

**REPUBLIC OF KENYA**

**COMPETENCY BASED CURRICULUM**

**FOR**

**OFFICE ADMINISTRATION**

**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 the achievement of Kenya’s development blueprint 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 in the formulation of the Policy Framework for Reforming Education and Training (Sessional Paper No. 4 of 2016). A key feature of this policy is the radical change in the design and delivery of the TVET training. This policy document requires that training in TVET be competency based, curriculum development be industry led, certification be based on demonstration of competence and mode of delivery allows for multiple entry and exit in TVET programs.

These reforms demand that Industry takes a leading role in curriculum development to ensure the curriculum addresses its competence needs. It is against this background that this Curriculum was developed for the purpose of developing a competency-based curriculum for Office Administration Level 5. This curriculum will also be the basis for assessment of an individual for competence certification.

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

**PRINCIPAL SECRETARY**

**VOCATIONAL AND TECHNICAL TRAINING**

**MINISTRY OF EDUCATION**

# PREFACE

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

The Technical and Vocational Education and Training Act No. 29 of 2013 and the Sessional Paper No. 4 of 2016 on Reforming Education and Training in Kenya, emphasized the need toreform 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 curriculum.

This curriculum has been developed following the CBET framework policy; the CBETA standards and guidelines provided by the TVET Authority and the Kenya National Qualification Framework designed by the Kenya National Qualification Authority.

This curriculum is designed and organized with an outline of learning outcomes; suggested delivery methods, training/learning resources and methods of assessing the trainee’s achievement. The curriculum is competency-based and allows multiple entry and exit to the course.

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

**CHAIRPERSON**

**TVET CDACC**

# ACKNOWLEDGMENT

This curriculum has been designed for competency-based training and has independent Units of Learning that allow the trainee flexibility in entry and exit. In developing the curriculum, significant involvement and support was received from various organizations.

I recognize with appreciation the role of Office Administration Sector Skills Advisory Committee (SSAC) members for their contribution to the development of this curriculum.

I also thank all stakeholders in the Office Administration sector for their valuable input and all those who participated in the process of developing this curriculum.

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

**COUNCIL SECRETARY/CEO**

**TVET CDACC**

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# ABBREVIATIONS AND ACRONYMS

|  |  |
| --- | --- |
| ATVET | Agricultural Technical and Vocational Education and Training |
| BC | Basic Competency |
| CAADP | Comprehensive Africa Agricultural Development Programme |
| CDACC | Curriculum Development, Assessment and Certification Council |
| CR | Core Competency |
| GIZ | German International Cooperation |
| HO | Office administration Sector |
| ICT | Information Communication Technology |
| KNQA | Kenya National Qualifications Authority |
| MoALF | Ministry of Agriculture, Livestock and Fisheries |
| NEMA | National Environmental Management Authority |
| NM | Nursery Manager |
| OS | Occupational Curriculum |
| OSHA | Occupation Safety and Health Act |
| OSHS | Occupation Safety and Health Curriculum |
| PPE | Personal Protective Equipment |
| SSAC | Sector Skills Advisory Committee |
| SOPs | Standard Operating Procedures |
| TVET | Technical and Vocational Education and Training |

# KEY TO UNIT CODE

**BUS/CU/OA/BC /01 /5/A**

Industry or sector

Curriculum

Occupational area

Type of competency

Competency number

Competency level

Version control

# 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 meetings, 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:

**BASIC UNITS OF LEARNING**

|  |  |  |  |
| --- | --- | --- | --- |
| **Unit Code** | **Unit Title** | **Duration in hours** | **Credit Factors** |
| BUS/OS/OA/BC/01/5/A | Communication Skills | 40 | 4 |
| BUS/OS/OA/BC/02/5/A | Numeracy Skills | 40 | 4 |
| BUS/OS/OA/BC/03/5/A | Digital Literacy | 40 | 4 |
| BUS/OS/OA/BC/04/5/A | Entrepreneurial Skills | 40 | 4 |
| BUS/OS/OA/BC/05/5/A | Employability Skills | 40 | 4 |
| BUS/OS/OA/BC/06/5/A | Environmental Literacy | 40 | 4 |
| BUS/OS/OA/BC/07/5/A | Occupational Safety and Health Practices | 40 | 4 |
| Total |  | **280** | **28** |

**COMMON UNITS OF COMPETENCIES**

|  |  |  |  |
| --- | --- | --- | --- |
| **Unit Code** | **Unit Title** | **Duration in hours** | **Credit factors** |
| BUS/CU/OA/CC/01/5/A | Shorthand Skills | 90 | 9 |
| BUS/CU/OA/CC/02/5/A | ICT Skills | 92 | 9.2 |
| **Total** |  | **182** | **18.2** |

**CORE UNITS OF LEARNING**

|  |  |  |  |
| --- | --- | --- | --- |
| **Unit Code** | **Unit Title** | **Duration in hours** | **Credit Factors** |
| BUS/CU/OA/CR/01/5/A | Front Office Operations | 90 | 9 |
| BUS/CU/OA/CR/02/5/A | Office Mail Management | 80 | 8 |
| BUS/CU/OA/CR/03/5/A | Office Documents Filing | 78 | 7.8 |
| BUS/CU/OA/CR/04/5/A | Official Meeting Coordination | 80 | 8 |
| BUS/CU/OA/CR/05/5/A | Office Security  Management | 74 | 7.4 |
| BUS/CU/OA/CR/06/5/A | Telephone Calls  Management | 98 | 9.8 |
| BUS/CU/OA/CR/07/5/A | Computerized Document  Processing | 88 | 8.8 |
|  | Industrial Attachment | 360 | 36 |
| Total |  | **948** | **94.8** |
| Grand total |  | **1410** | **141** |

**Entry Requirements**

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

1. Office Administration Level 4

**Or**

1. Kenya Certificate of Secondary Education (KCSE) D (plain)

**Or**

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

**Trainer qualification**

A trainer for this course should have a higher qualification than the level 5.

