REPUBLIC OF KENYA

COMPETENCY -BASED MODULAR CURRICULUM

FOR

OFFICE ADMINISTRATION

KNQF LEVEL 6
(CYCLE 3)
PROGRAMME CODE: 0415554 A

TVET CDACC
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FOREWORD

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

Reforms in the education sector are necessary to achieve Kenya Vision 2030 and meet 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 in Kenya (Sessional Paper No. 14 of 2012). A key feature of this policy is the radical change in the design and delivery of 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 the mode of delivery allow for multiple entry and exit in TVET programmes.

These reforms demand that Industry takes a leading role in curriculum development to ensure the curriculum addresses its competence needs. It is against this background that this curriculum has been developed. For trainees to build their skills on foundational hands-on activities of the occupation, units of learning are grouped in modules. This has eliminated duplication of content and streamlined exemptions based on skills acquired as a trainee progresses in the up-skilling process, while at the same time allowing trainees to be employable in the shortest time possible through the acquisition of part qualifications.

It is my conviction that this curriculum will play a great role in developing competent human resources for the Office Administration Sector's growth and development.

PRINCIPAL SECRETARY

STATE DEPARTMENT FOR TVET

MINISTRY OF EDUCATION

PREFACE

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

CAP 210A and Sessional Paper No. 1 of 2019 on Reforming Education and Training in Kenya for Sustainable Development emphasized the need to reform curriculum development, assessment, and certification. This called for a shift to CBET to address the mismatch between skills acquired through training and skills needed by industry, as well as increase the global competitiveness of the Kenyan labour force.

This curriculum has been developed in adherence to the Kenya National Qualifications Framework and CBETA standards and guidelines. The curriculum is designed and organized into Units of Learning with Learning Outcomes, suggested delivery methods, learning resources, and methods of assessing the trainee's achievement. In addition, the units of learning have been grouped in modules to concretize the skills acquisition process and streamline upskilling.

I am grateful to all expert trainers and everyone who played a role in translating the Occupational Standards into this competency-based modular curriculum.

CHAIRMAN, TVET CDACC

ACKNOWLEDGEMENT

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 were received from expert trainers, institutions and organizations.

I recognize with appreciation the role of the National Sector Skills Committee (NSSC) in ensuring that competencies required by the industry are addressed in the curriculum. I also thank all stakeholders in the office administration sector for their valuable input and everyone who participated in developing this curriculum.

I am convinced that this curriculum will go a long way in ensuring that individuals aspiring to work in the office administration Sector acquire competencies to perform their work more efficiently and effectively.

COUNCIL SECRETARY/CEO

TVET CDACC
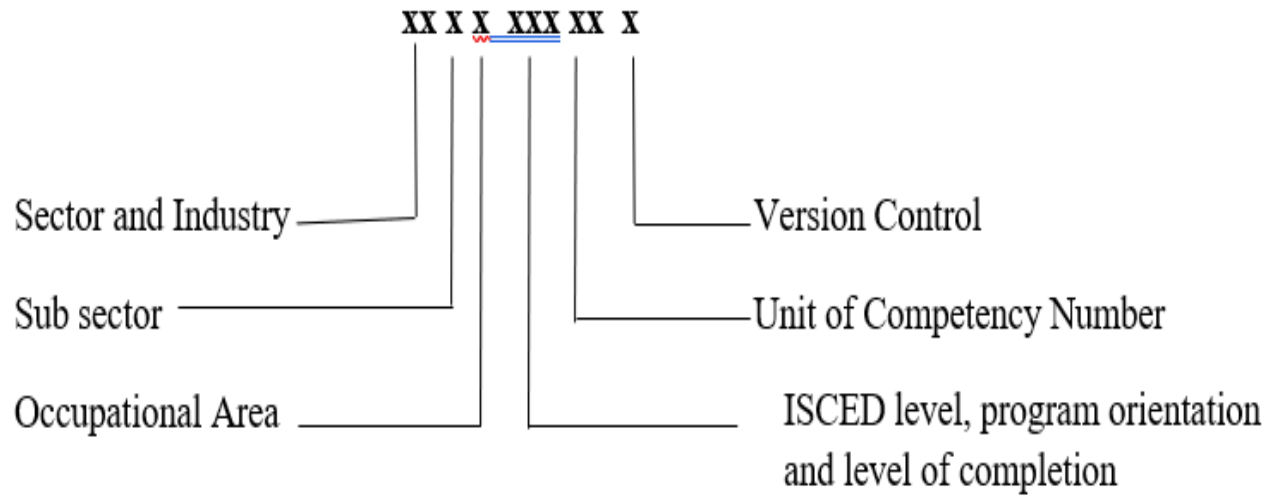
KEY TO UNIT CODE

XX X X_XXX XX X

Sector and Industry ——————————— Version Control

Sub sector ——————————— Unit of Competency Number

Occupational Area ——————————— ISCED level, program orientation and level of completion

TABLE OF CONTENTS

OVERVIEW

The Office Administrator Level 6 curriculum is designed to equip learners with comprehensive skills and knowledge essential for efficient office management and administrative operations. The program focuses on key competencies, including Handling Office Correspondence, Customer Care Relations, Office Errands, Coordinating Office Facilities Maintenance, Managing Telephone Calls, Managing Office Records, Coordinating Official Meetings, Coordinating Travel Arrangements, Processing Office Documents, Managing Office Security, Applying Financial Accounting, Undertaking Business Communication, Applying Commerce Principles, Applying Shorthand Skills, Applying Management Principles, Handling Office Administrative Duties, Applying Principle of Commercial Law, Applying Information and Communication Technology, Carrying out Research Project.

The qualification consists of basic, common and core competencies:

MODULER UNITS OF COMPETENCY

MODULE I				
UNIT CODE	**TVET CDACC UNIT CODE**	**UNIT NAME**	**DURATION (Hours)**	
0415 351 09A	BUS/CU/OA/CR/01/4/MA	OFFICE CORESPONDENCE	80	8
0415 351 10A	BUS/CU/OA/CR/02/4/MA	OFFICE ERRANDS	40	4
0415 351 11A	BUS/CU/OA/CR/03/4/MA	CUSTOMER CARE DUTIES	80	8
0415 351 12A	BUS/CU/OA/CR/04/4/MA	INTRODUCTION TO SHORTHAND SKILLS 1	80	8
0415 351 13A	BUS/CU/OA/CR/05/4/MA	INTRODUCTION TO PROCESS OFFICE DOCUMENTS 1	80	8
SUB-TOTAL			360	36

		MODULE II		
0415 351 14A	BUS/CU/OA/CR/06/4/MA	OFFICE PAPER RECORDS	40	4
0415 351 15A	BUS/CU/OA/CR/07/4/MA	OFFICE REPAIRS AND MAINTENANCE	35	3.5
0415 351 16A	BUS/CU/OA/CR/08/4/MA	INTRODUCTION TO SHORTHAND SKILLS 2	80	8
0415 351 17A	BUS/OS/OA/CR/09/4/MA	INTRODUCTION TO PROCESS OFFICE DOCUMENTS 2	80	8
0413 351 03A	BUS/CU/OA/CC/01/4/MA	UNDERTAKE BUSINESS COMMUNICATION	80	8
0415 351 18A	BUS/CU/OA/CR/10/4/MA	MANAGE TELEPHONE CALLS	50	5
		SUB-TOTAL	365	36.5
		MODULE III		
0417 451 01A	BUS/CU/OA/BC/01/5/MA	APPLY WORK ETHICS AND PRACTICES	40	4
0415 451 19A	BUS/CU/OA/CR/01/5/MA	INTRERMEDIATE SHORTHAND SKILLS	80	8
0415 451 20A	BUS/CU/OA/CR/02/5/MA	INTERMEDIATE OFFICE DOCUMENTS PROCESSING	80	8

0415 451 21A	BUS/CU/OA/CR/03/5/MA	APPLY ICT SKILLS	280	28
	SUB TOTAL		480	48
MODULE IV				
0415 451 22A	BUS/CU/OA/CC/01/5/MA	APPLY COMMERCE PRINCIPLES	80	8
0413 451 02A	BUS/CU/OA/BC/02/5/MA	APPLY ENTREPRENEURIAL SKILLS	40	4
0415 551 17A	BUS/CU/OA/CR/04/5/MA	MANAGE OFFICE SECURITY	60	6
0415 451 24A	BUS/CU/OA/CR/05/5/MA	OFFICE ADMINISTRATION DUTIES MANAGEMENT	80	8
0415 451 25A	BUS/CU/OA/CR/06/5/MA	OFFICIAL MEETINGS COORDINATION	80	8
SUB – TOTALS			340	34
MODULE V				
0411 551 04A	BUS/CU/OA/CC/01/6/MA	APPLY FINANCIAL ACCOUNTING SKILLS	100	10
0415 551 26A	BUS/CU/OA/CR/01/6/MA	COORDINATE TRAVEL ARRANGEMENTS	80	8
0415 551 05A	BUS/CU/OA/CC/02/6/MA	APPLY MANAGEMENT PRINCIPLES	100	10
0415 551 27A	BUS/CU/OA/CR/02/6/MA	ADVANCED SHORHAND SKILLS 1	100	10

0415 551 28A	BUS/CU/OA/CR/03/6/MA	ADVANCED PROCESS OFFICE DOCUMENTS 1	100	10
SUB – TOTALS			**480**	**48**
MODULE VI				
0415 551 29A	BUS/CU/OA/CR/04/6/MA	ADVANCED SHORTHAND SKILLS 2	100	10
0421 541 06A	BUS/CU/OA/CC/03/6/MA	PRINCIPLES OF COMMERCIAL LAW	80	8
0541 551 07A	BUS/CU/OA/CC/04/6/MA	RESEARCH PROJECT	100	10
0311 551 08A	BUS/CU/OA/CC/05/6/MA	ECONOMICS SKILLS APPLICATION	100	10
0415 551 30A	BUS/CU/OA/CR/05/6/MA	ADVANCED PROCESS OFFICE DOCUMENTS 2	100	10
SUB-TOTAL			480	48
		Industrial Training	480	48
		GRAND TOTAL	2625	262.5

The core units of learning are independent of each other and may be taken independently. The total duration of the course is **2625 HRS**

Entry Requirements

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

a) KCSE C- (Minus) or KCE division III, KACE 1 Principal and 1 Subsidiary or General Certificate of Education (Advanced level) UK

or

b) An equivalent qualification as determined by TVETA**.**

Trainer Qualification

A trainer training any of the Units of Competency in this course shall:

a) Have a minimum of level seven qualification in Office Administration in the related field.
b) Be licensed by TVETA.

Assessment and certification

Industry Training

An individual enrolled in this course will be required to undergo Industry training for a minimum period of 480 hours in Office Administration sector. The industrial training may be taken after completion of all units for those pursuing the full qualification or be distributed equally in each unit for those pursuing part qualification. In the case of dual training model, industrial training shall be as guided by the dual training policy.

Assessment.

The course shall be assessed formatively and summatively:

a) During formative assessment all performance criteria shall be assessed based on performance criteria weighting.
b) Number of formative assessments shall minimally be equal to the number of elements in a unit of competency.
c) During summative assessment basic and common units may be integrated in the core units or assessed as discrete units.
d) Theoretical and practical weighting for each unit of learning shall be as follows.
   i)   10:90 for units in Module one and module two
   ii)   30:70 for units in Module three and module four
   iii)   40:60 for units in module five and six
e) Formative and summative assessments shall be weighted at 60% and 40% respectively in the overall unit of learning score

      For a candidate to be declared competent in a unit of competency, the candidate must

meet the following conditions:

 i) Obtained at least 40% in theory assessment in formative and summative assessments.

 ii) Obtained at least 60% in practical assessment in formative and summative assessment where applicable.

 iii) Obtained at least 50% in the weighted results between formative assessment and summative assessment where the former constitutes 60% and the latter 40% of the overall score.

 f) Assessment performance rating for each unit of competency shall be as follows:

MARKS	COMPETENCE RATING
80 -100	Attained Mastery
65 - 79	Proficient
50 - 64	Competent
49 and below	Not Yet Competent
Y	Assessment Malpractice/irregularities

 g) Assessment for Recognition of Prior Learning (RPL) may lead to award of part and/or full qualification.

