	RANGE
1. Command may include but not limited to:	1.1 Menu bars 1.2 Creating a file and a folder 1.3 Use an input device to enter and edit text accurately

REQUIRED SKILLS AND KNOWLEDGE

This section describes the skills and knowledge required for this unit of competency.

Required Skills

The individual needs to demonstrate the following skills:

- Listening
- Communication

- Problem solving
- Prioritising
- Interpersonal
- Writing
- Computer
- Analytical
- Typing

Required Knowledge

The individual needs to demonstrate knowledge of:

- Typing principles
- Planning
- Record-keeping
- Office rules, policies and procedures,
- Human relations
- Digital literacy
- Numeracy

EVIDENCE GUIDE

This provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge and range.

<p>1. Critical aspects of competency</p>	<p>Assessment requires evidence that the individual:</p> <p>1.1 Introduced modern information and communication technology</p> <p>1.2 Introduced Computer Packages</p> <p>1.3 Introduced Operating</p>
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	Systems
2. Resource implications	<p>The following resources MUST be provided:</p> <ul style="list-style-type: none"> 2.1 Personal Computer per student 2.2 Keyboarding Support material in English 2.3 MS Word for Windows 2.4 Hand-out support material. 2.5 Floppy disks x 2.6 Printers
3. Methods of assessment	<p>Competency may be assessed through:</p> <ul style="list-style-type: none"> 3.1 Written tests 3.2 Oral questioning 3.3 Observation
	3.4 Third party report

4. Context of assessment	Competency may be assessed individually: 4.1 On-the-job 4.2 Off-the-job 4.3 Combination of both
5. Guiding information for assessment	Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended.

CORE UNITS OF COMPETENCY

MANAGE FRONT OFFICE OPERATIONS

UNIT CODE: BUS/OS/OA/CR/01/5

UNIT DESCRIPTION:

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

ELEMENTS AND PERFORMANCE CRITERIA

ELEMENT	PERFORMANCE CRITERIA
These describe the key outcomes which make the workplace function	These are assessable statements which specify the required level of performance for each of the elements. <i>(Bold and italicised terms are elaborated in the Range)</i>
1. Handle organization's visitors	1.1 Organisation visitors are received as per the workplace policy 1.2 Visitors' needs established as per SOPs 1.3 Visitors are attended to as per organisational policy or visitors needs 1.4 Visitors' feedback is sought as per SOPs

ELEMENT These describe the key outcomes which make the workplace function	PERFORMANCE CRITERIA These are assessable statements which specify the required level of performance for each of the elements. <i>(Bold and italicised terms are elaborated in the Range)</i>
2. Handle organization's enquiries	2.1 Visitors' enquiries received as per work place policy 2.2 Visitors' enquiries analysed as per SOPs 2.3 Feedback is provided as per work place policy
3. Maintain reception area	3.5 Reception area is laid out as per the SOPs 3.6 Reception area is landscaped as per work place policy 3.7 Reception area tidiness is maintained as per SOPs 3.8 Reception area cleanliness is maintained as per OSHA 3.9 Reception area ventilation is maintained as per OSHA 3.10 Reception area lighting is maintained as per OSHA 3.11 Reception area signage is maintained as per OSHA

4. Maintain visitors' register	<p>4.1 Visitors' register is created as per work place policy.</p> <p>4.2 Visitors' register is updated as per work place policy.</p> <p>4.3 Visitors' register is stored as</p>
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ELEMENT These describe the key outcomes which make the workplace function	PERFORMANCE CRITERIA These are assessable statements which specify the required level of performance for each of the elements. <i>(Bold and italicised terms are elaborated in the Range)</i>
	per work place policy.
5. Entertain organization's visitors	<p>5.1 Entertainment <i>needs</i>) are determined as per work place policy.</p> <p>5.2 Entertainment <i>requirements</i> are acquired as per work place policy.</p> <p>5.3 Entertainment resources are availed as per work place policy.</p> <p>5.4 Entertainment materials are maintained as per work place policy.</p>

<p>6. Maintain reference materials</p>	<p>6.1 Reference materials (dictionary, Whitaker’s almanac, organization chart) are identified as per work place policy.</p> <p>6.2 Reference materials are obtained as per work place policy.</p> <p>6.3 Reference materials are updated as per work place policy.</p> <p>6.4 References materials are</p>
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<p>ELEMENT</p> <p>These describe the key outcomes which make the workplace function</p>	<p>PERFORMANCE CRITERIA</p> <p>These are assessable statements which specify the required level of performance for each of the elements.</p> <p><i>(Bold and italicised terms are elaborated in the Range)</i></p>
	<p>safeguarded as per work place policy.</p>

<p>7. Maintain internal directory</p>	<p>7.1 Internal directory is created as per work place policy. 7.2 Internal directory is updated as per work place policy. 7.3 Internal directory is maintained as per work place policy. 7.4 Internal directory is safeguarded as per work place policy.</p>
<p>8. Maintain official diary</p>	<p>8.1 Official diary is acquired as per work place policy 8.2 Official <i>diary information</i> is received as per work place policy 8.3 Official diary information is analysed as per work place policy 8.4 Official diary information is harmonized as per SOPs 8.5 Official diary information is recorded as per SOPs 8.6 Recorded diary information approval is sought as per work</p>
<p>ELEMENT These describe the key outcomes which make the workplace function</p>	<p>PERFORMANCE CRITERIA These are assessable statements which specify the required level of performance for each of the elements. <i>(Bold and italicised terms are elaborated in the Range)</i></p>

	place policy 8.7 Official diary is updated as per work place policy 8.8 Official diary is safeguarded as per work place policy
9. Handle official appointments	9.1 Request for appointment is received as per SOPs 9.2 Request for appointment is analysed as per SOPs 9.3 Appointment is confirmed as per work place policy 9.4 Appointment feedback is availed as per the confirmation.