**Industrial attachment**

It is envisaged that the trainee will undergo an industrial attachment training and assessment with a recognised office.

**Assessment**

Assessment is the process of gathering and judging evidence in order to decide whether a person has attained a standard of performance. The course will be assessed at two levels:

* Internal assessment is continuous and is conducted by the trainer who is monitored by an internal accredited verifier
* External assessment is the responsibility of TVET CDACC

**Certification**

On successful completion of a Unit of Learning, a trainee will be issued with a Certificate of Competence. A National Certificate in Office Administration will be issued on completion of all Units of Learning. These certificates will be issued by TVET CDACC in conjunction with the training provider.

**BASIC UNITS OF LEARNING**

# COMMUNICATION SKILLS

**UNIT CODE:** BUS/CU/OF/BC/01/5/A

**Relationship to Occupational Standards**

This unit addresses the Unit of Competency: Demonstrate Communication Skills

**Duration of Unit:** 25hours

**Unit Description**

This unit covers the competencies required to demonstrate communication skills. It involves meeting communication needs of clients and colleagues, contributing to the development of communication strategies, conducting workplace interviews, facilitating group discussions and representing the organisation.

**Summary of Learning Outcomes**

1. Meet communication needs of clients and colleagues
2. Contribute to the development of communication strategies
3. Conduct interviews
4. Facilitate group discussions
5. Represent the organization

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

|  |  |  |
| --- | --- | --- |
| **Learning Outcome** | **Content** | **Suggested Assessment Methods** |
| 1. Meet communication needs of clients and colleagues | * Communication process * Modes of communication * Medium of communication * Effective communication * Barriers to communication * Flow of communication * Sources of information * Organizational policies * Organization requirements for written and electronic communication methods * Report writing * Effective questioning techniques (clarifying and probing) * Workplace etiquette * Ethical work practices in handling communication * Active listening * Feedback * Interpretation * Flexibility in communication | * Interview * Third party reports * Written texts |
| 1. Contribute to the development of communication strategies | * Dynamics of groups * Styles of group leadership * Openness and flexibility in communication * Communication skills relevant to client groups | * Written * Observation |
| 1. Conduct interviews | * Types of interview * Establishing rapport * Facilitating resolution of issues * Developing action plans | * Written * Observation |
| 1. Facilitate group discussions | * Identification of communication needs * Dynamics of groups * Styles of group leadership * Presentation of information * Encouraging group members participation * Evaluating group communication strategies | * Written * Observation |
| 1. Represent the organization | * Presentation techniques * Development of a presentation * Multi-media utilization in presentation * Communication skills relevant to client groups | * Observation * Written |

**Suggested Methods of Instruction**

* Role playing
* Viewing of related videos

**Recommended Resources**

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

# NUMERACY SKILLS

**UNIT CODE:** BUS/CU/OF/BC/02/5/A

**Relationship to Occupational Standards:**

This unit addresses the Unit of Competency: Demonstrate Numeracy Skills

**Duration of Unit:** 40 hours

**Unit Description**

This unit covers the competencies required to demonstrate numeracy skills. It involves calculating with whole numbers and familiar fractions, decimals, and percentages for work estimating, measuring, and calculating with routine metric measurements for work, using routine maps and plans for work, interpreting, drawing and constructing 2D and 3D shapes for work, interpreting routine tables, graphs and charts for work, collecting data and constructing routine tables and graphs for work and using basic functions of calculator

**Summary of Learning Outcomes**

1. Calculate with whole numbers and familiar fractions, decimals and percentages for work
2. Estimate, measure and calculate with routine metric measurements for work
3. Use routine maps and plans for work
4. Interpret, draw and construct 2D and 3D shapes for work
5. Interpret routine tables, graphs and charts for work
6. Collect data and construct routine tables and graphs for work
7. Use basic functions of calculator

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

|  |  |  |
| --- | --- | --- |
| **Learning Outcome** | **Content** | **Suggested Assessment Methods** |
| 1. Calculate with whole numbers and familiar fractions, decimals and percentages for work | * Interpretation of whole numbers, fractions, decimals, percentages and rates * Calculations involving several steps * Calculation with whole numbers and routine or familiar fractions, decimals and percentages * Conversion between equivalent forms of fractions, decimals and percentages * Application of order of operations to solve multi-step calculations * Application of problem solving strategies * Making estimations to check reasonableness of problem solving process, outcome and its appropriateness to the context and task * Use of formal and informal mathematical language and symbolism to communicate the result of a task | * Written * Practical test * Observation |
| 1. Estimate, measure and calculate with routine metric measurements for work | * Selection and interpretation of measurement information in workplace tasks and texts * Identification and selection of routine measuring equipment * Estimation and making measurements using correct units * Estimation and calculation using routine measurements * Performing conversions between routinely used metric units * Using problem solving processes to undertake tasks * Recording information using mathematical language and symbols | * Written * Practical test * Observation |
| 1. Use routine maps and plans for work | * Identification of features in routine maps and plans * Symbols and keys used in routine maps and plans * Identification and interpretation of orientation of map to North * Demonstrate understanding of direction and location * Apply simple scale to estimate length of objects, or distance to location or object * Give and receive directions using both formal and informal language | * Written * Practical test * Observation |
| 1. Interpret, draw and construct 2D and 3D shapes for work | * Identify two dimensional shapes and routine three-dimensional shapes in everyday objects and in different orientations * Explain the use and application of shapes * Use formal and informal mathematical language and symbols to describe and compare the features of two-dimensional shapes and routine three-dimensional shapes * Identify common angles * Estimate common angles in everyday objects * Use formal and informal mathematical language to describe and compare common angles * Use common geometric instruments to draw two dimensional shapes * Construct routine three-dimensional objects from given nets | • Written  • Practical test  • Observation |
| 1. Interpret routine tables, graphs and charts for work | * Identify routine tables, graphs and charts in predominately familiar texts and contexts * Identify common types of graphs and their different uses * Identify features of tables, graphs and charts * Locate specific information * Perform calculations to interpret information * Explain how statistics can inform and persuade * Identify misleading statistical information * Discuss information relevant to the workplace | * Oral * Written * Practical test * Observation |
| 1. Collect data and construct routine tables and graphs for work | * Identify features of common tables and graphs * Identify uses of **different tables and graphs** * Determine data and variables to be collected * Determine audience * Select a method to collect data * Collect data * Collate information in a table * Determine suitable scale and axes * Draft and draw graph to present information * Check that data meets the expected results and context * Report or discuss information using formal and informal mathematical language | * Written * Practical test * Observation |
| 1. Use basic functions of calculator | * Identify and use keys for basic functions on a calculator * Calculate using whole numbers, money and routine decimals and percentages * Calculate with routine fractions and percentages * Apply order of operations to solve multi-step calculations * Interpret display and record result * Make estimations to check reasonableness of problem solving process, outcome and its appropriateness to the context and task * Use formal and informal mathematical language and appropriate symbolism and conventions to communicate the result of the task | * Written * Practical test * Observation |