Certification

A candidate will be issued with a Certificate of Competency upon demonstration of competence in a core Unit of Competency. To be issued with Kenya National TVET Certificate in Office Administration Level 6, the candidate must demonstrate competence in all the Units of

Competency as given in the qualification pack. A Statement of Attainment certificate may be awarded upon demonstration of competence in certifiable element within a unit.

These certificates will be issued by Qualification Awarding Institution

MODULE I

OFFICE CORRESPONDENCE

UNIT CODE: 0415 451 08A

TVET CDACC UNIT CODE: BUS/CU/OA/CR/01/4/MA

Relationship to Occupational Standards

This unit addresses the Unit of Competency: Handle Office Correspondence

Duration of Unit: 110 hours

Unit Description

This unit specifies competencies required to handle office mail. It includes handling incoming mail, handling outgoing mail, handling electronic correspondence and maintaining mail room equipment.

Summary of Learning Outcomes

Summary of Learning Outcomes

S/NO.	LEARNING OUTCOMES	DURATION
1	Handle incoming mail	18
2	Handle outgoing mail	27
3	Handle electronic correspondence	20
4	Maintain mailroom equipment	15
	TOTAL	80

| 1. Handle incoming mail | 1.1 Incoming mails
    1.1.1 Personal mail
    1.1.2 Business mail, etc.
        1.1.2.1 Procedure of opening incoming mail
    1.1.3 Importance of sorting incoming mail
1.2 Incoming mail recording
    1.2.1 Methods of recording incoming mail e.g. manual logs, digital (e-recording), creating a log/database for details such as date, sender, etc
    1.2.2 Record remittances in a remittance log or database e.g. sender's name, payment amount, payment method, etc.
    1.2.3 Steps in manual recording of incoming mail
    1.2.4 Prepare a mail log
1.3 Forwarding Incoming mail
    1.3.1 Delivery to individual desks, department or relevant personnel
    1.3.2 Methods of distribution e.g. internal mail delivery systems, inter office envelopes, electronic distribution, physical delivery, etc. | • Practical assessments
• Projects
• Third party reports
• Written tests / assessments
• Oral questions
• Portfolio of evidences |

	1.3.3 Mail forwarding, redirection or holding mail until individual returns 1.3.4 Lost or undelivered mail 1.3.5 Handling mail that requires attention of more than one officer 1.3.6 Content confidentiality and integrity in distributing office mail.	

2. Handle outgoing mail	2.1 Outgoing mail
	
	  2.1.1 Types of outgoing mails
	
	            2.1.1.1 Registered
	
	            2.1.1.2 Recorded
	
	            2.1.1.3 Legal
	
	            2.1.1.4 General correspondence, etc.
	
	  2.2.2 Outgoing mails receiving and sorting. e.g.
	
	     2.2.2.1 Content categorization e.g. confidential, sensitive, legal, general correspondence, etc.,
	
	     2.2.2.2 Security and privacy – encryption requirements procedures, etc.
	
	2.2 Outgoing mail recording
	
	  2.2.1 Mail register i.e. Components of mail register, Importance of mail register etc
	
	     2.2.1.1 Methods of recording outgoing mail e.g. manual logs, digital (e-recording)
		• Practical assessments
		• Projects
		• Third party reports
		• Written tests / assessments
		• Oral questions
		• Portfolio of evidences

	2.2.1.2 Outgoing mail is recorded in delivery book or log book e.g. sender's name, recipient name, date of mailing, etc.	
	2.2.1.3 Essential information to record	
	2.2.1.4 Steps in manual recording of outgoing mai	
	2.2.1.5 Steps in digital recording of outgoing mail	
	2.2.1.6 Send the mail	
	2.2.1.7 Monitor delivery and status	
	2.2.1.8 Archive and store the log	
	2.2.1.9 Regularly review and update the log	
	2.2.2 Importance of manual and digital recording e.g. Proof of mailing, tracking and accountability, etc	
	2.2.3 Challenges associated with various methods of recording outgoing mail	
	2.3 Mail envelope addressing	
	2.3.1 Importance addressing mail envelopes	
	2.3.2 Components of addressing mail envelopes i.e. Address accurate recipient information e.g. recipient full name, job title (if applicable),	

	company name, postal address, town, etc.	
	2.3.3 Return address	
	2.3.4 Proper format and spacing	
	2.3.5 International mail (follow specific postal guidelines for that country)	
	2.3.6 Special consideration e.g. special instructions, etc.	
	2.4 Postage stamps affixing	
	2.4.1 Procedure for affixing stamps	
	2.4.2 Postage metering	
	2.4.3 Purpose of postage stamps	
	2.4.4 Factors influencing postage rates	
	2.4.5 Postage stamps etiquette and best practices	
	2.5 Outgoing mail dispatch	
	2.5.1 Methods of dispatching outgoing mail	
	2.5.1.1 Email	
	2.5.1.2 Post office	
	2.5.1.3 Hand delivery	
	2.5.1.4 Courier services	
	2.5.2 Deadlines for submitting outgoing mail to ensure timely dispatch	
	2.5.3 Identify preferred means of mail dispatch e.g. mail carriers or couriers, etc.	
	2.5.4 Screening outgoing mail for security purposes	

3. Handle electronic correspondence	3.1 Electronic correspondence	• Practical assessments
	3.1.1 E-mail	• Projects
	3.1.2 Chat box	• Third party reports
	3.1.3 Electronic memos	• Written tests / assessments
	3.1.4 Electronic reports, etc.	• Oral questions
	3.1.5 Importance of e-correspondence	• Portfolio of evidences
	3.1.6 Components of e-correspondence	
	3.1.7 Equipment used e-correspondence	
	3.1.2.1 Computers	
	3.1.2.2 Smartphones	
	3.1.2.3 Internal connection, etc	
	3.1.3 Drawbacks of e-correspondence	
	3.1.4 Etiquette of e-correspondence	
	3.2 E-correspondence acknowledgement	
	3.3 Electronic correspondence sharing	
	3.3.2 Methods of sharing e-correspondence	
	3.3.3 Factors to consider when sharing e-correspondence	
	3.3.4 Best practices for sharing e-correspondence	
	3.4 Physical correspondence scanning	
	3.4.2 Incoming correspondence for e-circulation	
	3.4.3 Typeset correspondence for signatures, etc.	
	3.4.4 Importance of e-circulation.	
	3.5 Scanned correspondence sharing	
	3.5.2 Procedure of sharing the scanned document	

| | 4. Maintain mail room equipment | 4.1 Malfunctioning/damaged/loss of mail room equipment reporting

4.1.1 Procedure for identifying and documenting malfunctioning /damaged/loss of mail room equipment

4.2 Mailroom equipment

4.2.1 Franking machine

4.2.2 Letter opening machine

4.2.3 Letter sealing machine

4.2.4 Stapler, etc.

4.2.5 Role of the mailroom in an organization

4.2.6 Mail room equipment use control

4.3 Mail room equipment servicing record maintenance | • Practical assessments
• Projects
• Third party reports
• Written tests / assessments
• Oral questions
• Portfolio of evidences |

Note: Row 3.5.3 at top of page:

| | | 3.5.3 Hard copies are scanned to convert them into e-correspondence | |

Suggested Methods of instruction

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

List of Recommended Resources for 25 trainees

S/No.	Category/Item	Description/ Specifications	Quantity	Recommended Ratio (Item: Trainee)
A	**Learning Materials**			

1.	Charts	• Flip Charts • Rules and Regulations	5	1:5
2.	Video clips, Audio tapes	MP4, MP3	5	1:5
B	**Learning Facilities & Infrastructure**			
3.	Lecture/Theory Room	(9* 8 sq. metres)	1	1:25
4.	Internet Connection	WI-FI, Dial-Up, Cable, Fixed-wireless,	1	1:25
5.	Keyboarding manual		25	1:1
C	**Consumable Materials**			
6.	Markers	whiteboard markers and permanent markers	5	1:5
7.	Stationery	Printing Papers, and Exercise Books Sizes A4, A3, A2 etc	5 reams	1:5
8.	Files / folders		25	1:1
9.	Compact disks	Re-writable	25	1:1
10.	Flash dis			
D	**Tools And Equipment**			
11.	Computers/Laptops	Any model	25	1:1
12.	Projector	LED.LCD, Laser	1	1:25
13.	Whiteboard	Glass, melamine, porcelain	1	1:25
14.	Staplers		2	1:13
15.	Paper punch		2	1:13

16.	Metallic cabinet		1	1:25
17.	Smart phones		5	1:5
18.	Scanner		2	1:13
19.	Photocopier		1	1:25
20.	Print toners		2	1:13
21.	Shredding machine		1	1:25

References

- Books from business authors
- Company operating procedures
- Industry/workplace codes of practice
- Customer requirements
- Marketing needs report

OFFICE ERRANDS

UNIT CODE: 0415 454 02A

TVET CDACC UNIT CODE: BUS/CU/OA/CR/02/4/MA

Relationship to Occupational Standards

This unit addresses the Unit of Competency: Handle Office Errands

Duration of Unit: 40 hours

Unit Description

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

Summary of Learning Outcomes

S/NO.	LEARNUNG OUTCOMES	DURATION
1	Deliver office documents	
2	Collect office documents	
3	Purchase office supplies	
4	Maintain evidence of deliveries and purchases done	
	TOTAL	

Learning Outcomes, Content and Suggested Assessment Methods

Learning Outcome	Content	Suggested Assessment Methods

1. Deliver Office Documents	▪ Standard operating procedures for handling office errands ▪ Development of mail delivery plan ▪ Mail handling procedures ▪ Types of document for delivery ▪ Reading, using and following maps for direction ▪ Channels of document delivery ▪ Maintaining document delivery record ▪ Tools and equipment used in delivery of documents	• Written tests • Observation • Oral questions • Interview • Third party report
2. Collect office documents	▪ Standard operating procedures for handling office errands ▪ Development of mail collection plan ▪ Types of document for collection ▪ Channels of document collection ▪ Maintaining document collection record ▪ Tools and equipment used in collection of documents	• Written tests • Observation • Oral questions • Interview • Third party report
3. Purchase Office Supplies	▪ Basic accounting principles ▪ Identification of office requirement ▪ Budgeting procedures ▪ Developing office supplies budget	• Written tests • Observation • Oral questions • Interview • Third party report

	• Handling petty cash		
	• Basic principles and procedures of purchasing		
	• Basic book keeping		
	• Record keeping		
	• Basic store keeping procedures		
	• Development of store requisition schedule		
	• Issuing of office supplies		
4. Maintain evidence of deliveries and purchases	• Standard operating procedures of maintaining evidence records • Maintaining a record of daily delivery • Types of evidence records • Surrendering of petty cash	• Written tests • Observation • Oral questioning • Interview • Third party report	

Suggested Methods of instruction:

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

List of Recommended Resources for 25 trainees

S/No.	Category/Item	Description/ Specifications	Quantity	Recommended Ratio

				(Item: Trainee)
A	**Learning Materials**			
22.	Charts	• Flip Charts • Rules and Regulations	5	1:5
23.	Video clips, Audio tapes	MP4, MP3	5	1:5
B	**Learning Facilities & Infrastructure**			
24.	Lecture/Theory Room	(9* 8 sq. metres)	1	1:25
25.	Internet Connection	WI-FI, Dial-Up, Cable, Fixed-wireless,	1	1:25
26.	Keyboarding manual		25	1:1
C	**Consumable Materials**			
27.	Markers	whiteboard markers and permanent markers	5	1:5
28.	Stationery	Printing Papers, and Exercise Books Sizes A4, A3, A2 etc	5 reams	1:5
29.	Files / folders		25	1:1
30.	Compact disks	Re-writable	25	1:1
31.	Flash dis			
D	**Tools And Equipment**			
32.	Computers/Laptops	Any model	25	1:1
33.	Projector	LED.LCD, Laser	1	1:25
34.	Whiteboard	Glass, melamine, porcelain	1	1:25

35.	Staplers		2	1:13
36.	Paper punch		2	1:13
37.	Metallic cabinet		1	1:25
38.	Smart phones		5	1:5
39.	Scanner		2	1:13
40.	Photocopier		1	1:25
41.	Print toners		2	1:13
42.	Shredding machine		1	1:25

References

- Books from business authors
- Company operating procedures
- Industry/workplace codes of practice
- Customer requirements
- Marketing needs report

CUSTOMER CARE

UNIT CODE: 0415 351 11A

TVET CDACC UNIT CODE: BUS/CU/OA/CR/03/4/MA

Relationship to Occupational Standards

This unit addresses the Unit of Competency: Manage
Customer Care Relations
Duration of Unit: 80 hours

Unit Description

This unit covers the competencies required to perform administrative office duties and manage client services. It involves maintaining office etiquette, organizing the office reception area, attending to organization visitors, maintaining an official diary, handling official appointments, and maintaining clients' records. The unit enables the learner to uphold professional standards, ensure effective communication, apply office procedures, and safeguard client information to support efficient office operations and enhance service delivery.