RANGE

This section provides work environments and conditions to which the performance criteria apply. It allows for different work environments and situations that will affect performance.

Variable	Range
1. Landscaped may include but not limited to:	1.1 Flowers, 1.2 Aquarium 1.3 Stone carvings 1.4 Fountain
2. Needs may	2.1 Entertainment
Variable	Range
include but not limited to:	2.2 Comfort

3. Requirements may include but not limited to:	3.1 Magazines 3.2 TVs 3.3 Newspapers 3.4 Water
4. Diary information may include but not limited to:	4.1 Time 4.2 Date 4.3 Subject
5. Signage may include but not limited to:	5.1 Fire exit 5.2 Slippery floor 5.3 Direction 5.4 No smoking 5.5 Washrooms

REQUIRED SKILLS AND KNOWLEDGE

Required Skills:

- Analytical
- Business Communication Control
- Customer service
- Decision making
- Flexibility
- ICT
- Interpersonal relations
- Leadership
- Listening
- Multitasking
- Negotiation

- Numeracy
- Organizational
- Photocopying
- Planning
- Printing
- Prioritizing
- Problem solving
- Proofreading
- Report writing
- Research
- Scanning
- Scheduling
- Self-motivation
- Shorthand
- Supervisory
- Teamwork
- Telephone etiquette
- Time management
- Typing
- Writing

Required knowledge:

Communication

- Cleanliness
- Customer care/service
- Customer knowledge
- Digital literacy
- Document processing
- Human relations

- Landscaping
- Organization's information e.g. structure, mandate functions, core values, vision, mission
- Office layout
- Public relations
- Record keeping and management
- Reprographic
- Sign language
- Signage
- Sources of information

EVIDENCE GUIDE

<p>1. Critical aspects of competency</p>	<p>Assessment requires evidence that the individual:</p> <ul style="list-style-type: none"> 1.1 Received organisation visitors 1.2 Established visitors' need 1.3 Attended to visitors 1.4 Provided feedback 1.5 Maintained the reception area 1.6 Created, updated and maintained visitors' register 1.7 Identified, acquired, availed and maintained entertainment resources 1.8 Identified, obtained and maintained reference materials 1.9 Created, updated and maintained internal directory 1.10 Maintained the official diary 1.11 Received, analysed and confirmed appointments. 1.12 Availed appointment feedback
<p>2. Resource implications</p>	<ul style="list-style-type: none"> 2.1 A functional office 2.2 A fully equipped simulated operations training office

<p>3. Methods of assessment</p>	<p><i>Competency may be assessed through:</i></p> <p>3.1 Verbal questioning</p> <p>3.2 Project</p> <p>3.3 Observation</p> <p>3.4 Third party report</p> <p>3.5 Interview</p> <p>3.6 Written test</p>
<p>4. Context of assessment</p>	<p>Competency may be assessed individually</p> <p>4.1 on-the-job</p> <p>4.2 off-the-job</p> <p>4.3 workplace experience</p>
<p>5. Guidance information for assessment</p>	<p>This unit may be assessed on an integrated basis with others within this occupational sector</p>

MANAGE OFFICE MAIL

UNIT CODE: BUS/OS/OA/CR/02/5

UNIT DESCRIPTION

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

ELEMENTS AND PERFORMANCE CRITERIA

ELEMENT	PERFORMANCE CRITERIA
These describe the key outcomes which make up workplace function.	These are assessable statements which specify the required level of performance for each of the elements. <i>Bold and italicized terms are elaborated in the Range</i>

<p>1. Manage incoming mail</p>	<p>1.1 Frequency of collecting mails from the postal office is determined as per the organizational requirements.</p> <p>1.2 Office keys and authority card responsibility is identified as per organisation policies</p> <p>1.3 Office messenger is identified as per the SOPs.</p> <p>1.4 Mail box keys are submitted to the messenger as per the SOPs</p> <p>1.5 Transport means are</p>
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<p>ELEMENT</p> <p>These describe the key outcomes which make up workplace function.</p>	<p>PERFORMANCE CRITERIA</p> <p>These are assessable statements which specify the required level of performance for each of the elements.</p> <p><i>Bold and italicized terms are elaborated in the Range</i></p>
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	<p>facilitated as per the workplace policies</p> <p>1.6 Mail is collected in mail bags as per the workplace polices</p> <p>1.7 Mail is delivered to the registry/ office as per the SOPs</p>
<p>2. Classify incoming mail</p>	<p>2.1 Incoming mail is received as per the SOPs</p> <p>2.2 Office mail is sorted based on the <i>type</i></p> <p>2.3 Incoming mail is opened as per the SOPs</p> <p>2.4 Content of the mail is removed as per the SOP</p> <p>2.5 Incoming mail is recorded based on (date reference number, subject) as per the organization requirements</p>