# Suggested Methods of Instruction

* Demonstrations
* Role playing
* Viewing of related videos
* Discussion
* Assignments

**Recommended resources**

* Calculators
* Basic measuring instruments

# DIGITAL LITERACY

**UNIT CODE:** BUS/CU/OF/BC/03/5/A

**Relationship to Occupational Standards**

This unit addresses the Unit of Competency: Demonstrate Digital Literacy

**Duration of Unit:** 45 hours

**Unit Description**

This unit covers the competencies required to demonstrate digital literacy. It involves identifying appropriate computer software and hardware, applying security measures to data, hardware, software in automated environment, applying computer software in solving tasks, applying internet and email in communication at workplace, applying desktop publishing in official assignment and preparing presentation packages.

**Summary of Learning Outcomes**

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

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

|  |  |  |
| --- | --- | --- |
| **Learning Outcome** | **Content** | **Suggested Assessment Methods** |
| 1. Identify computer hardware and software | * Concepts of ICT * Functions of ICT * History of computers * Components of a computer * Classification of computers | * Written tests * Oral presentation * Observation |
| 1. Apply security measures to data, hardware and software | * Data security and control * Security threats and control measures * Types of computer crimes * Detection and protection against computer crimes * Laws governing protection of ICT | * Written tests * Oral presentation * Observation * Project |
| 1. Apply computer software in solving tasks | * Operating system * Word processing * Spread sheets * Data base design and manipulation * Data manipulation, storage and retrieval | * Oral questioning * Observation * Project |
| 1. Apply internet and email in communication at workplace | * Computer networks * Network configurations * Uses of internet * Electronic mail (e-mail) concept | * Oral questioning * Observation * Oral presentation * Written report |
| 1. Apply desktop publishing in official assignments | * Concept of desktop publishing * Opening publication window * Identifying different tools and tool bars * Determining page layout * Opening, saving and closing files * Drawing various shapes using DTP * Using colour pellets to enhance a document * Inserting text frames * Importing and exporting text * Object linking and embedding * Designing of various publications * Printing of various publications | * Oral questioning * Observation * Oral presentation * Written report * Project |
| 1. Prepare presentation packages | * Types of presentation packages * Procedure of creating slides * Formatting slides * Presentation of slides * Procedure for editing objects | * Oral questioning * Observation * Oral presentation * Written report * Project |

**Suggested Methods of Instruction**

* Demonstration
* Viewing of related videos
* Discussions
* Assignments
* Direct instructions

**Recommended Resources**

* Computers
* Other digital devices
* Printers
* Storage devices
* Internet access
* Computer software

# ENTREPRENEURIAL SKILLS

**UNIT CODE:** BUS/CU/OF/BC/04/5/A

**Relationship to Occupational Standards**

This unit addresses the Unit of Competency: Demonstrate Entrepreneurship

**Duration of unit:** 70 hours

**Unit Description**

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

**Summary of Learning Outcomes**

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

|  |  |  |
| --- | --- | --- |
| **Learning Outcome** | **Content** | **Suggested Assessment Methods** |
| 1. Demonstrate knowledge of entrepreneurship and self-employment | * Importance of self-employment * Requirements for entry into self-employment * Role of an Entrepreneur in business * Contributions of Entrepreneurs to National development * Entrepreneurship culture in Kenya * Born or made entrepreneurs | * Individual/group assignments * Projects * Written tests * Oral questions * Third party report * Interviews |
| 1. Identify entrepreneurship opportunities | * Business ideas and opportunities * Sources of business ideas * Business life cycle * Legal aspects of business * Assessment of product demand * Business environment * Factors to consider when evaluating business environment * Technology in business | * Individual/group assignments * Projects * Written tests * Oral questions * Third party report * Interviews |
| 1. Create entrepreneurial awareness | * Forms of businesses * Sources of business finance * Factors in selecting source of business finance * Governing policies on Small Scale Enterprises (SSEs) * Problems of starting and operating SSEs | * Individual/group assignments * Projects * Written tests * Oral questions * Third party report * Interviews |
| 1. Apply entrepreneurial motivation | * Internal and external motivation * Motivational theories * Self-assessment * Entrepreneurial orientation * Effective communications in entrepreneurship * Principles of communication * Entrepreneurial motivation | * Case studies * Individual/group assignments * Projects * Written tests * Oral questions * Third party report * Interviews |
| 1. Develop business innovative strategies | * Innovation in business * Small business Strategic Plan * Creativity in business development * Linkages with other entrepreneurs * ICT in business growth and development | * Case studies * Individual/group assignments * Projects * Written tests * Oral questions * Third party report * Interviews |
| 1. Develop Business Plan | * Business description * Marketing plan * Organizational/Management * plan * Production/operation plan * Financial plan * Executive summary * Presentation of Business Plan | * Case studies * Individual/group assignments * Projects * Written tests * Oral questions * Third party report * Interviews |