S/NO	LEARNING OUTCOMES	DURATION
1	Maintain Office Etiquette	14
2	Maintain Office Reception Area	14
3	Handle Organization Visitors	12
4	Maintain Official Diary	14
5	Handle Official Appointments	12
6	Maintain Client Records	14
		80

Learning Outcomes, Content and Suggested Assessment Methods

Learning Outcome	Content	Assessment Methods
Maintain Office Etiquette	1.1 Demonstrate professional conduct 1.2 Manage time effectively 1.3 Exercise teamwork 1.4 Handle conflicts 1.5 Apply office technology 1.6 Update self-orientation	• Practical assessments • Projects • Third party reports • Written tests / assessments • Oral questions • Portfolio of evidences
Maintain Office Reception Area	2.1 Organize reception area 2.2 Landscape reception area 2.3 Maintain physical environment 2.4 Maintain signage 2.5 Maintain reception equipment	• Practical assessments • Projects • Third party reports • Written tests / assessments • Oral questions • Portfolio of evidences
	Receive visitors	

	3.2 Identify and record visitors' needs	
Handle Organization Visitors	3.3 Attend to visitors' needs	
	3.4 Receive visitors' enquiries	• Practical assessments
	3.5 Analyze visitors' enquiries	• Projects
	3.6 Act on visitors' enquiries	• Third party reports
	3.7 Provide entertainment resources	• Written tests / assessments
	3.8 Maintain entertainment resources	• Oral questions
	3.9 Upgrade entertainment resources	• Portfolio of evidences
	3.10 Maintain reference materials	
	3.11 Record visitors' feedback	
Maintain Official Diary	4.1 Acquire official diary	• Practical assessments
	4.2 Receive diary information	• Projects
	4.3 Record diary information	• Third party reports
	4.4 Seek approval for diary information	• Written tests / assessments
	4.5 Update diary information	• Oral questions
	4.6 Harmonize diary information	• Portfolio of evidences
	4.7 Schedule diary information	
	4.8 Safeguard official diary	

Handle Official Appointments	5.1 Identify official appointments 5.2 Record official appointments 5.3 Seek approval for appointments 5.4 Confirm appointments 5.5 Book appointments 5.6 Send appointment reminders	• Practical assessments • Projects • Third party reports • Written tests / assessments • Oral questions • Portfolio of evidences
Maintain Client Records	6.1 Create clients' register 6.2 Record clients' details 6.3 Create clients' databank 6.4 Update clients' records 6.5 Maintain clients' records 6.6 Safeguard clients' records	• Practical assessments • Projects • Third party reports • Written tests / assessments • Oral questions • Portfolio of evidences

Suggested Delivery Methods

- Practical's
- Projects
- Group discussions
- Field trips
- Visit organizations
- Demonstration
- Viewing videos

List of Recommended Resources for 25 trainees

S/No.	Category/Item	Description/ Specifications	Quantity	Recommended Ratio (Item: Trainee)
A	**Learning Materials**			
43.	Charts	• Flip Charts • Rules and Regulations	5	1:5
44.	Video clips, Audio tapes	MP4, MP3	5	1:5
B	**Learning Facilities & Infrastructure**			
45.	Lecture/Theory Room	(9* 8 sq. metres)	1	1:25
46.	Internet Connection	WI-FI, Dial-Up, Cable, Fixed-wireless,	1	1:25
47.	Keyboarding manual		25	1:1
C	**Consumable Materials**			
48.	Markers	whiteboard markers and permanent markers	5	1:5
49.	Stationery	Printing Papers, and Exercise Books Sizes A4, A3, A2 etc	5 reams	1:5
50.	Files / folders		25	1:1
51.	Compact disks	Re-writable	25	1:1
52.	Flash dis			
D	**Tools And Equipment**			
53.	Computers/Laptops	Any model	25	1:1

54.	Projector	LED.LCD, Laser	1	1:25
55.	Whiteboard	Glass, melamine, porcelain	1	1:25
56.	Staplers		2	1:13
57.	Paper punch		2	1:13
58.	Metallic cabinet		1	1:25
59.	Smart phones		5	1:5
60.	Scanner		2	1:13
61.	Photocopier		1	1:25
62.	Print toners		2	1:13
63.	Shredding machine		1	1:25

References

- • Books from business authors
- • Company operating procedures
- • Industry/workplace codes of practice
- • Customer requirements
- • Marketing needs report

INTRODUCTION TO SHORTHAND SKILLS I

UNITCODE: 0415 451 05A

TVET CDACC UNIT CODE: BUS/CU/OA/CR/04/4/MA

Duration of Unit: 80 Hours

Relationship to Occupational Standards

This unit addresses the Unit of Competency: Applying Shorthand Skills

Unit Description

This unit covers the competencies required to apply shorthand skills. It involves Consolidating Shorthand and Writing Principles.

Summary of Learning Outcomes

S/NO.	LEARNING OUTCOME	DURATION
1	Consolidating shorthand and writing principles	80
	TOTAL	

Learning Outcomes, Content and Suggested Assessment Methods

Learning Outcome	Content	Suggested Assessment Methods
1. Consolidate shorthand and writing principles	1.1 Shorthand principles 1.1.1 Positioning 1.1.2 Penmanship e.g. dark strokes, light strokes, stroke direction, etc. 1.2 Shorthand symbols 1.2.1 Strokes/consonants 1.2.2 Outlines	• Practical assessments • Projects • Third party reports • Written tests / assessments • Oral questions • Portfolio of evidences

Learning Outcome	Content	Suggested Assessment Methods

	1.2.3 Dots
	
	1.2.4 Dashes
	
	1.2.5 Syllables, etc.
	
	1.3 Word lists, sentences, phrases, intersections, short forms drilling
	
	    1.3.1 Straight down strokes
	
	    1.3.2 Second-place dot vowels
	
	1.4 Rules in shorthand dictation
	
	1.5 Transcription skills in shorthand
	
	    1.5.1 Build strong symbol recognition
	
	    1.5.2 Transcribe immediately after dictation
	
	    1.5.3 Enhance your listening skills, etc
	
	1.6 Transcription and proof reading	

Suggested Delivery Methods

- Practical's
- Projects
- Group discussions
- Field trips
- Visit organizations
- Demonstration
- Viewing videos

List of Recommended Resources for 25 trainees

S/No.	Category/Item	Description/ Specifications	Quantity	Recommended Ratio (Item: Trainee)
A	**Learning Materials**			
64.	Charts	• Flip Charts • Rules and Regulations	5	1:5
65.	Video clips, Audio tapes	MP4, MP3	5	1:5
B	**Learning Facilities & Infrastructure**			
66.	Lecture/Theory Room	(9* 8 sq. metres)	1	1:25
67.	Internet Connection	WI-FI, Dial-Up, Cable, Fixed-wireless,	1	1:25
68.	Keyboarding manual		25	1:1
C	**Consumable Materials**			
69.	Markers	whiteboard markers and permanent markers	5	1:5
70.	Stationery	Printing Papers, and Exercise Books Sizes A4, A3, A2 etc	5 reams	1:5
71.	Files / folders		25	1:1
72.	Compact disks	Re-writable	25	1:1
73.	Flash dis			
D	**Tools And Equipment**			
74.	Computers/Laptops	Any model	25	1:1
75.	Projector	LED.LCD, Laser	1	1:25

76.	Whiteboard	Glass, melamine, porcelain	1	1:25
77.	Staplers		2	1:13
78.	Paper punch		2	1:13
79.	Metallic cabinet		1	1:25
80.	Smart phones		5	1:5
81.	Scanner		2	1:13
82.	Photocopier		1	1:25
83.	Print toners		2	1:13
84.	Shredding machine		1	1:25

References

- Books from business authors
- Company operating procedures
- Industry/workplace codes of practice
- Customer requirements
- Marketing needs report

INTRODUCTION TO PROCESS OFFICE DOCUMENTS I

UNIT CODE: 0415 451 10A

TVET CDACC UNIT CODE: BUS/CU/OA/CR/05/4/MA

Unit Duration: 80 Hours

Relationship to Occupational Standards

This unit addresses the Unit of Competency: Process Office Documents.

Unit Description

This unit covers the competencies required to process office documents. It involves Applying Keyboard Skills and Interpreting Office Instructions,

Summary of Learning Outcomes

S/NO.	LEARNING OUTCOMES	DURATION
1	Apply keyboard skills	40
2	Interpret office instructions	40
	TOTAL	80

Learning Outcomes, Content and Suggested Assessment Methods

Learning Outcome	Content	Suggested Assessment Methods
2. Interpret office instructions	2.1 Receiving office instructions 2.1.1 Font style e.g. Times New Roman, Calibri, etc.	• Practical assessments • Projects • Third party reports • Written tests / assessments

Learning Outcome	Content	Suggested Assessment Methods
	2.1.2 Font size, e.g. 12, 14, 16, etc. 2.1.3 Style instructions e.g. shoulder headings, paragraph headings, hanging paragraphs, side headings, displaying and in setting numbered/bulleted items. 2.2 Office instructions recording 2.2.1 Defining the instructions – to determine the specific tasks and actions that need to be recorded e.g. document creation, editing formatting reviewing filing or sending. 2.2.2 Importance of recording office instructions. 2.2.3 Documenting the steps – break down each task into a series of clear and concise instructions e.g. using bullet points or	• Oral questions • Portfolio of evidences

Learning Outcome	Content	Suggested Assessment Methods
	numbered lists to make them easy to follow 2.2.4 Including all relevant details e.g. document format, required templates, naming conventions, etc. 2.2.5 Organizing instructions logically. i.e. following sequence in which the tasks need to be performed, etc. 2.3 Typing techniques application 2.3.1 Typing speed 2.3.2 Accuracy 2.3.3 Ergonomics 2.3.4 Keyboard shortcuts, etc. 2.4 Effecting office instructions 2.4.1 Purpose of effecting office instructions 2.4.2 Familiarizing oneself with the instructions to understand any specific requirements and guidelines mentioned. 2.4.3 Organize the documents 2.4.4 Verify document integrity – ensure	

Learning Outcome	Content	Suggested Assessment Methods
	documents are complete and in good condition 2.4.5 Follow the given formatting guidelines. 2.4.6 Proof read the document for accuracy 2.4.7 Process the documents – carry out the necessary actions as outlined in the instructions. 2.4.8 Maintain confidentiality – proper security measures are followed 2.4.9 Quality – conduct a quality check to ensure that all instructions given have been accurately followed. 2.4.10 Seek clarification needed if a part of the instructions is unclear 2.4.11 Document and report – keep a record of the processed documents.	