ELEMENT These describe the key outcomes which make up workplace function.	PERFORMANCE CRITERIA These are assessable statements which specify the required level of performance for each of the elements. <i>Bold and italicized terms are elaborated in the Range</i>
	2.6 Incoming mail is datestamped as per the work place procedures
3. Distribute office mail	3.1 Incoming mail is matched with relevant files and attachment as per the SOPs 3.2 Incoming mail is presented to the in-charge as per the organization structure 3.3 Incoming mail is marked by the in-charge based on the subject as per the organization structure 3.4 Incoming mail is delivered back to the office administrator who acts on them as per the instruction of the in -charge 3.5 Incoming mail is recorded and circulated to relevant offices as per the in-charge instructions

ELEMENT These describe the key outcomes which make up workplace function.	PERFORMANCE CRITERIA These are assessable statements which specify the required level of performance for each of the elements. <i>Bold and italicized terms are elaborated in the Range</i>
4. File incoming mail	4.1 File for incoming mail is determined based on the subject 4.2 Incoming mail is assigned folio as per the work place procedures 4.3 Incoming mail is punched and filed in relevant files
5. Receive Outgoing Mail	5.1 Out-going mail is collected from respective departments 5.2 Outgoing mail is delivered to the in charge as per organization procedures 5.3 Outgoing mail is signed as per the SOPs
6. Classify outgoing mail	6.1 Outgoing mail is delivered back to the office administrator who acts on them as per the instruction of the in- charge

	<p>6.2 Outgoing mail is sorted based on the type</p> <p>6.3 Outgoing mail is classified based on the <i>method of</i></p>
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ELEMENT	PERFORMANCE CRITERIA
<p>These describe the key outcomes which make up workplace function.</p>	<p>These are assessable statements which specify the required level of performance for each of the elements.</p> <p><i>Bold and italicized terms are elaborated in the Range</i></p>
	<p><i>dispatch</i></p>
<p>7. Record outgoing mail</p>	<p>7.1 Outgoing mail recipients are identified</p> <p>7.2 Outgoing mail recipients' addresses are identified</p> <p>7.3 Copies of outgoing mail are produced and filed as per the SOPs</p> <p>7.4 Outgoing mail is recorded as per the SOPs</p>

<p>8. Despatch outgoing mail</p>	<p>8.1 Mail envelopes are addressed based on the recipient</p> <p>8.2 Outgoing mail attachments are correctly matched as per the organization policies</p> <p>8.3 Outgoing mail is matched with the envelopes as per the working procedures</p> <p>8.4 Methods of despatch are determined based on the type</p>
<p>ELEMENT</p> <p>These describe the key outcomes which make up workplace function.</p>	<p>PERFORMANCE CRITERIA</p> <p>These are assessable statements which specify the required level of performance for each of the elements.</p> <p><i>Bold and italicized terms are elaborated in the Range</i></p>

	<p>8.5 Outgoing mail is recorded on the delivery book for the recipient to sign (hand delivered mail)</p> <p>8.6 Postage stamps are determined and affixed as per the destination and weight</p> <p>8.7 Out-going mail is delivered to the post-office, courier office or respective offices based on the type</p>
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RANGE

This section provides work environments and conditions to which the performance criteria apply. It allows for different work environments and situations that will affect performance.

VARIABLE	RANGE
1. Type may include but not limited to:	<p>1.1 Confidential</p> <p>1.2 Urgent</p> <p>1.3 Very urgent</p>
2. Method of dispatch may include but not limited to:	<p>2.1 Email</p> <p>2.2 Post office</p> <p>2.3 Hand delivery</p> <p>2.4 Courier services</p>

REQUIRED SKILLS AND KNOWLEDGE

This section describes the skills and knowledge required **for this unit of competency.**

Required Skills

The individual needs to demonstrate the following skills:

- Accuracy
- Creativity
- Document management
- Mail handling
- Monitoring
- Multi-tasking
- Negotiation
- Planning
- Prioritizing
- Problem solving
- Time management

Required Knowledge

The individual needs to demonstrate knowledge of:

- Organization customers
- Geographical location
- Office rules and regulations • Organization policies and procedures
- Organization structure.
- Postal codes

EVIDENCE GUIDE

<p>1. Critical aspects of competency</p>	<p>Assessment requires evidences that the individual:</p> <ul style="list-style-type: none"> 1.1 Assigned mail handling duties to the office messengers 1.2 Sorted office mails 1.3 Date-stamped incoming mail 1.4 Recorded incoming and outgoing mail 1.5 Matched incoming mail with relevant files and attachments. 1.6 Gave folios for incoming mail 1.7 Maintained a register for mail 1.8 Sorted outgoing mail. 1.9 Classified outgoing mail 1.10 Identified outgoing mail recipients' addresses 1.11 Identified methods of despatch 1.12 Determined and affixed postage stamps
<p>2. Resource implications</p>	<p>The following resources MUST be provided:</p> <ul style="list-style-type: none"> 1.1 Office administration policies, guidelines and regulations strategic plans 1.2 Organization policies and procedures 1.3 A fully equipped simulated office 1.4 Post office directory 1.5 Service charter

3. Method of assessment	Competency may be assessed through: 3.1 Written or oral questions 3.2 Observation 3.3 Third party report 3.4 Project 3.5 Interview 3.6 Review of portfolios
4. Context for assessment	Competency may be assessed individually: 4.1 On- the -job 4.2 Off -the –job 4.2 Combination of both 4.3 Simulated work environment
5. Guiding information for assessment	Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended.

FILE OFFICE DOCUMENTS

UNIT CODE: BUS/OS/OA/CR/03/5

UNIT DESCRIPTION:

This unit describes the competencies required to file office documents. It not only involves indexing and safeguarding office files but also receiving, sorting, recording and filing office documents.