**Suggested Methods of instruction**

* Direct instruction
* Project
* Case studies
* Field trips
* Discussions
* Demonstration
* Question and answer
* Problem solving
* Experiential
* Team training

**Recommended Resources**

* Case studies
* Business plan templates
* Computers
* Overhead projectors
* Internet
* Mobile phone
* Video clips
* Films
* Newspapers and Handouts
* Business Journals
* Writing materials

# EMPLOYABILITY SKILLS

**UNIT CODE:** BUS/CU/OF/BC/05/5/A

**Relationship to Occupational Standards**

This unit addresses the Unit of Competency: Demonstrate Employability Skills

**Duration of Unit:** 50 hours

**Unit Description**

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

**Summary of Learning Outcomes**

1. Conduct self-management

2. Demonstrate interpersonal communication

3. Demonstrate critical safe work habits

4. Lead small teams

5. Plan and organize work

6. Maintain professional growth and development

7. Demonstrate workplace learning

8. Demonstrate problem solving skills

9. Demonstrate workplace ethics

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

|  |  |  |
| --- | --- | --- |
| **Learning Outcome** | **Content** | **Suggested Assessment Methods** |
| 1. Conduct self-management | * Self-awareness * Formulating personal vision, mission and goals * Strategies for overcoming life challenges * Emotional intelligence * Assertiveness versus aggressiveness * Expressing personal thoughts, feelings and beliefs * Developing and maintaining high self-esteem * Developing and maintaining positive self-image * Articulating ideas and aspirations * Accountability and responsibility * Good work habits * Self-awareness * Self-development * Financial literacy * Healthy lifestyle practices | * Written tests * Oral questioning * Interviewing * Portfolio of evidence * Third party report |
| 1. Demonstrate interpersonal communication | * Meaning of interpersonal communication * Listening skills * Types of audience * Writing skills * Reading skills * Meaning of empathy * Understanding customers’ needs * Establishing communication networks * Sharing information | * Written tests * Oral questioning * Interviewing * Portfolio of evidence * Third party report |
| 1. Demonstrate critical safe work habits | * Stress and stress management * Punctuality and time consciousness * Leisure * Integratingpersonal objectives into organizational objectives * Resources utilization * Setting work priorities * HIV and AIDS * Drug and substance abuse * Handling emerging issues | * Written tests * Oral questioning * Interviewing * Portfolio of evidence * Third party report |
| 1. Lead a small team | * Leadership qualities * Team building * Determination of team roles and objectives * Team performance indicators * Responsibilities in a team * Forms of communication * Complementing team activities * Gender and gender mainstreaming * Human rights * Maintaining relationships * Conflicts and conflict resolution | * Written tests * Oral questioning * Interviewing * Portfolio of evidence * Third party report |
| 1. Plan and organize work | * Functions of management * Planning * Organizing * Time management * Decision making process * Task allocation * Evaluating work activities * Resource utilization * Problem solving * Collecting and organising information | * Written tests * Oral questioning * Interviewing * Portfolio of evidence * Third party report |
| 1. Maintain professional growth and development | * Opportunities for professional growth * Assessing training needs * Licenses and certifications for professional growth and development * Pursuing personal and organizational goals * Identifying work priorities * Recognizing career advancement | * Written tests * Oral questioning * Interviewing * Portfolio of evidence * Third party report |
| 1. Demonstrate workplace learning | * Managing own learning * Contributing to the learning community at the workplace * Cultural aspects of work * Variety of learning context * Application of learning * Safe use of technology * Identifying opportunities * Generating new ideas * Workplace innovation * Performance improvement * Handling emerging issues * Future trends and concerns in learning | * Written tests * Oral questioning * Interviewing * Portfolio of evidence * Third party report |
| 1. Demonstrate problem solving skills | * Problem identification * Problem solving * Application of problem-solving strategies * Resolving customer concerns | * Written tests * Oral questioning * Interviewing * Portfolio of evidence * Third party report |
| 1. Demonstrate workplace ethics | * Meaning of ethics * Ethical perspectives * Principles of ethics * Values and beliefs * Ethical standards * Organization code of ethics * Common ethical dilemmas * Organization culture * Corruption, bribery and conflict of interest * Privacy and data protection * Diversity, harassment and mutual respect * Financial responsibility/accountability * Etiquette * Personal and professional integrity * Commitment to jurisdictional laws * Emerging issues in ethics | * Written tests * Oral questioning * Interviewing * Portfolio of evidence * Third party report |

**Suggested Methods of Instruction**

* Demonstrations
* Simulation/Role play
* Discussion
* Presentations
* Case studies
* Q&A

**Recommended Resources**

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

# ENVIRONMENTAL LITERACY

**UNIT CODE:** BUS/CU/OF/BC/06/5/A

**Relationship to Occupational Standards**

This unit addresses the Unit of Competency: Demonstrate Environmental Literacy

**Duration of Unit:** 25 hours

**Unit Description**

This unit describes the competencies required to demonstrate understanding of environmental literacy. It involves controlling environmental hazard, controlling control environmental pollution, complying with workplace sustainable resource use, evaluating current practices in relation to resource usage, identifying environmental legislations/conventions for environmental concerns, implementing specific environmental programs and monitoring activities on environmental protection/programs.