Suggested Delivery Methods

- Practical's
- Projects

- Group discussions
- Field trips
- Visit organizations
- Demonstration
- Viewing videos

List of Recommended Resources for 25 trainees

S/No.	Category/Item	Description/ Specifications	Quantity	Recommended Ratio (Item: Trainee)
A	**Learning Materials**			
85.	Charts	• Flip Charts • Rules and Regulations	5	1:5
86.	Video clips, Audio tapes	MP4, MP3	5	1:5
B	**Learning Facilities & Infrastructure**			
87.	Lecture/Theory Room	(9* 8 sq. metres)	1	1:25
88.	Internet Connection	WI-FI, Dial-Up, Cable, Fixed-wireless,	1	1:25
89.	Keyboarding manual		25	1:1
C	**Consumable Materials**			
90.	Markers	whiteboard markers and permanent markers	5	1:5
91.	Stationery	Printing Papers, and Exercise Books Sizes A4, A3, A2 etc	5 reams	1:5

92.	Files / folders		25	1:1
93.	Compact disks	Re-writable	25	1:1
94.	Flash dis			
D	**Tools And Equipment**			
95.	Computers/Laptops	Any model	25	1:1
96.	Projector	LED.LCD, Laser	1	1:25
97.	Whiteboard	Glass, melamine, porcelain	1	1:25
98.	Staplers		2	1:13
99.	Paper punch		2	1:13
100.	Metallic cabinet		1	1:25
101.	Smart phones		5	1:5
102.	Scanner		2	1:13
103.	Photocopier		1	1:25
104.	Print toners		2	1:13
105.	Shredding machine		1	1:25

References

- Books from business authors
- Company operating procedures
- Industry/workplace codes of practice
- Customer requirements
- Marketing needs report

MODULE II

OFFICE PAPER RECORDS

UNIT CODE: 0415 454 04A

TVET CDACC UNIT CODE: BUS/CU/OA/CR/06/4/MA

Relationship to Occupational Standards

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

Duration of Unit: 40 hours

Unit Description

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

Summary of Learning Outcomes

S/NO.	Learning Outcomes	DURATION
1	Create Clients' Files	**10**
2	Identify and retrieve files	**10**
3	Monitor file movement	**10**
4	Update file records	**10**
		TOTAL 40HRS

Learning Outcomes, Content and Suggested Assessment Methods

Learning Outcome	Content	Suggested Assessment Methods

1. Create Clients' Files	1.1 Standard operating procedures for creating file 1.2 Types of files 1.3 File classification 1.4 Establishing a filing system Maintaining office paper record 1.5 File Coding 1.6 File indexing 1.7 File safety and security 1.8 Information security 1.9 Handling filled up files 1.10 File storage	• Written tests • Third party report
2. Identify and retrieve files	2.1 Standard operating procedures for 2.2 retrieving files 2.3 Standard operating procedures for releasing files 2.4 File register 2.5 Cross referencing of files 2.6 Recording retrieved files 2.7 Record management policy	• Written tests • Third party report
3. Monitor file movement	3.1 Standard operating procedures for file preservation 3.2 Tools for file movement control File movement register 3.3 File routing system 3.4 Information security	• Written tests • Third party report

4. Update file records	4.1 Standard operating procedures for updating file records 4.2 Methods of file disposal 4.3 File disposal procedure 4.4 Archiving inactive files 4.5 Preparing office records report	• Written tests • Third party report

Suggested Methods of instruction:

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

Suggested Delivery Methods

- Practical's
- Projects
- Group discussions
- Field trips
- Visit organizations
- Demonstration
- Viewing videos

List of Recommended Resources for 25 trainees

S/No.	Category/Item	Description/ Specifications	Quantity	Recommended Ratio (Item: Trainee)
A	**Learning Materials**			
1.	Charts	• Flip Charts	5	1:5

		• Rules and Regulations		
2.	Video clips, Audio tapes	MP4, MP3	5	1:5
3.	Assorted folders	Assorted folders	25	1.1
4.	Envelope opener	Envelope opener	5	1.5
5.	Staple remover	Staple remover	5	1.5
6.	Paper pins and clips	Paper pins and clips	1 box	1.1
B	**Learning Facilities & Infrastructure**			
. 1	Lecture/Theory Room	(9* 8 sq. metres)	1	1:25
2.	Internet Connection	WI-FI, Dial-Up, Cable, Fixed-wireless,	1	1:25
3.	Keyboarding manual		25	1:1
C	**Consumable Materials**			
4.	Markers	whiteboard markers and permanent markers	5	1:5
5.	Stationery	Printing Papers, and Exercise Books Sizes A4, A3, A2 etc	5 reams	1:5
6.	Files / folders		25	1:1
7.	Compact disks	Re-writable	25	1:1
8.	Flash dis			
D	**Tools And Equipment**			
9.	Computers/Laptops	Any model	25	1:1
10.	Projector	LED.LCD, Laser	1	1:25

11.	Whiteboard	Glass, melamine, porcelain	1	1:25
12.	Staplers		2	1:13
13.	Paper punch		2	1:13
14.	Metallic cabinet		1	1:25
15.	Smart phones		5	1:5
16.	Scanner		2	1:13
17.	Photocopier		1	1:25
18.	Print toners		2	1:13
19.	Shredding machine		1	1:25

References

- Books from business authors
- Company operating procedures
- Industry/workplace codes of practice
- Customer requirements
- Marketing needs report

OFFICE REPAIRS AND MAINTENANCE

UNIT CODE: 0415 454 05A

TVET CDACC UNIT CODE: BUS/CU/OA/CR/07/4/MA

Relationship to Occupational Standards

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

Duration of Unit: 35 hours

Unit Description

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

Summary of Learning Outcomes

S/NO.	LEARNING OUTCOMES	DURATION
1	Plan and oversee facility repairs and maintenance	15
2	Maintain office hygiene	10
3	Manage keys movement	10
	TOTALS	35

Learning Outcomes, Content and Suggested Assessment Methods

Learning Outcome	Content	Suggested Assessment

		Methods
1. Plan and Oversee Facility Repairs and maintenance	▪ Planning for repair and maintenance ▪ Identification and reporting of facilities that need repair or maintenance ▪ Routine facilities maintenance procedure ▪ Preparing routine maintenance schedule ▪ Occupation safety and health procedures ▪ Tools, equipment and materials needed ▪ Supervisory skills	• Written tests • Observation • Interview • Third party report Oral questions
2. Maintain Office Hygiene	▪ Ideal office environment ▪ Cleaning tools and equipment ▪ Cleaning product and supplies ▪ Methods of cleaning ▪ Hygiene and sanitation ▪ Safety, health and security in the workplace	• Written tests • Observation • Oral questions • Interview Third party report
3. Manage Keys Movement	▪ Office access control	• Written tests • Observation

	▪ Office security systems ▪ Types of office keys ▪ Tools of handling office keys ▪ Handling lost office keys ▪ Maintaining a record of office keys	• Oral questions • Interview Third party report

Suggested Methods of instruction:

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

List of Recommended Resources:

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

TELEPHONE CALLS MANAGEMENT

UNITCODE: 0415 451 11A

TVET CDACC UNIT CODE: BUS/CU/OA/CR/10/4/MA

Duration of Unit: 50 Hours

Relationship to Occupational Standards

This unit addresses the Unit of Competency: Managing Telephone Calls.

Unit Description

This unit covers competencies required to manage telephone calls. It involves Handling Telephone Calls, Maintaining Caller Register, and Maintaining Communication Equipment.

Summary of Learning Outcomes

S/NO.	Learning Outcomes	Duration
1	**Handle telephone calls**	**16**
2	**Maintain caller register**	**18**
3	**Maintain communication equipment**	**16**
TOTAL		**50**

Learning Outcome	Content	Suggested Assessment Methods
1. Handle Telephone Calls	1.1 Answering incoming calls 1.1.1 Telephone etiquette 1.1.1.1 Identification 1.1.1.2 Tone 1.1.1.3 Greetings Courtesy	• Practical assessments • Projects • Third party reports • Written tests / assessments

Learning Outcome	Content	Suggested Assessment Methods

	1.1.1.4 Diplomacy
	1.1.1.5 Professionalism
	1.1.1.6 Promptness
	1.1.2 Significance of phone calls in customer service
	    1.1.2.1 Effective communication
	    1.1.2.2 Building relationships
	    1.1.2.3 Customer service and support
	    1.1.2.4 Crisis management, etc
	1.1.3 Types of incoming calls
	    1.1.3.1 Customer service calls
	    1.1.3.2 Sales and inquiries
	    1.1.3.3 Technical support calls
	    1.1.3.4 Internal communication calls, etc.
	1.1.4 Procedure of answering incoming calls
	    1.1.4.1 Be prompt
	    1.1.4.2 Greet the caller
	    1.1.4.3 Listen actively
		• Oral questions
		
		• Portfolio of evidences

Learning Outcome	Content	Suggested Assessment Methods

	1.1.4.4 Identify purpose of call, etc
	  1.1.5 Call center operations
	       1.1.5.1 Call center types
	       1.1.5.2 Inbound call centers
	       1.1.5.3 Outbound call centers
	       1.1.5.4 Blended call centers
	  1.1.6 Components of call center operations
	       1.1.6.1 Telephony system
	       1.1.6.2 Customer relationship system
	       1.1.6.3 Call scripts
	       1.1.6.4 Agent training
	       1.1.6.5 Quality assurance
	1.2 Incoming calls assessment
	  1.2.1 Assess identification of the caller
	  1.2.2 Assess importance of the call
	  1.2.3 Assess urgency of the call
	  1.2.4 Assess relevance of the call
	1.3 Making Outgoing calls
	  1.3.1 Types of Outgoing calls
	       1.3.1.1 Sales calls	

Learning Outcome	Content	Suggested Assessment Methods

	1.3.1.2 Customer support calls
	
	   1.3.1.3 Debt collection calls
	
	   1.3.1.4 Market research calls, etc
	
	 1.3.2 Significance of outgoing calls
	
	   1.3.2.1 Professional communication
	
	   1.3.2.2 Customer engagement and retention
	
	   1.3.2.3 Marketing and promotion, etc
	
	 1.3.3 Procedure of handling outgoing calls
	
	 1.3.4 Best practices for outgoing calls
	
	1.4 Recording telephone message
	
	 1.4.1 Essentials of message recording
	
	 1.4.2 Role of a message recorder
	
	 1.4.3 consequences of inaccurate message-taking
	
	1.5 Call options actions
	
	 1.5.1 Call routing
	
	 1.5.2 Call forwarding	

Learning Outcome	Content	Suggested Assessment Methods
	1.5.3 Voicemai	

2. Maintain Caller Register	2.1 Caller details recording
	  2.1.1 Caller's name
	  2.1.2 Contact information
	  2.1.3 Date and time of the call
	  2.1.4 Reason for call, etc.
	2.2 Recording calls action
	  2.2.1 Tracking call outcomes
	  2.2.2 Categorizing calls
	  2.2.3 Importance of follow-ups and reminders
	  2.2.4 Caller Register Data Entry Best Practices
	  2.2.5 Procedure of updating call Logs
	2.3 Confidentiality of information in call register preservation
	  2.3.1 Data encryption
	  2.3.2 Access control
	  2.3.3 Limit access
	  2.3.4 Authentication
	  2.3.5 Audit trails
	  2.3.6 Data minimization
	  2.3.7 Secure storage and backup
	2.4 Mechanisms of Caller Register Access
	  2.4.1 Key Aspects of caller register access
		• Practical assessments
		• Projects
		• Third party reports
		• Written tests / assessments
		• Oral questions
		• Portfolio of evidences

Learning Outcome	Content	Suggested Assessment Methods
	2.4.2 Caller Register Access Mechanism Practice 2.4.3 Role of call Register	

3. Maintain Communication Equipment	1.1 Communication Equipment
	
	1.1.1 Telephone
	
	1.1.2 Computer
	
	1.1.3 Mobile phones
	
	1.1.4 VoIP phones
	
	1.1.5 Headsets
	
	1.1.6 Videoconferencing equipment
	
	1.1.7 Intercom systems, etc
	
	1.1.8 Components of Communication System
	
	     1.1.8.1 Information source
	
	     1.1.8.2 Transmitter
	
	     1.1.8.3 Transmission medium
	
	     1.1.8.4 Receiver
	
	     1.1.8.5 Destination
	
	     1.1.8.6 Channel, etc
	
	1.2 Communication Equipment Uses
	
	1.2.1 Telecommunications
	
	1.2.2 Broadcasting
	
	1.2.3 Internet access
	
	1.2.4 Emergency services, etc
	
	1.3 Cleaning communication equipment
		• Practical assessments
		• Projects
		• Third party reports
		• Written tests / assessments
		• Oral questions
		• Portfolio of evidences