ELEMENTS AND PERFORMANCE CRITERIA

ELEMENT	PERFORMANCE CRITERIA
These describe the key outcomes which make the workplace function	These are assessable statements that specify the required level of performance for each of the elements. <i>(Bold and italicised terms are elaborated in the Range)</i>
1. Index Office Files	1.1 Office files are obtained as per workplace policy 1.2 Office files are labelled as per SOPs 1.3 Office files are is indexed as per workplace policy 1.4 Office files are is stored as per SOPs

2. Receive Office Documents	<p>2.1 Office documents are received as per SOPs</p> <p>2.2 Office documents are verified as per SOPs</p> <p>2.3 Office documents' receipt is acknowledged as per SOPs</p>
3. Sort Office	3.1 Office filing document

ELEMENT These describe the key outcomes which make the workplace function	PERFORMANCE CRITERIA These are assessable statements that specify the required level of performance for each of the elements. <i>(Bold and italicised terms are elaborated in the Range)</i>
Documents	<p><i>classification methods</i> and systems are determined as per work place policy</p> <p>3.2 Office filing documents are classified as per <i>classification system</i></p>
4. Record Office Documents	4.1 Office document register is identified as per the SOPs Office documents are recorded
5. File Office Documents	5.1 <i>Filing equipment</i> is identified as per the work place procedures

	<p>5.2 File is identified and matched with the documents</p> <p>5.3 Documents are filed</p> <p>5.4 Documents are assigned folio</p>
6. Safeguard Office Files	<p>6.1 Office policies' manuals on safeguarding office files are familiarized with as per the SOPs</p> <p>6.2 Office policies' manuals on safeguarding office files are initiated</p> <p>6.3 Responsibilities are assigned</p>
<p>ELEMENT</p> <p>These describe the key outcomes which make the workplace function</p>	<p>PERFORMANCE CRITERIA</p> <p>These are assessable statements that specify the required level of performance for each of the elements.</p> <p><i>(Bold and italicised terms are elaborated in the Range)</i></p>

	<p>as per the work place procedures</p> <p>6.4 Office files are stored in the filing equipment/storage devices</p> <p>6.5 File movement is monitored as per the SOPs</p> <p>6.6 Digital file passwords are protected as per the SOPs</p>
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RANGE

This section provides work environments and conditions to which the performance criteria apply. It allows for different work environments and situations that will affect performance.

Variable	Range <i>May include but not limited to:</i>
1. Classification Methods	<ul style="list-style-type: none"> • Vertical • Digital • Horizontal • Lateral
2. Classification System	<ul style="list-style-type: none"> • Alphabetical • Numerical
Variable	Range <i>May include but not limited to:</i>

	<ul style="list-style-type: none"> • Geographical • Subject • Alpha-numerical
3. Filing Equipment	<ul style="list-style-type: none"> • Registry office space • Cabinets • Shelves • Computers

REQUIRED SKILLS AND KNOWLEDGE

Required Skills:

- Communication
- Interpersonal relations
- Decision making
- Problem solving
- ICT skills
- Leadership
- Teamwork
- Planning
- Control
- Numeracy
- Filing
- Filing equipment handling
- Analytical
- Document management
- Listening
- Writing
- Organisational

Required Knowledge:

- Digital literacy
- Filing
- Public relations
- Document management
- Customer care
- Filing classification methods
- Filing classification systems

EVIDENCE GUIDE

<p>1. Critical Aspects of Competency</p>	<p>Assessment requires evidence that the individual:</p> <ul style="list-style-type: none"> 1.1 Labelled and indexed office files 1.2 Safeguarded office files 1.3 Received, verified and acknowledged receipt of office documents 1.4 Identified office filing document classification methods and systems 1.5 Sorted and classified office documents for filing 1.6 Identified/created office document register 1.7 Recorded office documents 1.8 Assigned folio to office documents 1.9 Identified filing equipment
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2. Resource Implications	The following resources MUST be provided: 2.1 Office administration policies, guidelines and
	regulations strategic plans 2.2 Organization policies and procedures 2.3 A fully equipped registry
2. Method of Assessment	Competency may be assessed through: 3.1 Written or oral questions 3.2 Observation 3.3 Third party report 3.4 Project 3.5 Interview 3.6 Review of portfolios
3. Context for Assessment	Competency may be assessed individually: 4.1 On- the -job 4.2 Off -the -job 4.3 Combination of both 4.4 Simulated work environment
4. Guiding Information for Assessment	This unit may be assessed on an integrated basis with others within this occupational sector

COORDINATE OFFICIAL MEETINGS

UNIT CODE: BUS/OS/OA/CR/04/5

UNIT DESCRIPTION

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

ELEMENTS AND PERFORMANCE CRITERIA

ELEMENT	PERFORMANCE CRITERIA
These describe the key outcomes which make up workplace function	These are assessable statements that specify the required level of performance for each of the elements <i>Bold and italicized terms are elaborated in the Range</i>

1. Prepare meeting invitations	1.1 Meeting notice instruction is received as per workplace practices 1.2 Invitation letters are prepared and signed based on the workplace practices 1.3 Agenda is prepared and sent with the invitation letters as per the SOPs 1.4 Feedback) is received as per the workplace procedures
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ELEMENT These describe the key outcomes which make up workplace function	PERFORMANCE CRITERIA These are assessable statements that specify the required level of performance for each of the elements <i>Bold and italicized terms are elaborated in the Range</i>
2. Prepare the meeting room	2.1 Meeting room is identified based on workplace procedures 2.2 Meeting room cleaning is coordinated as per the workplace procedures 2.3 Sufficient furniture is provided based on the number of participants