**Summary of Learning Outcomes**

1. Control environmental hazards
2. Control environmental Pollution
3. Demonstrate sustainable use of resource
4. Evaluate current practices in relation to resource usage
5. Identify Environmental legislations/conventions for environmental concerns
6. Implement specific environmental programs
7. Monitor activities on Environmental protection/Programs

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

|  |  |  |
| --- | --- | --- |
| **Learning Outcome** | **Content** | **Suggested Assessment Methods** |
| 1. Control environmental hazards | * Purposes and content of Environmental Management and Coordination Act 1999 * Purposes and content of Solid Waste Act * Storage methods for environmentally hazardous materials * Disposal methods of hazardous wastes * Types and uses of PPE in line with environmental regulations * Occupational Safety and Health Standards (OSHS) | * Written test * Oral questions * Observation |
| 1. Control environmental Pollution control | * Types of pollution * Environmental pollution control measures * Types of solid wastes * Procedures for solid waste management * Different types of noise pollution * Methods for minimizing noise pollution | * Written test * Oral questions * Observation |
| 1. Demonstrate sustainable resource use | * Types of resources * Techniques in measuring current usage of resources * Calculating current usage of resources * Methods for minimizing wastage * Waste management procedures * Principles of 3Rs (Reduce, Reuse, Recycle) * Methods for economizing or reducing resource consumption | * Written test * Oral questions * Observation |
| 1. Evaluate current practices in relation to resource usage | * Collection of information on environmental and resource efficiency systems and procedures, * Measurement and recording of current resource usage * Analysis and recording of current purchasing strategies. * Analysis of current work processes to access information and data * Identification of areas for improvement | * Written test * Oral questions * Observation |
| 1. Identify Environmental legislations/conventions for environmental concerns | * Environmental issues/concerns * Environmental legislations /conventions and local ordinances * Industrial standard /environmental practices * International Environmental Protocols (Montreal, Kyoto) * Features of an environmental strategy | * Written questions * Oral questions * Observation |
| 1. Implement specific environmental programs | * Community needs and expectations * Resource availability * 5 s of good housekeeping * Identification of programs/Activities * Setting of individual roles /responsibilities * Resolving problems /constraints encountered * Consultation with stakeholders | * Written questions * Oral questions * Observation |
| 1. Monitor activities on Environmental protection/Programs | * Periodic monitoring and Evaluation of activities * Gathering feedback from stakeholders * Analysing data gathered * Documentation of recommendations and submission * Setting of management support systems to sustain and enhance the program * Monitoring and reporting of environmental incidents to concerned /proper authorities | * Oral questions * Written tests * Practical test * Observation |

**Suggested Methods of Instruction**

* Instructor led facilitation of theory
* Demonstration by trainer
* Viewing of related videos
* Project
* Assignements
* Role play

**Recommended Resources**

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

# OCCUPATIONAL SAFETY AND HEALTH PRACTICES

**UNIT CODE:** BUS/CU/OF/BC/07/5/A

**Relationship to Occupational Standards**

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

**Duration of Unit:** 25 hours

**Unit Description**

This unit specifies the competencies required to identify workplace hazards and risk, identify and implement appropriate control measures and implement OSH programs, procedures and policies/ guidelines

**Summary of Learning Outcomes**

1. Identify workplace hazards and risk
2. Control OSH hazards
3. Implement OSH programs

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

|  |  |  |
| --- | --- | --- |
| **Learning Outcome** | **Content** | **Suggested Assessment Methods** |
| 1. Identify workplace hazards and risks | * Identification of hazards in the workplace and/or the indicators of their presence * Evaluation and/or work environment measurements of OSH hazards/risk existing in the workplace is conducted by * Authorized personnel or agency * Gathering of OHS issues and/or concerns raised | * Oral questions * Written tests * Portfolio of evidence * Third party report |
| 1. Control OSH hazards | * Prevention and control measures, including use of PPE (personal protective equipment) for specific hazards are identified and implemented * Appropriate risk controls based on result of OSH hazard evaluation is recommended * Contingency measures, including emergency procedures during workplace incidents and emergencies are recognized and established in accordance with organization procedures | * Oral questions * Written tests * Portfolio of evidence * Third party report |
| 1. Implement OSH programs | * Providing information to work team about company OHS program, procedures and policies/guidelines * Participating in implementation of OSH procedures and policies/ guidelines * Training of team members and advice on OSH standards and procedures * Implementation of procedures for maintaining OSH-related records | * Oral questions * Written tests * Portfolio of evidence * Third party report |