Learning Outcome	Content	Suggested Assessment Methods

	1.3.1 Cleaning Procedure for each equipment
	
	1.3.2 General tips for cleaning communication equipment
	     1.3.2.1 Avoid excessive moisture
	     1.3.2.2 Check manufacturer's instructions
	     1.3.2.3 Be gentle
	     1.3.2.4 Regular cleaning
	1.4 Safe storage of communication equipment
	    1.4.1 Safe storage procedures for each communication equipment
	    1.4.2 General storage guideline
	     1.4.2.1 Keep in a dry environment
	     1.4.2.2 Avoid direct sunlight
	     1.4.2.3 Temperature control
	     1.4.2.4 Protection from dust and debris
	     1.4.2.5 Secure placement	

Suggested Delivery Methods

- Practical's
- Projects
- Group discussions

- Field trips
- Visit organizations
- Demonstration
- Viewing videos

List of Recommended Resources for 25 Trainees

S/No.	Category/Item	Description/ Specifications	Quantity	Recommended Ratio (Item: Trainee)
A	**Learning Materials**			
1.	Charts	• Flip Charts • Rules and Regulations	5	1:5
2.	Video clips Audio tapes	MP4, MP3	5	1:5
3.	Newspapers and Handouts	Daily	25	1:1
4.	Business Journals	Annual, Monthly, Daily	25	1:1
5.	CCTV Camera		1	1:25
B	**Learning Facilities & Infrastructure**			
6.	Lecture/Theory Room	(9* 8 sq. metres)	1	1:25
7.	Internet Connection	WI-FI, Dial-Up, Cable, Fixed-wireless,	1	1:25
C	**Consumable Materials**			
8.	Markers	whiteboard markers and permanent markers	5	1:5

9.	Stationery	Printing Papers, and Exercise Books Sizes A4, A3, A2 etc	5 reams	1:5
D	**Tools And Equipment**			
10.	Computers/Laptops	Any model	5	1:5
11.	Projector	LED.LCD, Laser	1	1:25
12.	Whiteboard	Glass, melamine, porcelain	1	1:25
13.	Staplers		2	1:13
14.	Paper punch		2	1:13
15.	Metallic cabinet		1	1:25
16.	Suggestion box		1	1:25
17.	Smart phones		5	1:5
18.	Biometric Scanner		1	1:5
19.	Switchboard		1	1:25
20.	Appointment book		1	1:25
21.	Diary		5	1:5
22.	Reception desk		1	1:25
23.	Shredding machine		1	1:25

References

- Books from business authors
- Company operating procedures
- Industry/workplace codes of practice
- Customer requirements
- Marketing needs report
- Occupational standard

BUSINESS COMMUNICATION

UNIT CODE: 0413 441 01A

TVET CDACC UNIT CODE: BUS/CU/OA/CC/01/4/MA

Relationship to Occupational Standards

This unit addresses the Unit of Competency: Undertake Business Communication

Duration of Unit: 80 Hours

Unit Description

This unit specifies the competencies required to undertake business communication. It involves administering communication channels, implementing types of communication, implementing service charter, safeguarding confidentiality of information, coordinating communication on social media platforms, preparing work place meeting and preparing work place reports.

Summary of Learning Outcomes

S/No	ELEMENTS	DURATION (HRS)
1	Administer Communication channels	12
2	Implement types of communication	15
3	Implement service charter	7
4	Safeguarding confidentiality of information	12

5	Apply group communication skills	10
6	Coordinate communication on social media platforms	14
7	Prepare work place meetings	10
	SUB TOTAL	**80**

Learning Outcomes, Content and Suggested Assessment Methods

Learning Outcome	Content	Suggested Assessment Methods
1. Administer Communication channels	1.1 Communication process 1.2 Principles of effective communication 1.3 Channels/medium/modes of communication 1.4 Factors to consider when selecting a channel of communication 1.5 Barriers to effective communication 1.6 Flow/patterns of communication 1.7 Sources of information 1.8 Organizational policies 1.9 Record keeping	• Written tests • Observation • Oral questions • Third party report • Portfolio of Evidence
2. Implement types of communication	2.1 Written Communication 2.1.1. Types of written communication	• Written tests • Observation

Learning Outcome	Content	Suggested Assessment Methods
	2.1.2. Elements of communication 2.1.3. Organization requirements for written communication 2.2 Non- Verbal 2.2.1 Utilize body language and 2.3 Gestures 2.4 Apply body posture 2.5 Apply workplace dressing code 2.6 Oral Communication 1. Types of oral communication pathways 2. Effective questioning techniques 3. Interviews 4. Workplace etiquette 5. Active listening	• Oral questions • Third party report • Portfolio of Evidence
3. Implement service charter	3.1 Introduction to service charter 3.2 Importance of service charter	• Oral questioning • Observation • Written report
4. Safeguarding confidentiality of information	4.1 Introduction to confidentiality 4.2 Importance of confidentiality 4.3 Classification of information 4.4 Methods of securing information 4.5 Challenges of safeguarding confidentiality in human resource communication	• Oral questioning • Observation • Written report

Learning Outcome	Content	Suggested Assessment Methods
	4.6 Advantages and disadvantages of safeguarding confidentiality.	
5. Coordinate communication on social media platforms	5.1 Introduction to social media platforms 5.2 Importance/uses of social media platforms in an organization 5.3 Social media ethical issues 5.4 Social media monitoring tools 5.5 Advantages and disadvantages of social media platforms	• Oral questioning • Observation • Written questions • Project
6. Prepare work place meetings	6.1 Introduction to minute taking 6.2 Types of meetings 6.3 Structure of meetings	• Oral questioning • Observation • Oral presentation • Written report • Project
7. Prepare workplace report	7.1 Introduction to report writing 7.2 Importance of reports 7.3 Forms and types of reports 7.4 Reports formats 7.5 Reports preparation	• Oral questioning • Observation • Written report • Project

Suggested Methods of instructions

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

- Group discussions

Recommended Resources

- Office stationeries

- Computers and computer software

- Printers

- Projectors

INTRODUCTION TO SHORTHAND SKILLS II

UNITCODE: 0415 451 05A

TVET CDACC UNIT CODE: BUS/OS/OA/CR/09/4/MA

Duration of Unit: 80 Hours

Relationship to Occupational Standards

This unit addresses the Unit of Competency: Applying Shorthand Skills

Unit Description

This unit covers the competencies required to apply shorthand skills. It involves Developing Vocabulary Extension,

Summary of Learning Outcomes

1. Developing vocabulary extension

S/NO.	LEARNING OUTCOME	DURATION
1	Developing vocabulary extension	
	TOTAL	

Learning Outcomes, Content and Suggested Assessment Methods

Learning Outcome	Content	Suggested Assessment Methods
1. Develop vocabulary extension	1.1.Application of vocabulary in shorthand 1.1.1. Create a core vocabulary list 1.1.2. Use stand abbreviations and short forms 1.1.3. Prioritize high frequency words	• Practical assessments • Projects • Third party reports • Written tests / assessments • Oral questions

Learning Outcome	Content	Suggested Assessment Methods

	1.1.4. Regularly update and review vocabularies, etc
	
	1.2. New words, Phrases, short forms, Intersections, Sentences, are identified.
	    1.2.1. Sustainability
	    1.2.2. Artificial
	    1.2.3. Engineering, etc
	
	1.3. drilling new outlines in shorthand
	    1.3.1. Rules in drilling new outlines in shorthand
	    1.3.2. Understand principles of shorthand
	    1.3.3. Start with common words
	    1.3.4. Practice phonetics
	    1.3.5. Use word groups and phrasing
	    1.3.6. Repetition and consistency
	    1.3.7. Rules in mastering new outlines in shorthand
	    1.3.8. Understand the basics
	    1.3.9. Study existing outlines
		• Portfolio of evidences (POE)

Learning Outcome	Content	Suggested Assessment Methods

	1.3.10. Focus on sounds not spellings
	1.3.11. Identify key consonants/vowels
	1.3.12. Learn new outlines in small groups
	1.3.13. Create your own abbreviations
	1.3.14. Use consistent rules, etc
	1.4. Strategies to help in speed reading in shorthand
	    1.4.1. Mastering shorthand basics
	    1.4.2. Build fluency through repetition
	    1.4.3. Increase your recognition speed
	    1.4.4. Practice with dictation exercises, etc.
	1.5. Proofreading in shorthand
	    1.5.1. Familiarize with shorthand rules
	    1.5.2. Check for consistency
	    1.5.3. Look for missing words	

Learning Outcome	Content	Suggested Assessment Methods

	1.5.4. Cross-check common shorthand errors, etc
	
	1.6. Transcribing shorthand notes
	    1.6.1. Review the notes thoroughly
	    1.6.2. Decode the shorthand symbols
	    1.6.3. Write out the full text
	    1.6.4. Check for accuracy, etc.
	
	1.7. Rules in printing shorthand notes
	    1.7.1. Understand the shorthand system
	    1.7.2. Follow word expansion rules
	    1.7.3. Proper placement of punctuation
	    1.7.4. Accuracy in decoding
	    1.7.5. Maintain clarity and readability,
	    1.7.6. Print out the document, etc	

Suggested Delivery Methods

- Practical's
- Projects
- Group discussions

- Field trips
- Visit organizations
- Demonstration
- Viewing videos

List of Recommended Resources for 25 trainees

S/No.	Category/Item	Description/ Specifications	Quantity	Recommended Ratio (Item: Trainee)
A	**Learning Materials**			
06.	Charts	• Flip Charts • Rules and Regulations	5	1:5
107.	Video clips, Audio tapes	MP4, MP3	5	1:5
B	**Learning Facilities & Infrastructure**			
108.	Lecture/Theory Room	(9* 8 sq. metres)	1	1:25
109.	Internet Connection	WI-FI, Dial-Up, Cable, Fixed-wireless,	1	1:25
110.	Keyboarding manual		25	1:1
C	**Consumable Materials**			
111.	Markers	whiteboard markers and permanent markers	5	1:5
112.	Stationery	Printing Papers, and Exercise Books Sizes A4, A3, A2 etc	5 reams	1:5
113.	Files / folders		25	1:1

114.	Compact disks	Re-writable	25	1:1
115.	Flash dis			
D	**Tools And Equipment**			
116.	Computers/Laptops	Any model	25	1:1
117.	Projector	LED.LCD, Laser	1	1:25
118.	Whiteboard	Glass, melamine, porcelain	1	1:25
119.	Staplers		2	1:13
120.	Paper punch		2	1:13
121.	Metallic cabinet		1	1:25
122.	Smart phones		5	1:5
123.	Scanner		2	1:13
124.	Photocopier		1	1:25
125.	Print toners		2	1:13
126.	Shredding machine		1	1:25

References

- Books from business authors
- Company operating procedures
- Industry/workplace codes of practice
- Customer requirements
- Marketing needs report

INTRODUCTION TO OFFICE DOCUMENT PROCESSING II

UNIT CODE: 0415 451 10A

TVET CDACC UNIT CODE: BUS/OS/OA/CR/09/4/MA

Unit Duration: 80 Hours

Relationship to Occupational Standards

This unit addresses the Unit of Competency: Process Office Documents.