	<p>2.4 Proper lighting and ventilation is provided based on the weather</p> <p>2.5 Meeting room is labelled and directions put at strategic positions</p> <p>2.6 Meeting instructions and requirements are placed at strategic places in the meeting room</p>
3. Prepare reference materials	<p>3.1 List of participants who have confirmed attendance is prepared based on the invitations</p> <p>3.2 Minutes of the previous meetings are signed by the</p>

ELEMENT	PERFORMANCE CRITERIA
These describe the key outcomes which make up workplace function	<p>These are assessable statements that specify the required level of performance for each of the elements</p> <p><i>Bold and italicized terms are elaborated in the Range</i></p>
	chairperson and the secretary for circulation

	<p>3.3 Copies of the signed minutes are made ready for circulation based on the number of participants as per the organization requirements</p> <p>3.4 Meeting requirements are requisitioned as per the work place procedures</p> <p>3.5 Meeting presentation materials are prepared</p>
<p>4. Provide hospitality services</p>	<p>4.1 Number of the participants is established based on the confirmed participants</p> <p>4.2 Meeting program is familiarized with based on the meeting notice</p> <p>4.3 Meeting hospitality budget is prepared based on the menu</p> <p>4.4 Hospitality service providers are identified, and orders placed as per</p>

<p>ELEMENT</p> <p>These describe the key outcomes which make up workplace function</p>	<p>PERFORMANCE CRITERIA</p> <p>These are assessable statements that specify the required level of performance for each of the elements</p> <p><i>Bold and italicized terms are elaborated in the Range</i></p>
	<p>the workplace procedures.</p> <p>4.5 Meals and refreshments are served as per the workplace procedures</p> <p>4.6 Registration is conducted as per workplace procedures</p> <p>4.7 Participants are ushered in the meeting room as per the workplace procedures</p>
<p>5. Take the minutes of the meeting</p>	<p>5.1 Meeting reference materials are obtained as per the workplace procedures</p> <p>5.2 Attendance status is recorded based on the participants</p> <p>5.3 Meeting proceedings are recorded as per the SOPs</p> <p>5.4 Minutes are recorded in reported speech as per the SOPs</p>

	5.5 Resolutions passed are confirmed and individuals to act recorded as per the
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ELEMENT These describe the key outcomes which make up workplace function	PERFORMANCE CRITERIA These are assessable statements that specify the required level of performance for each of the elements <i>Bold and italicized terms are elaborated in the Range</i>
	workplace procedures 5.6 Constant liaising with the chairperson based on the meeting progress 5.7 Reports, notes and reference materials are gathered after the meeting as per the SOPs
6. Clear the meeting room	6.1 Meeting materials are sorted based on the level of confidentiality 6.2 Loose documents are filed as per the workplace guidelines 6.3 Meeting equipment are collected and stored as per the work place procedures.

	<p>6.4 Hospitality services, equipment and materials are cleared from the meeting room as per the workplace procedures</p> <p>6.5 Waste materials are disposed as per the SOPs</p> <p>6.6 Meeting room is cleaned</p>
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ELEMENT	PERFORMANCE CRITERIA
<p>These describe the key outcomes which make up workplace function</p>	<p>These are assessable statements that specify the required level of performance for each of the elements</p> <p><i>Bold and italicized terms are elaborated in the Range</i></p>
	<p>and locked as per the workplace requirements</p>

<p>7. Prepare the minutes and action plan document</p>	<p>7.1 Meeting notes are reviewed after the meeting as per the SOPs</p> <p>7.2 Meeting notes are compared with the chairperson's (where necessary) based on the meeting agenda</p> <p>7.3 Minutes are typed as per the SOPs</p> <p>7.4 Minutes are proof-read based on the resolutions and summary of major events</p> <p>7.5 Minutes draft is produced and shared with the chairperson for approval 7.6 Corrections are made (where necessary) and shared with the chairperson for signing</p>
<p>ELEMENT These describe the key outcomes which make up workplace function</p>	<p>PERFORMANCE CRITERIA These are assessable statements that specify the required level of performance for each of the elements <i>Bold and italicized terms are elaborated in the Range</i></p>

	<p>7.7 Signed minutes are circulated to members as per the workplace procedures.</p> <p>7.8 Signed minutes' copy is filed as per the workplace procedures</p>
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RANGE

This section provides work environments and conditions to which the performance criteria apply. It allows for different work environments and situations that will affect performance.

VARIABLE	RANGE
1. Feedback may include but not limited to:	<p>1.1 Confirmation</p> <p>1.2 Apologies</p>
2. Meeting requirements may include but not limited to:	<p>2.1 Notepads</p> <ul style="list-style-type: none"> • 2.2 Pens <p>2.3 Marker pens</p> <p>2.4 LCD projector</p> <p>2.5 I-pads</p>
VARIABLE	RANGE

	2.6 Flip-charts
3. Presentation materials may include but not limited to:	3.1 Maps 3.2 Slides • 3.3 Hand-outs

REQUIRED SKILLS AND KNOWLEDGE

This section describes the skills and knowledge required for this unit of competency.