**Suggested Methods of Instruction**

* Assigments
* Discussion
* Q&A
* Role play
* Viewing of related videos

**Recommended Resources**

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

# COMMON UNITS OF COMPETENCY

# SHORTHAND SKILLS

**UNIT CODE:** BUS/CU/OA/CC/01/5/A

**Relationship to Occupational Standards**

This unit addresses the Unit of Competency: Demonstrate Shorthand Skills

**Duration of Unit:** 90 hours

**Unit Description**

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

**Summary of Learning Outcomes**

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

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

|  |  |  |
| --- | --- | --- |
| **Learning Outcome** | **Content** | **Suggested**  **Assessment**  **Methods** |
| 1. Consolidate shorthand and writing principles | * Straight strokes * Curved strokes * Horizontal strokes * First place vowels * Third place vowels * S-circle:   downward L   * Stroke R * Diphthongs, triphones and * Consonant H * ST, STR,SES &   SWAY   * Halving * R hook * N hook * WH * L hook * F/V hook * SHUN hook * Compound consonants * Doubling * Prefixes, | * Written tests * Observation * Oral questioning * Third party report |
| 1. Develop vocabulary extension | * Short forms * Phrases * Intersections | * Written tests * Observation * Oral questions * Third party report |
| 3. Taking shorthand dictations | * Sentences * Correct outlines * Transcription techniques   Passages | * Written tests * Observation * Oral questioning   Third party report |
| 1. Transcribing shorthand notes | * Speed development * Speed reading * Transcribing back * Proofreading   Timed dictations | * Written tests * Observation * Oral questioning   Third party report |
| 1. Developing Listening Skills | * Error analysis * Proofreading   Evaluation | * Written tests * Observation * Oral questioning   Third party |
| 1. Developing art skills typing mailable work. | * Dictation * Transcription * Spelling * Proofreading * Keyboarding * Speed development * Editing * Producing mailable work | * Written tests * Observation * Oral questioning * Third party report |

**Suggested Methods of Instruction**

* Direct instructions
* Recorded passages
* Discussions
* Demonstration by trainer
* Practice by the trainee

**Recommended Resources**

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

# ICT SKILLS

**UNIT CODE:** BUS/CU/OA/CC/02/5/A

**Relationship to Occupational Standards** This unit addresses the Unit of Competency: Demonstrate ICT Skills

**Duration of Unit:** 92 hours

**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.

**Summary of Learning Outcomes**

1. Introduce modern information and communication technology
2. Introduce Computer Packages
3. Introduce Operating Systems

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

|  |  |  |
| --- | --- | --- |
| **Learning Outcome** | **Content** | **Suggested**  **Assessment**  **Methods** |
| 1. Introduce modern information and communication technology | * Impact of ICT in modern working environment   Computer’s main components/ functions   * Technologies used in modern working environment | * Written tests * Observation * Oral questioning * Third party report |
| 1. Introduce computer packages | * Microsoft Word Loading * Microsoft Word basic environment and functions * Opening a new document in Word using manual   controls, icons and menus   * Microsoft Word for Windows copying,   saving and deleting files   * Printing documents * Keyboard techniques * Correct position of hand on the * keyboard * Striking keys correctly * Developing speed using 10 fingers. * Use of MS word main features in keyboarding: * Change and arrange paragraphs and headings using * Typing techniques. * Word-wrap and using enter * Undo and copy - paste functions * Apply and adjust paragraphs, headings, spaces, fonts, size and colours in a word document * Save document and close applications * Use of tables in MS word * Know how to produce a table * Align, delete and merge columns and rows * Altering Table formats, fonts,   borders and shadings  Saving work and closing applications | * Written tests * Observation * Oral questions * Third party report |
| 1. Introduce operating systems | * Concept of software package * Microsoft Office for Windows: * Word Processor * Number and data software * Visual aid software * Image presentation software * Use of word processing computer application * Typing techniques and keyboarding. * MS Word commands * Menu bars * Creating a file and a folder Using an * input device to enter and edit text accurately * Manipulating information | * Written tests * Observation * Oral questioning * Third party report |

**Suggested Methods of Instruction**

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

**Recommended Resources**

* Computer
* Stationery
* Printer
* Manual typewriter

# CORE UNITS OF LEARNING

# FRONT OFFICE OPERATIONS

**UNIT CODE:** BUS/CU/OA/CR/01/5/A

**Relationship to Occupational Standards** This unit addresses the unit of competency: Manage Front Office Operations

**Duration of Unit:** 90 hours

**Unit description:**

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

**Summary of Learning Outcomes**

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

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

|  |  |  |
| --- | --- | --- |
| **Learning Outcome** | **Content** | **Suggested**  **Assessment**  **Methods** |
| 1. Handle organization visitors | * Types of organization * Organization structures * Types of customers * Office etiquette * Good grooming * Public and human relations * Time management * Stress management * Office protocol | * Observation * Written test * Demonstration * Practical assignment * Oral questioning * Case study |
| 1. Handle organization   enquiries | * Types of communication systems * Methods of communication * Forms and channels of communication * Departments in an organization * Importance of feedback * Feedback mechanisms | * Observation * Written test * Demonstration * Practical assignment * Oral questioning |
| 1. Handle official appointments | * Types of appointments * Receiving, analysing and confirming appointments   Booking appointments   * Handling visitors with appointments * Handling visitors without appointments * Appointment feedback | * Observation * Project * Written test * Demonstration * Practical assignment * Oral questioning |
| 1. Maintain reception   area | * Reception area landscaping * Reception area tidiness and cleanliness maintenance * Reception area ventilation and lighting maintenance * Office landscaping * Office layout * Signage * Reception area equipment | * Observation * Project * Written test * Demonstration * Practical assignment * Oral questioning |
| 1. Maintain visitors   register | * Importance of visitors register * Visitor’s details in a register * Visitors register security * Visitors register information confidentiality * Creating and updating visitors register | * Observation * Project * Written test * Demonstration * Practical assignment * Oral questioning |
| 1. Maintain reference   materials | * Types of reference materials * Obtaining and maintenance of reference materials * Safeguarding references materials | * Observation * Project * Written test * Demonstration * Practical assignment * Oral questioning |
| 1. Maintain internal   directory | * Meaning of internal directory * Content of an internal directory * Internal directory creation, update and maintenance * Safeguarding internal directory | * Observation * Project * Written test * Demonstration * Practical assignment |
| 1. Maintain official diary | * Meaning of an official diary * Content of an official diary * Sources of information to be entered in the diary * Official diary acquisition * Analysing and recording official diary information * Maintenance of official diary information * Safeguarding official diary | * Observation * Project * Written test * Demonstration * Practical assignment * Oral questioning |