Unit Description

This unit covers the competencies required to process office documents. It involves Producing Business Letters,

Summary of Learning Outcomes

S/NO.	LEARNING OUTCOME	DURATION
1	Produce business letters	**80**
	TOTAL	

Learning Outcomes, Content and Suggested Assessment Methods

Learning Outcome	Content	Suggested Assessment Methods
1.Produce business letters	1.1 Base letter template typing 1.1.1 Prepare the base letter template on a word processing program. 1.1.2 Contents of the base letter template i.e. Letter head (Senders' Address), Company's Logo, watermark, Reference Number, Date, Recipients (inside address), Salutation, Subject Heading, Main Content	• Practical assessments • Projects • Third party reports • Written tests / assessments • Oral questions

Learning Outcome	Content	Suggested Assessment Methods
	(Body), Recipients (inside address), Complimentary close, Enclosures etc.	• Portfolio of evidences
	1.1.3 Types of business letters e.g. enquiry letters, Sales letters, Order letters, Complaint letters, etc.	
	1.1.4 Layout of business letters i.e. Sender's address, Reference, Date, inside address, special marks/notations such as confidential, personal or private, postscript, etc.	
	1.1.5 Arrangements of parts of a business letter in a logical order.	
	1.2 Business letters Mail Merging	
	1.2.1 Designing a standard base letter template	
	1.2.2 Data source preparation	
	1.2.3 Insert merge fields in the base letter template at the appropriate locations where the variable information should appear	
	1.2.4 Merging process	
	1.2.5 Review and completing the merge	
	1.2.6 Save the merged letters	
	1.2.7 Benefits of mail merging	
	1.3 Envelopes addressing	
	1.3.1 Different sizes of envelopes.	

Learning Outcome	Content	Suggested Assessment Methods
	1.3.2 Design the envelope layout in word processing software i.e. recipients name, address, code, city etc.	
	1.3.3 Typing the return address	
	1.3.4 Insert the merge fields in the envelope template at the appropriate locations	
	1.3.5 Complete the merge	
	1.3.6 Importance of clarity and legibility in addressing envelopes.	
	1.4 Mailable business letters production	
	1.4.1 High-quality paper	
	1.4.2 Standard paper size	
	1.4.3 Formatting of business letters i.e. Bold, Italic, Underline, Font size, Left-alignment, Right-alignment, Centering, Block, Indented, Displays, Insets, Justification, Page size, Page margins, Page borders, Page numbering e.t.c.	
	1.4.4 Understanding the various proofreaders' marks used in a business letter e.g. Stet, run on, insert, delete, NP (New paragraph) etc.	
	1.4.5 Insertion of the Post Script (PS) at the end of a complete letter.	
	1.4.6 Saving the business letter.	
	1.4.7 Printing e.g. font style and size, etc.	
	1.5 Business letters filing	

Learning Outcome	Content	Suggested Assessment Methods
	1.5.1 Purpose of business letters in an organization. 1.5.2 Importance of proper documentation and filing of copies of business letters. 1.5.3 Filing systems i.e. alphabetical, chronological, numerical etc. 1.5.4 Procedures for filing copies of business letters.	

Suggested Delivery Methods

- Practical's
- Projects
- Group discussions
- Field trips
- Visit organizations
- Demonstration
- Viewing videos

List of Recommended Resources for 25 trainees

S/No.	Category/Item	Description/ Specifications	Quantity	Recommended Ratio (Item: Trainee)
A	**Learning Materials**			
27.	Charts	• Flip Charts • Rules and Regulations	5	1:5
128.	Video clips, Audio tapes	MP4, MP3	5	1:5

B	Learning Facilities & Infrastructure			
129.	Lecture/Theory Room	(9* 8 sq. metres)	1	1:25
130.	Internet Connection	WI-FI, Dial-Up, Cable, Fixed-wireless,	1	1:25
131.	Keyboarding manual		25	1:1
C	Consumable Materials			
132.	Markers	whiteboard markers and permanent markers	5	1:5
133.	Stationery	Printing Papers, and Exercise Books Sizes A4, A3, A2 etc	5 reams	1:5
134.	Files / folders		25	1:1
135.	Compact disks	Re-writable	25	1:1
136.	Flash dis			
D	Tools And Equipment			
137.	Computers/Laptops	Any model	25	1:1
138.	Projector	LED.LCD, Laser	1	1:25
139.	Whiteboard	Glass, melamine, porcelain	1	1:25
140.	Staplers		2	1:13
141.	Paper punch		2	1:13
142.	Metallic cabinet		1	1:25
143.	Smart phones		5	1:5
144.	Scanner		2	1:13
145.	Photocopier		1	1:25

146.	Print toners		2	1:13
147.	Shredding machine		1	1:25

References

- Books from business authors
- Company operating procedures
- Industry/workplace codes of practice
- Customer requirements
- Marketing needs report

MODULE III

WORK ETHICS AND PRACTICES

UNIT CODE: 0417 441 03A

TVET CDACC UNIT CODE: BUS/CU/OA/BC/01/5/MA

Duration of Unit: 80 hours

Relationship to Occupational Standards

This unit addresses the Unit of Competency: Apply work ethics and practices.

Unit Description

This unit covers competencies required to demonstrate employability skills. It involves the ability to: Conduct Self-Management skills, Promote Ethical Work Practices and Values, Promote Teamwork, maintain professional and personal development, Manage Workplace Conflicts, Apply Problem-Solving, and Promote Customer Care.

Summary of Learning Outcomes

S/No	ELEMENTS	DURATION (HRS)
1	Apply self-management skills	10
2	Promote ethical work practices and values	4
3	Promote Team work	10
4	Maintain professional and personal development	10
5	Apply Problem-solving skills	4
6	Promote Customer Care	2
		40

Learning Outcomes, Content, and Suggested Assessment Methods

Learning Outcome	Content	Suggested Assessment Methods
1. Apply self-management skills	1.1 Self-awareness 1.2 Formulating personal vision, mission, and goals 1.3 Healthy lifestyle practices 1.4 Strategies for overcoming work challenges 1.5 Emotional intelligence 1.6 Coping with Work Stress. 1.7 Assertiveness versus aggressiveness and passiveness 1.8 Developing and maintaining high self-esteem 1.9 Developing and maintaining positive self-image 1.10 Time management 1.11 Setting performance targets 1.12 Monitoring and evaluating performance targets	● Written assessment ● Oral assessment ● Third party reports ● Portfolio of evidence ● Project ● Practical
2. Promote ethical work practices and values	2.1 Integrity 2.2 Core Values, ethics and beliefs 2.3 Patriotism 2.4 Professionalism 2.5 Organizational codes of conduct 2.6 Industry policies and procedures	● Written assessment ● Oral assessment ● Third party reports ● Portfolio of evidence ● Project ● Practical
3. Promote Teamwork	3.1 Types of teams 3.2 Team building 3.3 Individual responsibilities in a	● Written assessment ● Oral assessment

Learning Outcome	Content	Suggested Assessment Methods
	team 3.4 Determination of team roles and objectives 3.5 Team parameters and relationships 3.6 Benefits of teamwork 3.7 Qualities of a team player 3.8 Leading a team 3.9 Team performance and evaluation 3.10 Conflicts and conflict resolution 3.11 Gender and diversity mainstreaming 3.12 Developing Healthy workplace relationships 3.13 Adaptability and flexibility 3.14 Coaching and mentoring skills	● Third party reports ● Portfolio of evidence ● Project ● Practical Assessment
4. Maintain professional and personal development	4.1 Personal vs professional development and growth 4.2 Avenues for professional growth 4.3 Recognizing career advancement 4.4 Training and career opportunities 4.5 Assessing training needs 4.6 Mobilizing training resources	● Written assessment ● Oral assessment ● Third party reports ● Portfolio of evidence ● Project ● Practical

Learning Outcome	Content	Suggested Assessment Methods
	4.7 Licenses and certifications for professional growth and development 4.8 Pursuing personal and organizational goals 4.9 Managing work priorities and commitments 4.10 Dynamism and on-the-job learning	
5. Apply Problem-solving skills	5.1 Causes of problems 5.2 Methods of solving problems 5.3 Problem-solving process 5.4 Decision making 5.5 Creative thinking and critical thinking process in development of innovative and practical solutions	● Written assessment ● Oral assessment ● Third party reports ● Portfolio of evidence ● Project ● Practical
6. Promote Customer Care	6.1 Identifying customer needs 6.2 Qualities of good customer service 6.3 Customer feedback methods 6.4 Resolving customer concerns 6.5 Customer outreach programs 6.6 Customer retention	● Written assessment ● Oral assessment ● Third party reports ● Portfolio of evidence ● Project ● Practical

Suggested Methods of Instruction

- Simulation/Role play
- Group Discussion
- Presentations

- Projects
- Case studies
- Assignments

Recommended Resources for 25 Trainees

S/No.	Category/Item	Description/ Specifications	Quantity	Recommended Ratio (Item: Trainee)
A	**Learning Materials**			
	Charts	• Flip Charts • Rules and Regulations	5	1:5
	Video clips Audio tapes	MP4, MP3	5	1:5
B	**Learning Facilities & Infrastructure**			
	Lecture/Theory Room	(9* 8 sq. metres)	1	1:25
	Internet Connection	WI-FI, Dial-Up, Cable, Fixed-wireless,	1	1:25
C	**Consumable Materials**			
	Markers	whiteboard markers and permanent markers	50	2:1
	Stationery	Printing Papers, and Exercise Books Sizes A4, A3, A2 etc	5 reams	1:5
D	**Tools And Equipment**			
	Computers/Laptops	Any model	5	1:5
	Projector	LED.LCD, Laser		1:25
	Whiteboard	Glass, melamine, porcelain	1	1:25
	Mobile Phones	Smartphones	5	1:5

References

- Dessler, G. (2020). Human Resource Management (16th ed.). Pearson.

- Occupational standards

- Kenya School of Government (KSG). (2021). *Professional Development and Capacity Building Programs*. Retrieved from https://www.ksg.ac.ke

- Ethics and Anti-Corruption Commission (EACC). (2018). *Leadership and Integrity Act: A Guide for Public Officers*. Nairobi: EACC.

- Makau, B. M. (2008). Skills and Attitudes for Life and Work. Nairobi: Jomo Kenyatta Foundation

INTERMEDIATE SHORTHAND SKILLS

UNITCODE: 0415 451 05A

TVET CDACC UNIT CODE: BUS/CU/OA/CR/01/5/MA

Duration of Unit: 80 Hours

Relationship to Occupational Standards

This unit addresses the Unit of Competency: Applying Shorthand Skills

Unit Description

This unit covers the competencies required to apply shorthand skills. It involves Consolidating Shorthand and Writing Principles, Developing Vocabulary Extension, Taking Shorthand Dictation, Transcribing Shorthand Notes, Developing Listening and Art Skills.

Summary of Learning Outcomes

S/ NO	Learning Outcomes	
1	Developing listening skills	**40**
2	Developing art skills	**40**
	TOTAL	**80**

Learning Outcomes, Content and Suggested Assessment Methods

Learning Outcome	Content	Suggested Assessment Methods
1. Develop Listening Skills	1.1.Dictation of varied passages 1.1.1. A guide on dictation in shorthand 1.1.2. Prepare for dictation 1.1.3. Listen carefully 1.1.4. Write in shorthand 1.1.5. Pace yourself 1.1.6. Accuracy 1.1.7. Review and transcribe 1.1.8. Practice regularly 1.2.Reading back shorthand passages 1.2.1. Individually 1.2.2. Collectively 1.3.Passages read back at varied speeds quickly and accurately 1.3.1. 60 words per minute 1.3.2. 70 words per minute 1.3.3. 80 words per minute 1.4.Transcribing shorthand notes 1.4.1. Transcription techniques 1.4.2. Passages 1.4.3. Short burst dictation 1.4.4. Timed dictation and transcription 1.4.5. Correct outlines 1.4.6. Mailable work 1.4.7. Short sentences	•

Learning Outcome	Content	Suggested Assessment Methods

	1.5. Proofreading of shorthand passages done
	   1.5.1. Convert shorthand to full text
	   1.5.2. Check for accuracy
	   1.5.3. Ensure grammar and punctuation is correct, etc	

2. Develop Art Skills	2.1. Speed development
	2.1.1. 60wpm
	2.1.2. 70 wpm
	2.1.3. Speed reading
	2.1.4. From textbook outlines
	   2.2. Shorthand own notes
	      2.2.1. Transcribing
	      2.2.2. Transcribing by hand
	      2.2.3. Transcribing by computer
	   2.3. Editing spelling errors
	      2.3.1. Common shorthand spelling errors
	      2.3.2. Miswriting symbols
	      2.3.3. Omitting symbols
	      2.3.4. Spelling errors
	      2.3.5. Editing spelling errors
	      2.3.6. Review context
	      2.3.7. Check common mistakes
		•