Required Skills

The individual needs to demonstrate the following skills:

- Accuracy
- Active listening
- Communication
- Creativity
- Document editing
- Event coordination
- Monitoring
- Multi-tasking
- Prioritizing
- Problem solving
- Reading
- Shorthand
- Writing
- MS Office
- Inter-personal
- Decision making

- Organising
- Planning

Required Knowledge

The individual needs to demonstrate knowledge of:

- Customer service
- Format of office documents
- Minute writing
- Human relations
- Office rules, regulations, policies and procedures
- Public relations

EVIDENCE GUIDE

<p>1. Critical aspects of competency</p>	<p>Assessment requires evidences that the individual :</p> <ol style="list-style-type: none">1.1 Demonstrated the ability to prepare meeting invitations1.2 Demonstrated the ability to organise meeting room1.3 Demonstrated the ability to prepare meeting reference materials according to the number of participants1.4 Demonstrated the ability to requisite meeting requirements1.5 Demonstrated the ability to provide hospitality services.1.6 Demonstrated the ability to record meeting discussions including the h resolutions passed1.7 Demonstrated the ability to sort meeting documents based
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	<p>on the level of confidentiality</p> <p>1.8 Demonstrated the ability to collect meeting equipment for safe custody</p> <p>1.9 Demonstrated the ability to review meeting notes immediately after the meeting</p> <p>1.10 Demonstrated the ability to prepare minutes in the reported speech</p> <p>1.11 Demonstrated the ability to file signed minutes copy</p> <p>1.12 Demonstrated the ability to circulate the approved minutes</p>
<p>2. Resource implications</p>	<p>The following resources MUST be provided:</p> <p>2.1 Work plans</p> <p>2.2 Meeting equipment and materials</p> <p>2.3 Meeting programmes/Schedules</p> <p>2.4 Board room/Meeting room</p> <p>2.5 Fully equipped simulated meeting room</p>

3. Method of assessment	Competency may be assessed through: 3.1 Written or oral questions 3.2 Observation 3.3 Third party report 3.4 Project 3.5 Interview 3.6 Review of portfolios
4. Context for assessment	Competency may be assessed individually: 4.1 On- the -job 4.2 Off -the -job 4.3 Combination of both 4.4 Simulated work environment
5. Guiding information for assessment	Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended.

MANAGE OFFICE SECURITY

UNIT CODE: BUS/OS/OA/CR/05/5

UNIT DESCRIPTION:

This unit describes the competencies required to manage office security. It involves safeguarding office records, equipment and information. It also entails controlling office access and reporting security incidences.

ELEMENTS AND PERFORMANCE CRITERIA

ELEMENT These describe the key outcomes which make the workplace function	PERFORMANCE CRITERIA These are assessable statements that specify the required level of performance for each of the elements (<i>Bold and italicised terms are elaborated in the Range</i>)
1. Safeguard office records	1.1 <i>Office records</i> are identified as per workplace policy 1.2 Office records are stored as per workplace policy 1.3 Access to office records is controlled as per work place policy

2. Safeguard office equipment	<p>2.1 Office equipment inventory is established</p> <p>2.2 Office equipment manuals are availed as per SOPs</p> <p>2.3 Access to office equipment is controlled as per workplace policy</p> <p>2.4 Office equipment are maintained as per</p>
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ELEMENT These describe the key outcomes which make the workplace function	PERFORMANCE CRITERIA These are assessable statements that specify the required level of performance for each of the elements (<i>Bold and italicised terms are elaborated in the Range</i>)
	<p>manufacturers specification</p> <p>2.5 Office equipment are covered as per manufacturers specification</p> <p>2.6 Power supply is controlled as per manufacturers specification</p> <p>2.7 Control in the use of office equipment is done as per SOs</p>

<p>3. Safeguard office and information</p>	<p>3.1 Office information is received as per workplace policy</p> <p>3.2 Office information is classified as per workplace policy</p> <p>3.3 Access to information is controlled as per workplace policy.</p> <p>3.4 Office information is stored as per workplace policy</p> <p>3.5 Disposal of confidential documents is done as per SOPs</p>
<p>4. Control office access</p>	<p>4.1 Office access risks are identified as per work place</p>

<p>ELEMENT</p> <p>These describe the key outcomes which make the workplace function</p>	<p>PERFORMANCE CRITERIA</p> <p>These are assessable statements that specify the required level of performance for each of the elements (<i>Bold and italicised terms are elaborated in the Range</i>)</p>
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	<p>policy</p> <p>4.2 Office access risks are analysed as per work place policy</p> <p>4.3 Office access control measures are identified as per security risks</p> <p>4.4 Office access control measures are implemented as per workplace policy</p>
5. Report security incidences	<p>5.1 Security incidences are recorded as per workplace policy.</p> <p>5.2 Security register is maintained as per the workplace procedures</p> <p>5.3 Security incidences are analysed as per workplace policy</p> <p>5.4 Security incidences are reported as per workplace policy</p> <p>5.5 Reported security incidences are followed up as per workplace policy</p>

RANGE

This section provides work environments and conditions to which the performance criteria apply. It allows for different work environments and situations that will affect performance.