**Suggested Methods of Instruction**

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

**Recommended Resources**

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

# OFFICE MAIL MANAGEMENT

**UNIT CODE:** BUS/CU/OA/CR/02/5/A

**Relationship to Occupational Standards** This unit addresses the Unit of Competency: Manage Office Mail

**Duration of Unit:** 80 hours

**Unit Description**

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

**Summary of Learning Outcomes**

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

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

|  |  |  |
| --- | --- | --- |
| **Learning Outcome** | **Content** | **Suggested Assessment**  **Methods** |
| 1. Manage incoming   mail | * Mailroom equipment * Services rendered by the Post Office * Meaning of incoming mail * Procedure for receiving incoming mail. * Methods of receiving mail. * Sources of incoming mail * Responsibilities in handling incoming mail. * Security of incoming mail * Frequency of receiving mail | * Observation * Written test * Demonstration * Practical assignment * Oral questioning |
| 1. Classify incoming mail | * Types of mail * Mail handling equipment * Opening incoming mail * Sorting incoming mail * Date-stamping incoming mail * Recording incoming mail | * Observation * Project * Written test * Demonstration * Practical assignment * Oral questioning |
| 1. Distribute office mail | * Mail assessment * Responsibilities for handling different types of mail * Mail attachments * Handling mail that requires attention of more than one officer. * Content confidentiality and integrity in distributing office mail. | * Observation * Project * Written test * Demonstration * Practical assignment * Oral questioning |
| 1. File incoming mail | * Classification systems for incoming mail * Creating incoming mail files * Folio assignment and indexing * Document handling * Mail filing equipment | * Observation * Project * Written test * Demonstration * Practical assignment * Oral questioning |
| 1. Receive outgoing Mail | * Procedure for receiving out-going mail. * Integrity and confidentiality of out-going mail * Processing of instructions on outgoing mail | * Observation * Project * Written test * Demonstration * Practical assignment * Oral questioning |
| 1. Classify out-going Mail | • Sorting outgoing mail  • Importance of sorting outgoing mail attachments  • Methods of dispatch | * Observation * Project * Written test * Demonstration * Practical assignment * Oral questioning |
| 1. Record out-going mail | * Creation of outgoing mail register * Contents of outgoing mail register * Maintenance of outgoing mail register * Mailing list maintenance * Producing and filing copies of outgoing mail * Recording outgoing mail | * Observation * Written test * Demonstration * Practical assignment * Oral questioning |
| 1. Dispatch out-going mail | * Services rendered by the Post Office * Courier services * Types of envelopes * Addressing envelopes * Mail attachments * Methods of dispatch * Weighing out-going mail. * Franking machine   Affixing postage stamp | * Written Observation * Project * Written test * Demonstration * Practical assignment * Oral questioning |

**Suggested Methods of Instruction**

* Projects
* Demonstration by trainer
* Practice by the trainee
* Discussions
* Direct instructions
* Field trips

**Recommended Resources**

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

# OFFICE DOCUMENTS FILING

**UNIT CODE:** BUS/CU/OA/CR/03/5

**Relationship to Occupational Standards**

This unit addresses the Unit of Competency: File Office

Documents

**Duration of Unit**: 78 hours

**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.

**Summary of Learning Outcomes**

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

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

|  |  |  |
| --- | --- | --- |
| **Learning Outcome** | **Content** | **Suggested**  **Assessment**  **Methods** |
| 1. Index office files | • Meaning of indexing   * Types of indexing * Importance of indexing * Contents of a file index * Obtaining, labelling and   indexing Office files | * Observation * Project * Written test * Demonstration * Practical assignment * Interview * Oral questioning |
| 1. Receive office documents | * Types of office documents to be filed. * Receiving office documents * Verifying office documents * Acknowledging office documents receipt | * Observation * Project * Written test * Demonstration * Practical assignment * Interview   Oral questioning |
| 1. Sort office documents | * Sorting procedure * Filing classification methods * Filing classification systems * Classification of office documents | * Observation * Project * Written test * Demonstration * Practical assignment * Interview   • Oral questioning |
| 1. Record office documents | * Creation of office document filing register * Content of office document filing register * Importance of office document filing register * Recording office documents * Maintenance of office document filing register | * Observation * Project * Written test * Demonstration * Practical assignment * Interview   Oral questioning |
| 1. File office documents | • Meaning of filing  • Essentials of good filing system  • Filing equipment  • Centralized and decentralized filling   * Meaning of registry * Functions of registry * Types of registries * Factors to consider when deciding type of registry * Duties of registry personnel * Filing assigning folio to documents | * Observation * Project * Written test * Demonstration * Practical assignment * Interview * Oral questioning |
| 1. Safeguard office files | • Stored document control  • Storage systems  • File transfer  • Filing equipment/storage devices  • Retrieval of files  • File movement monitoring  • Retention policy in organizations  • Disposal of obsolete files | * Observation * Project * Written test * Demonstration * Practical assignment * Interview   Oral questioning |

**Suggested Methods of Instruction**

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

**Recommended Resources**

* + Computers
  + Filing equipment
  + Internet connectivity
  + Registers
  + Stationery
  + External storage devices

# OFFICIAL MEETING COORDINATION

**UNIT CODE:** BUS/CU/OA/CR/04/5/A

**Relationship to Occupational Standards**

This unit addresses the Unit of Competency: Coordinate Official Meetings

**Duration of Unit:** 80 hours

**Unit Description**

This unit specifies the competencies required to coordinate official meetings. It includes preparing meeting invitations, meeting rooms, 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.