Learning Outcome	Content	Suggested Assessment Methods
	2.3.8. Compare with a key or guide 2.3.9. Correct with full words 2.4. Transcriptions proofreading and editing 2.5. Timed dictations 2.6. Assignment	

Suggested Methods of Delivery:

- Practical's
- Projects
- Group discussions
- Field trips
- Visit organizations
- Demonstration
- Viewing videos/Audio

List of Recommended Resources for 25 trainees:

S/No.	Category/Item	Description/ Specifications	Quantity	Recommended Ratio (Item: Trainee)
A	**Learning Materials**			
1.	Charts	• Flip Charts • Rules and Regulations	5	1:5
2.	External Storage Media	Flash disks, Compact Disks; Re-Writable	5	1:5
3.	Smart board (Where Applicable)	LCD or projector	1	1:25

4.	Whiteboard	Glass, melamine, porcelain	1	1:25
B	**Learning Facilities & Infrastructure**			
5.	Lecture/Theory Room	(9* 8 sq. metres)	1	1:25
6.	Workshop	(10* 15 sq. metres)	1	1:25
7.	Internet Connection	System	1	1:25
C	**Consumable Materials**			
8.	Markers	Whiteboard markers and permanent Markers	5	1:5
9.	Printing Papers	Sizes A4, A3, A2 etc	5 reams	1:5
10.	HB pencils		25	1:1
11.	Shorthand note books	Size A5	25	1:1
D	**Tools And Equipment**			
12.	Computers/Laptops	Any model	25	1:1
13.	Printer	Inkjet, LaserJet	2	1:13
14.	Computers Software:	•Windows/Linux/Macintosh Operating System •Microsoft Office Software •Google Workspace Account Antivirus Software	1	1:1
15.	Shorthand Dictionary		5	1:5
16.	English Dictionary		5	1:5
17.	Shorthand course book		25	1:1
18.	Stop watches		5	1:5

References

- Books from business authors
- Company operating procedures
- Industry/workplace codes of practice

- Customer requirements
- Marketing needs report
- Occupational standards

INTERMEDIATE OFFICE DOCUMENTS PROCESSING

UNIT CODE: 0415 451 10A

Unit Duration: 80 Hours

Relationship to Occupational Standards

This unit addresses the Unit of Competency: Process Office Documents.

Unit Description

This unit covers the competencies required to process office documents. It involves Applying Keyboard Skills, Interpreting Office Instructions, Producing Business Letters, Preparing Office Manuscripts, Tabulating Office Documents, Creating Business Forms, Producing Special Purpose Correspondence and Conducting Reprographic Services.

Summary of Learning Outcomes

S/ NO.	Learning Outcomes	Duration
1	Apply keyboard skills	10
2	Interpret office instructions	10
3	Produce business letters	10
4	Prepare office manuscripts	10
5	Tabulate office documents	10
6	Create business forms	10
7	Produce special purpose correspondence	10
8	Conduct reprographic services	10

totals	80	

Learning Outcomes, Content and Suggested Assessment Methods

Learning Outcome	Content	Suggested Assessment Methods

1. Apply keyboard skills	1.1 QWERTY keyboard layout
	
	    1.1.1 Functional keys e.g. F1, F2, F3, etc
	
	    1.1.2 Numerical keys e.g. 1, 2, 3, =,
	
	    1.1.3 Alphabetical keys e.g. ASDF
	
	    1.1.4 Navigation keys e.g. caps lock, shift key,
	
	1.2 Proper posture and hand positioning
	
	    1.2.1 Injury prevention
	
	    1.2.2 Improved comfort and quality of life
	
	    1.2.3 Increased speed and accuracy
	
	    1.2.4 Reduced risk of back problems and neck pain, etc
		• Practical assessments
		• Projects
		• Third party reports
		• Written tests / assessments
		• Oral questions
		• Portfolio of evidences

Learning Outcome	Content	Suggested Assessment Methods

	1.3 Keyboard typing skills
	    1.3.1 Touch typing
	    1.3.2 Blind typing
	    1.3.3 Hand and peck typing, etc.	

2. Interpret office instructions	2.5 Receiving office instructions
	    2.5.1 Font style e.g. Times New Roman, Calibri, etc.
	    2.5.2 Font size, e.g. 12, 14, 16, etc.
	    2.5.3 Style instructions e.g. shoulder headings, paragraph headings, hanging paragraphs, side headings, displaying and in setting numbered/bulleted items.
	2.6 Office instructions recording
	    2.6.1 Defining the instructions – to determine the specific tasks and actions that need to be recorded e.g. document creation, editing formatting
		• Practical assessments
		• Projects
		• Third party reports
		• Written tests / assessments
		• Oral questions
		• Portfolio of evidences

Learning Outcome	Content	Suggested Assessment Methods
	reviewing filing or sending.	
	2.6.2 Importance of recording office instructions.	
	2.6.3 Documenting the steps – break down each task into a series of clear and concise instructions e.g. using bullet points or numbered lists to make them easy to follow	
	2.6.4 Including all relevant details e.g. document format, required templates, naming conventions, etc.	
	2.6.5 Organizing instructions logically. i.e. following sequence in which the tasks need to be performed, etc.	
	2.7 Typing techniques application	
	2.7.1 Typing speed	
	2.7.2 Accuracy	
	2.7.3 Ergonomics	
	2.7.4 Keyboard shortcuts, etc.	
	2.8 Effecting office instructions	

Learning Outcome	Content	Suggested Assessment Methods
	2.8.1 Purpose of effecting office instructions	
	2.8.2 Familiarizing oneself with the instructions to understand any specific requirements and guidelines mentioned.	
	2.8.3 Organize the documents	
	2.8.4 Verify document integrity – ensure documents are complete and in good condition	
	2.8.5 Follow the given formatting guidelines.	
	2.8.6 Proof read the document for accuracy	
	2.8.7 Process the documents – carry out the necessary actions as outlined in the instructions.	
	2.8.8 Maintain confidentiality – proper security measures are followed	
	2.8.9 Quality – conduct a quality check to ensure that all instructions	

Learning Outcome	Content	Suggested Assessment Methods
	given have been accurately followed. 2.8.10 Seek clarification needed if a part of the instructions is unclear 2.8.11 Document and report – keep a record of the processed documents.	
3. Produce business letters	3.1 Base letter template typing 3.1.1 Prepare the base letter template on a word processing program. 3.1.2 Contents of the base letter template i.e. Letter head (Senders' Address), Company's Logo, watermark, Reference Number, Date, Recipients (inside address), Salutation, Subject Heading, Main Content (Body), Recipients (inside address), Complimentary close, Enclosures etc.	• Practical assessments • Projects • Third party reports • Written tests / assessments • Oral questions • Portfolio of evidences

Learning Outcome	Content	Suggested Assessment Methods
	3.1.3 Types of business letters e.g. enquiry letters, Sales letters, Order letters, Complaint letters, etc. 3.1.4 Layout of business letters i.e. Sender's address, Reference, Date, inside address, special marks/notations such as confidential, personal or private, postscript, etc. 3.1.5 Arrangements of parts of a business letter in a logical order. 3.2 Business letters Mail Merging 3.2.1 Designing a standard base letter template 3.2.2 Data source preparation 3.2.3 Insert merge fields in the base letter template at the appropriate locations where the variable	

Learning Outcome	Content	Suggested Assessment Methods
	information should appear	
	3.2.4 Merging process	
	3.2.5 Review and completing the merge	
	3.2.6 Save the merged letters	
	3.2.7 Benefits of mail merging	
	3.3 Envelopes addressing	
	3.3.1 Different sizes of envelopes.	
	3.3.2 Design the envelope layout in word processing software i.e. recipients name, address, code, city etc.	
	3.3.3 Typing the return address	
	3.3.4 Insert the merge fields in the envelope template at the appropriate locations	
	3.3.5 Complete the merge	

Learning Outcome	Content	Suggested Assessment Methods

	3.3.6 Importance of clarity and legibility in addressing envelopes.
	
	3.4 Mailable business letters production
	
	    3.4.1 High-quality paper
	    3.4.2 Standard paper size
	    3.4.3 Formatting of business letters i.e. Bold, Italic, Underline, Font size, Left-alignment, Right-alignment, Centering, Block, Indented, Displays, Insets, Justification, Page size, Page margins, Page borders, Page numbering e.t.c.
	    3.4.4 Understanding the various proofreaders' marks used in a business letter e.g. Stet, run	

Learning Outcome	Content	Suggested Assessment Methods

	on, insert, delete, NP (New paragraph) etc.
	
	3.4.5 Insertion of the Post Script (PS) at the end of a complete letter.
	
	3.4.6 Saving the business letter.
	
	3.4.7 Printing e.g. font style and size, etc.
	
	3.5 Business letters filing
	
	    3.5.1 Purpose of business letters in an organization.
	
	    3.5.2 Importance of proper documentation and filing of copies of business letters.
	
	    3.5.3 Filing systems i.e. alphabetical, chronological, numerical etc.
	
	    3.5.4 Procedures for filing copies of business letters.	

Learning Outcome	Content	Suggested Assessment Methods
3. Prepare office manuscripts	4. Formatting of manuscripts 1.1.1 Bold 1.1.2 Italic 1.1.3 Underline 1.1.4 Font size 1.1.5 Left-alignment 1.1.6 Right-alignment 1.1.7 Centering 1.1.8 Block 1.1.9 Indented 1.1.10 Displays 1.1.11 Insets 1.1.12 Justification 1.1.13 Page size 1.1.14 Page margins 1.1.15 Page borders, etc. 4.1.2 Types of manuscripts. 4.1.2.1 Article extract 4.1.2.2 Research manuscript 4.1.2.3 Speech 4.1.2.4 Technical manuscript 4.2 Office manuscripts production 4.2.1 Use of high-quality paper for printing. 4.2.2 Use of standard paper size e.g. A4 portrait	• Practical assessments • Projects • Third party reports • Written tests / assessments • Oral questions • Portfolio of evidences

Learning Outcome	Content	Suggested Assessment Methods
	4.2.3 Purpose of proofreading in a manuscript.	
	4.2.4 Understanding the various proofreaders' marks used in a manuscript e.g. Stet, run on, insert, delete, NP (New paragraph) etc.	
	4.2.5 Formatting the manuscript i.e. Drop caps (two lines, three lines), Watermarks, column displays, bold, italics, underscore, font size/type, Page numbering e.t.c.	
	4.2.6 Saving the manuscript	
	4.2.7 Printing the final copy of a manuscript.	
	4.3 Office manuscripts filing	
	4.3.1 Purpose of office manuscripts in an organization.	
	4.3.2 Types of office manuscripts in an organization e.g. reports, memos, proposals etc.	

Learning Outcome	Content	Suggested Assessment Methods
	4.3.3 Importance of effective filing of copies of office manuscripts. 4.3.4 Filing systems i.e. alphabetical, chronological, numerical etc. 4.3.5 Preparation of manuscripts for filing. 4.3.6 Procedure for filing office manuscripts.	
5 Tabulate office documents	5.1 Formatting of office document tabulations 5.1.1 Statistical information 5.1.2 Reports e.g. sales, weather, etc. 5.1.3 Financial statements 5.1.4 Academic settings, etc. 5.1.5 Office documents tabulations formatting i.e. 5.1.6 Centring vertically and horizontally 5.1.7 Sorting – sorting rows and columns into ascending or descending order	• Practical assessments • Projects • Third party reports • Written tests / assessments • Oral questions • Portfolio of evidences

Learning Outcome	Content	Suggested Assessment Methods
	5.1.8 Calculating/computing totals	
	5.1.9 Column headings	
	5.1.10 Merging cell	
	5.1.11 Figure alignment	
	5.1.12 Use table row height feature	
	5.1.13 Use of sum function	
	5.1.14 End notes	
	5.1.15 Multiple tables in one	
	5.2 Office documents tabulation display	
	5.2.1 Importance of clear data presentation in tabulation displays.	
	5.2.2 Best practices for designing clear and readable tables. e.g. Mailability e.g. accuracy, etc., consistent formatting (font size/type, abbreviations, bold etc., Logical organization of data (headings, subheadings etc, Alignment (figures/text, margins, centering etc.	