Variable	Range
1. Office records may include but not limited to:	1.1 Files 1.2 Registers 1.3 Reference materials

REQUIRED SKILLS AND KNOWLEDGE

Required Skills:

- Analytical
- Communication
- Control
- Decision making
- Document management
- Filing
- ICT
- Interpersonal
- Leadership • Listening
- Numeracy
- Office equipment handling
- Organization
- Planning
- Problem solving
- Report writing
- Risk assessment
- Supervisory

Required knowledge:

- Methods of safeguarding records
- Digital literacy
- Office equipment handling
- Fire drills
- Office layout
- Health and safety
- Office etiquette
- Methods of access control
- Public relations
- Office protocol
- Office security

EVIDENCE GUIDE

<p>1. Critical aspects of competency</p>	<p>Assessment requires evidence that the individual:</p> <ul style="list-style-type: none"> 1.1 Identified and stored office records 1.2 Controlled access to office records 1.3 Established office equipment inventory 1.4 Aailed office equipment manuals 1.5 Controlled access to office equipment 1.6 Maintained office
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	<p>equipment</p> <p>1.7 Covered office equipment</p> <p>1.8 Controlled power supply</p> <p>1.9 Stored office data and information</p> <p>1.10 Identified and analysed office security risks</p> <p>1.11 Identified and implemented office access control measures</p> <p>1.12 Recorded, assessed and reported security incidences</p>
2. Resource implications	<p>The following resources should be provided:</p> <p>2.1 A functional office</p> <p>2.2 A fully equipped simulated operations training office</p>
3. Methods of assessment	<p><i>Competency may be assessed through:</i></p> <p>3.1 Verbal questioning</p> <p>3.2 Project</p> <p>3.3 Observation</p> <p>3.4 Third party report</p> <p>3.5 Interview</p> <p>3.6 Written test</p>

4. Context of assessment	Competency may be assessed individually 4.1 On-the-job 4.2 Off-the-job 4.3 Workplace experience.
5. Guiding information for assessment	5.1 This unit may be assessed on an integrated basis with others within this occupational sector

MANAGE TELEPHONE CALLS

UNIT CODE: BUS/OS/OA/CR/06/5

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.**

ELEMENTS AND PERFORMANCE CRITERIA

ELEMENT	PERFORMANCE CRITERIA
These describe the key outcomes which make the workplace function.	These are assessable statements that specify the required level of performance for each of the elements <i>Bold and italicized terms are elaborated in the Range.</i>

<p>1. Manage incoming calls</p>	<p>1.1 Telephone calls equipment are identified as per the workplace requirements</p> <p>1.2 Writing materials are established as per workplace procedure</p> <p>1.3 Incoming calls are answered as per office policy</p> <p>1.4 Incoming calls are assessed and acted upon as per the subject</p> <p>1.5 Incoming calls are controlled as per workplace policy</p>
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<p>ELEMENT</p> <p>These describe the key outcomes which make the workplace function.</p>	<p>PERFORMANCE CRITERIA</p> <p>These are assessable statements that specify the required level of performance for each of the elements</p> <p><i>Bold and italicized terms are elaborated in the Range.</i></p>
<p>2. Record telephone messages</p>	<p>2.1 Call register is established as per the workplace procedure</p> <p>2.2 Caller name and the organization are identified as per details</p>

	<p>2.3 Call subject is established as per the organisation practices</p> <p>2.4 Call options) are availed as per the officer’s availability</p> <p>2.5 Caller details are confirmed as per workplace policy</p>
3. Make telephone calls	<p>3.1 Telephone calls equipment is identified as per the workplace requirements</p> <p>3.2 Writing materials are established based on the workplace procedures</p> <p>3.3 Call is made as per the workplace policies</p>
4. Maintain telephone equipment	<p>4.1 Telephone equipment manuals are availed as per user needs</p> <p>4.2 Telephone equipment</p>

<p>ELEMENT</p> <p>These describe the key outcomes which make the workplace function.</p>	<p>PERFORMANCE CRITERIA</p> <p>These are assessable statements that specify the required level of performance for each of the elements</p> <p><i>Bold and italicized terms are elaborated in the Range.</i></p>
	malfunction is identified

	<p>based on the performance</p> <p>4.3 Telephone equipment positioning is done in line with the manufacturer's guidelines</p> <p>4.4 Telephone equipment are cleaned as per cleaning methods and manufacture's specifications</p> <p>4.5 Malfunctioning is reported as per the workplace procedures</p>
5. Maintain calls register	<p>5.1 Caller register is established as per workplace procedures</p> <p>5.2 Caller details are recorded as per the workplace procedures</p> <p>5.3 Action on the caller's subject is recorded as per the workplace procedures</p> <p>5.4 Time spent on handling caller's subject is recorded as per the workplace procedures</p>

ELEMENT	PERFORMANCE CRITERIA
These describe the key outcomes which make the workplace function.	These are assessable statements that specify the required level of performance for each of the elements <i>Bold and italicized terms are elaborated in the Range.</i>
	<p>5.5 Confidentiality of the information in the call register is maintained as per SOPs</p> <p>5.6 Accessibility of the register to the users is established as per the workplace procedures</p> <p>5.7 Monitoring, reviewing and reporting are done as per the workplace procedures</p>

RANGE OF VARIABLES

This section provides work environments and conditions to which the performance criteria apply. It allows for different work environments and situations that will affect performance.

VARIABLE	RANGE
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1. Telephone calls equipment may include but not limited to:	1.1 Handset 1.2 Switchboard 1.3 Wireless 1.4 Landline 1.5 Radio Calls
2. Call options may include but not limited to:	2.1 Call back 2.2 Call later 2.3 Leave a message
3. Caller details may include but not limited to:	3.1 Name 3.2 Time 3.3 Date 3.4 Reference number 3.5 Department 3.6 Subject 3.7 Phone number 3.8 Message

REQUIRED SKILLS AND KNOWLEDGE

This section describes the skills and knowledge required for this unit of competency.