**Summary of Learning Outcomes**

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

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

|  |  |  |
| --- | --- | --- |
| **Learning Outcome** | **Content** | **Suggested**  **Assessment**  **Methods** |
| 1. Prepare meeting invitations | * Meaning of meetings and conferences * Types of meetings and conferences * Ways of convening meetings and conferences * Chairman’s Agenda * Notice of a meeting * Meeting Agenda * Meeting invitation letters * Feedback of confirmation and apologies. | * Written Test * Oral Questioning |
| 2. Prepare the meeting room | * Factors to consider when setting meeting room * Meeting room furniture and equipment * Meeting room arrangement * Meeting room labelling | * Observation * Written Test |
| 3. Prepare reference materials | * Reference material identification * Preparation reference material * Availing reference material * Circulation of previous meeting   Minutes | * Written Test   Observation |
| 4. Provide hospitality services | * Types of hospitality services * Hospitality service curriculum * Budgeting for hospitality service   Registration of participants | * Written Test   Observation |
| 5. Take the minutes of the meeting | * Terminologies used in meeting * Types of Minutes * How to take Minutes   Transcribing Minutes | * Written Test   Observation |
| 6. Clear the meeting room | • Procedure of clearing meeting room   * Importance of clearing meeting room | * Written Test   Observation |
| 7. Prepare the minutes and action plan document | * Minutes processing * Circulation of minutes for action   Minutes filing | * Observation   Written Test |

**Suggested Methods of Instruction**

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

**Recommended Resources**

* Meeting equipment
* Filing equipment
* Internet connectivity
* Registers
* Stationery
* External storage devices

# OFFICE SECURITY MANAGEMENT

**UNIT CODE:** BUS/CU/OA/CR/05/5/A

**Relationship to Occupational Standards** This unit addresses the unit of competency: Manage Office Security

**Duration of Unit:** 74 hours

**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.

**Summary of Learning Outcomes**

1. Safeguard office records
2. Safeguard office equipment
3. Safeguard office data and information
4. Control office access
5. Report security incidences

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

|  |  |  |
| --- | --- | --- |
| **Learning Outcome** | **Content** | **Suggested Assessment**  **Methods** |
| 1. Safeguard office records | * Meaning of security * Importance of security on office records * Identification of office records * Security measures to protect office records | * Observation * Written test * Demonstration * Practical assignment * Oral questioning |
| 2. Safeguard office equipment | * Office equipment inventory * Maintenance of office equipment * Security measures to safeguard office equipment | * Observation * Written test * Demonstration * Practical assignment * Oral questioning |
| 3. Safeguard office information | * Classification of office information * Information access control * Office information storage | * Observation * Written test * Demonstration * Practical assignment * Oral questioning |
| 4. Control office access | * Office security risks * Office risk control measures | * Observation * Written test * Demonstration * Practical assignment * Oral questioning |
| 5. Report security  incidences | * Importance of recording security incidences * Procedure for reporting security incidences | * Observation * Written test * Demonstration * Practical assignment * Oral questioning |

**Suggested Methods of Instruction**

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

**Recommended Resources**

* Computers
* Stationery
* Diaries
* Visitors’ register

# TELEPHONE CALLS MANAGEMENT

**UNIT CODE:** BUS/CU/OA/CR/06/5/A

**Relationship to Occupational Standards** This unit addresses the unit of competency: Manage Telephone Calls

**Duration of Unit:** 98 hours

**Unit Description**

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

**Summary of Learning Outcomes**

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

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

|  |  |  |
| --- | --- | --- |
| **Learning Outcome** | **Content** | **Suggested**  **Assessment**  **Methods** |
| 1. Manage incoming calls | * Telephone and the switchboard * Telephone etiquette * Materials required when answering incoming calls | * Written tests * Observation * Oral questioning * Third party report |
| 2. Record telephone messages | * Telephone messages register * Content of the telephone   message register   * Recording messages in the register | * Written tests * Observation * Oral questions * Third party report |
| 3. Make telephone calls | * Making internal calls * Making external calls | * Written tests * Observation * Oral questioning * Third party report |
| 4. Maintain telephone equipment | * Types of telephone equipment * Maintenance of telephone equipment * Telephone positioning | * Written tests * Observation * Oral questioning * Third party report |
| 5. Maintain calls register | * Importance of call register * safeguarding call register | * Written tests * Observation * Oral questioning * Third party report |

**Suggested Methods of Instruction**

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

**Recommended Resources:**

* Telephone
* Switchboard
* Computers
* Stationery
* Diaries
* Visitors’ register

# COMPUTERISED DOCUMENT PROCESSING

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

**Relationship to Occupational Standards** This unit addresses the Unit of Competency: Process Computerized Documents

**Duration of Unit:** 88 hours

**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.

**Summary of Learning Outcomes**

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

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

|  |  |  |
| --- | --- | --- |
| **Learning Outcome** | **Content** | **Suggested Assessment Methods** |
| 1. Interpret office instruction | * Types of office documents to be processed * Format of preparing office documents * Proof-reading techniques | * Written tests * Observation * Oral questioning   • Third party report |
| 2. Process office  document | * Paper sizes * Margins * Formatting a document * Editing a document * Centering materials * Underscoring * Types of headings * Paragraphs * Punctuations * Use of tabs * Units of measurement | * Written tests * Observation * Oral questioning * Third party report |
| 3. Conduct reprographic services | * Reprographic methods * Photocopying * Printing * Ink duplicating * Off-set lithography * Factors to consider   when choosing reprographic methods  • Maintenance of reprographic equipment | * Written tests * Observation * Oral questions   Third party report |

**Suggested Methods of Instruction**

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

**Recommended Resources**

* Computers
* Stationery
* Reprographic equipment