Required Skills

The individual needs to demonstrate the following skills:

- Communication
- Prioritising
- Problem solving
- Planning
- Organising

- Listening
- Interpersonal
- Short-hand
- Writing
- Telephone etiquette
- Multi-tasking

Required Knowledge

The individual needs to demonstrate knowledge of:

- Office rules, policies, procedures and regulations
- Customer service
- Public relations
- Human relations
- Telephone handling

EVIDENCE GUIDE

This provides advice on assessment and must be read in conjunction with the performance criteria, required skills, knowledge and range.

<p>1. Critical aspects of competency</p>	<p>Assessment requires evidence that the individual:</p> <ul style="list-style-type: none"> 1.1 Identified telephone calls equipment 1.2 Established writing materials 1.3 Managed incoming calls 1.4 Established a call register 1.5 Recorded details of the caller 1.6 Maintained telephone equipment 1.7 Maintained call register 1.8 Recorded call messages in the register 1.9 Followed up on the feedback
<p>2. Assessment resource implications</p>	<p>The following resources should be provided:</p> <ul style="list-style-type: none"> 2.1 A functional office 2.2 A fully equipped simulated operations training office
<p>3. Methods of assessment</p>	<p>Competency in this unit must be assessed through:</p> <ul style="list-style-type: none"> 3.1 Written tests 3.2 Observation 3.3 Oral tests 3.4 Third party report

4. Context of assessment	Competency may be assessed individually 4.1 On-the-job 4.2 Off-the-job 4.3 Combination of both
5. Guiding information for assessment	Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended.

PROCESS COMPUTERISED DOCUMENTS

UNIT CODE: BUS/CU/OA/CR/07/5

UNIT DESCRIPTION

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

ELEMENTS AND PERFORMANCE CRITERIA

ELEMENT These describe the key outcomes which make the workplace function	PERFORMANCE CRITERIA These are assessable statements that specify the required level of performance for each of the elements. Bold and italicized terms are elaborated in the Range.
1. Interpret office instructions	1.1 Office instructions are received as per SOPs 1.2 Office instructions are recorded as per SOPs 1.3 Office instructions are interpreted as per instruction guidelines
2. Produce office documents	2.1 <i>Office documents</i> are typed as per SOPs 2.2 Office documents are proof read as per SOPs

	<p>2.3 Office documents are formatted as per workplace policy</p> <p>2.4 Office documents are</p>
<p>ELEMENT</p> <p>These describe the key outcomes which make the workplace function</p>	<p>PERFORMANCE CRITERIA</p> <p>These are assessable statements that specify the required level of performance for each of the elements.</p> <p>Bold and italicized terms are elaborated in the Range.</p>
	<p>produced as per workplace policy</p> <p>2.5 Office documents are stored as per workplace policy</p>
<p>3. Conduct reprographic services</p>	<p>3.1 Documents to be reproduced are received as per the SOPs.</p> <p>3.2 Number of copies to be reproduced is determined as per production requirements</p> <p>3.3 <i>Reproduction method</i> is determined as per workplace policy</p> <p>3.4 Documents are reproduced as per the instruction</p> <p>3.5 Produced documents are recorded and stored/distributed as per the SOPs</p>

RANGE OF VARIABLES

This section provides work environments and conditions to which the performance criteria apply. It allows for different work environments and situations that will affect performance.

VARIABLE	RANGE
1. Office documents may include but not limited to:	1.1 Reports 1.2 Memos 1.3 Letters 1.4 Forms 1.5 Tabulations 1.6 Publications
2. Reproduction method may include but not limited to:	2.1 Photocopying 2.2 Printing 2.3 Scanning

REQUIRED SKILLS AND KNOWLEDGE

This section describes the skills and knowledge required for this unit of competency.

Required Skills

The individual needs to demonstrate the following skills:

- Shorthand
- Listening
- Writing

- Telephone etiquette
- Interpersonal relations
- Organising
- Planning
- Interpreting
- Binding
- Photocopying
- Scanning
- Typesetting

Required Knowledge

The individual needs to demonstrate knowledge of:

- Digital literacy
- Reprographic skills
- Business communication
- Public relations
- Document processing

EVIDENCE GUIDE

This provides advice on assessment and must be read in conjunction with the performance criteria, required skills, knowledge and range.

<p>1. Critical aspects of competency</p>	<p>Assessment requires evidence that the individual:</p> <ul style="list-style-type: none"> 1.1 Received, recorded and interpreted office instructions. 1.2 Proof read office documents. 1.3 Formatted office documents. 1.4 Produced office documents. 1.5 Stored office documents. 1.6 Received documents to be reproduced 1.7 Determined number of copies to be reproduced 1.8 Determined reproduction
	<p>method</p> <ul style="list-style-type: none"> 1.9 Reproduced documents. 1.10 Recorded produced documents.
<p>2. Resource implications</p>	<p>The following resources MUST be provided:</p> <ul style="list-style-type: none"> 2.1 A functional office 2.2 Fully equipped simulated operations training office

<p>3. Methods of assessment</p>	<p>Competency may be assessed through:</p> <ul style="list-style-type: none"> 3.1 Written tests 3.2 Interview 3.3 Oral questioning 3.4 Observation 3.5 Third party report
<p>4. Context of assessment</p>	<p>Competency may be assessed individually:</p> <ul style="list-style-type: none"> 4.1 On-the-job 4.2 Off-the-job 4.3 Combination of both
<p>5. Guiding information for assessment</p>	<p>Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended.</p>