Learning Outcome	Content	Suggested Assessment Methods
	5.3 Tabulated office documents production	
	5.3.1 Use of high-quality paper for printing.	
	5.3.2 Use of standard paper size e.g. A4 portrait	
	5.3.3 Understanding the various proofreaders' marks used in tabulation e.g. Stet, run on, insert, delete, transpose (trs) etc.	
	5.3.4 Formatting the tabulation i.e. centering (horizontally, vertically), bold, italics, caps, font size/type etc.	
	5.3.5 Sorting, filtering, and analyzing data within tables e.g. use of sum function	
	5.3.6 Saving of tabulated office documents.	
	5.3.7 Printing the final copy.	
	5.4 Tabulated office documents filing	
	5.4.1 Purpose of filing tabulated office	

Learning Outcome	Content	Suggested Assessment Methods
	documents in an organization. 5.4.2 Importance of effective filing of tabulated office documents in an organization. 5.4.3 Filing systems of tabulated office documents in an organization i.e. alphabetical, chronological, numerical etc. 5.4.4 Preparation of tabulated office documents for filing in an organization. 5.4.5 Procedure for filing tabulated office documents in an organization.	

6 Create business forms	6.1 Business forms processing
	   6.1.1 Application forms,
	   6.1.2 Local purchase order,
	   6.1.3 Curriculum vitae,
	   6.1.4 Bio-data collection forms, etc.
	 6.2 Business forms production
		• Practical assessments
		• Projects
		• Third party reports

Learning Outcome	Content	Suggested Assessment Methods
	6.2.1 Understanding the various underscore/underlines used in form preparation e.g. broken lines, leader dots etc 6.2.2 Formatting the business forms e.g. form centering of the letterhead, bold, italics, caps, font size/type, page borders, etc. 6.2.3 Form alignment e.g. Headings, subheadings, figures/text alignment, margins alignment, lines alignment etc. 6.2.4 Use of Textboxes or tabulated display in a form. 6.2.5 Consistency in use of abbreviations, caps, figures and text etc. 6.2.6 Proofreading the extracted content. 6.2.7 Well displayed business forms.	• Written tests / assessments • Oral questions • Portfolio of evidences

Learning Outcome	Content	Suggested Assessment Methods
	6.2.8 Use of high-quality paper for printing. 6.2.9 Use of standard paper size e.g. A4 portrait 6.2.10 Saving the business forms. 6.2.11 Printing the final copy of business form. 6.3 Business forms filing 6.3.1 Importance of effective filing of business forms in an organization. 6.3.2 Filing systems of business forms in an organization i.e. alphabetical, chronological, numerical etc. 6.3.3 Preparation of business forms for filing in an organization. 6.3.4 Procedure for filing business forms in an organization.	
7 Produce special purpose correspondence	7.1 Special purpose correspondence formatting i.e. 7.1.1 Memos 7.1.2 Displays	• Practical assessments • Projects

Learning Outcome	Content	Suggested Assessment Methods

	7.1.3 Notices and agenda
	7.1.4 Menus
	7.1.5 Advertisements
	7.1.6 Invitation cards, etc.
	7.2 Special purpose correspondence typing
	    7.2.1 Importance of special purpose correspondence in an organization.
	    7.2.2 Layout of special purpose correspondence e.g. margins, font size/type, spacing etc.
	    7.2.3 Formatting for special purpose correspondence e.g. blocked style, modified style, correct use of punctuation, grammar etc.
	    7.2.4 Specific guidelines for typing special purpose correspondence.
	    7.2.5 Accuracy and proofreading skills on special purpose documents.
		• Third party reports
		• Written tests / assessments
		• Oral questions
		• Portfolio of evidences

Learning Outcome	Content	Suggested Assessment Methods
	7.2.6 Privacy and confidentiality when handling special purpose correspondence. 7.3 Special purpose correspondence production 7.3.1 Specific guidelines for producing special purpose correspondence. 7.3.2 Use of high-quality paper for printing. 7.3.3 Use of standard paper size e.g. A4 portrait, A5 portrait (folded 4 page programme) etc. 7.3.4 Purpose of proofreading in a special purpose correspondence in an organization. 7.3.5 Understanding the various proofreaders' marks used in a special purpose correspondence e.g. Stet, run on, insert, delete etc. 7.3.6 Page numbering format i.e. 1 of 2, 2 of 2, page 1, 2 etc.	

Learning Outcome	Content	Suggested Assessment Methods

	7.3.7 Formatting the special purpose correspondence i.e. bold, italics, underlines (broken lines), font size/type, side headings, columns etc.
	
	7.3.8 Saving the special purpose correspondence.
	
	7.3.9 Printing the final copy.
	
	7.4 Special purpose correspondence filing
	
	    7.4.1 Importance of effective filing of special purpose correspondence in an organization.
	
	    7.4.2 Filing systems of special purpose correspondence in an organization i.e. alphabetical, chronological, numerical etc.
	
	    7.4.3 Preparation of special purpose correspondence for filing in an organization.
	
	    7.4.4 Procedure for filing special purpose	

Learning Outcome	Content	Suggested Assessment Methods
	correspondence in an organization.	

Suggested Delivery Methods

- Practical's
- Projects
- Group discussions
- Field trips
- Visit organizations
- Demonstration
- Viewing videos

List of Recommended Resources for 25 trainees

S/No.	Category/Item	Description/ Specifications	Quantity	Recommended Ratio (Item: Trainee)
A	**Learning Materials**			
48.	Charts	• Flip Charts • Rules and Regulations	5	1:5
149.	Video clips, Audio tapes	MP4, MP3	5	1:5
B	**Learning Facilities & Infrastructure**			
150.	Lecture/Theory Room	(9* 8 sq. metres)	1	1:25
151.	Internet Connection	WI-FI, Dial-Up, Cable, Fixed-wireless,	1	1:25
152.	Keyboarding manual		25	1:1
C	**Consumable Materials**			

153.	Markers	whiteboard markers and permanent markers	5	1:5
154.	Stationery	Printing Papers, and Exercise Books Sizes A4, A3, A2 etc	5 reams	1:5
155.	Files / folders		25	1:1
156.	Compact disks	Re-writable	25	1:1
157.	Flash dis			
D	**Tools And Equipment**			
158.	Computers/Laptops	Any model	25	1:1
159.	Projector	LED.LCD, Laser	1	1:25
160.	Whiteboard	Glass, melamine, porcelain	1	1:25
161.	Staplers		2	1:13
162.	Paper punch		2	1:13
163.	Metallic cabinet		1	1:25
164.	Smart phones		5	1:5
165.	Scanner		2	1:13
166.	Photocopier		1	1:25
167.	Print toners		2	1:13
168.	Shredding machine		1	1:25

References

- Books from business authors
- Company operating procedures
- Industry/workplace codes of practice
- Customer requirements
- Marketing needs report

ICT SKILLS

UNIT CODE: 0415 451 12A

TVET CDACC UNIT CODE: BUS/CU/OA/CR/03/5/MA

Unit Duration: 280 Hours

Relationship to Occupational Standards

This unit addresses the Unit of Competency: Apply ICT Skills

Unit Description

This unit covers the competencies required to demonstrate ICT skills. It includes: Operate computer devices, Solve tasks using Office suite, Manage Data and Information, Perform online communication and collaboration, Apply cyber security skills, Perform Online jobs, Apply job entry techniques, Exploring Modern Information and Communication Technology, Applying Computer Software Skills, Applying Online Skills, Applying Word Processing Skills, Applying Presentation Skills, Applying Spreadsheet Manipulation Skills, Applying Accounting Software Skills, Applying Database Management Software Skills, Applying Desktop Publishing Skills and Applying Basic Computer Networking Skills.

Summary of Learning Outcomes

S/NO	**LEARNING OUTCOMES**	DURATION
1	Operate computer devices	10
2	Solve tasks using Office suite	16
3	Manage Data and Information	20
4	Perform online communication and collaboration	10
5	Apply cyber security skills	16
6	Perform Online jobs	18

7	Apply job entry techniques	8
8	To explore modern information and communication technology	16
9	To apply computer software skills	16
10	To apply online skills	18
11	To apply word processing skills	16
12	To apply presentation skills	16
13	To apply spreadsheet manipulation skills	16
14	Apply Accounting Software Skills	24
15	Apply Database Management Software Skills	20
16	Apply Desktop Publishing Skills	18
17	Apply Basic Computer Networking Skills	22
		280 hrs

Learning Outcome	Content	Suggested Assessment Methods
1. Operate computer devices	1.1 Meaning and importance of digital literacy 1.2 Functions and Uses of Computers 1.3 Classification of computers 1.4 Components of a computer system 1.5 Computer Hardware 1.5.1 The System Unit E.g. Motherboard,	• Practical assessment • Project • Portfolio of evidence • Third party report • Written assessment • Oral assessment

Learning Outcome	Content	Suggested Assessment Methods
	CPU, casing	
	1.5.2 Input Devices e.g. Pointing, keying, scanning, voice/speech recognition, direct data capture devices.	
	1.5.3 Output Devices e.g. hardcopy output and softcopy output	
	1.5.4 Storage Devices e.g. main memory e.g. RAM, secondary storage (Solid state devices, Hard Drives, CDs & DVDs, Memory cards, Flash drives	
	1.5.5 Computer Ports e.g. HDMI, DVI, VGA, USB type C etc.	
	1.6 Classification of computer software	
	1.7 Operating system functions	
	1.8 Procedure for turning/off a computer	
	1.9 Mouse use techniques	
	1.10 Keyboard Parts and Use Technique	
	1.11 Desktop Customization	
	1.12 File and Files Management using an operating system	
	1.13 Computer Internet Connection Options	
	1.13.1 Mobile Networks/Data Plans	
	1.13.2 Wireless Hotspots	
	1.13.3 Cabled (Ethernet/Fiber)	
	1.13.4 Dial-Up	
	1.13.5 Satellite	
	1.14 Computer external devices management	

Learning Outcome	Content	Suggested Assessment Methods
	1.14.1 Device connections 1.14.2 Device controls (volume controls and display properties)	

2. Solve tasks using Office suite	2.1 Meaning and Importance of Word Processing
	2.2 Examples of Word Processors
	2.3 Working with word document
	    2.3.1 Open and close word processor
	    2.3.2 Create a new document
	    2.3.3 Save a document
	    2.3.4 Switch between open documents
	2.4 Enhancing productivity
	    2.4.1 Set basic options/preferences
	    2.4.2 Help resources
	    2.4.3 Use magnification/zoom tools
	    2.4.4 Display, hide built-in tool bar
	    2.4.5 Using navigation tools
	2.5 Typing Text
	2.6 Document editing (copy, cut, paste commands, spelling and Grammar check)
	2.7 Document formatting
	    2.7.1 Formatting text
	    2.7.2 Formatting paragraph
	    2.7.3 Formatting styles
	    2.7.4 Alignment
		• Practical assessment
		• Project
		• Portfolio of evidence
		• Third party report
		
		• Written assessment
		• Oral assessment

Learning Outcome	Content	Suggested Assessment Methods
	2.7.5 Creating tables	
	2.7.6 Formatting tables	
	2.8 Graphical objects	
	2.8.1 Insert object (picture, drawn object)	
	2.8.2 Select an object	
	2.8.3 Edit an object	
	2.8.4 Format an object	
	2.9 Document Print setup	
	2.9.1 Page layout,	
	2.9.2 Margins set up	
	2.9.3 Orientation.	
	2.10 Word Document Printing	
	2.11 Meaning & Importance of electronic spreadsheets	
	2.12 Components of Spreadsheets	
	2.13 Application areas of spreadsheets	
	2.14 Using spreadsheet application	
	2.14.1 Parts of Excel screen: ribbon, formula bar, active cell, name box, column letter, row number, Quick Access Toolbar.	
	2.14.2 Cell Data Types	
	2.14.3 Block operations	
	2.14.4 Arithmetic operators (formula bar (-, +, *, /).	
	2.14.5 Cell Referencing	
	2.15 Data Manipulation	

Learning Outcome	Content	Suggested Assessment Methods
	2.15.1 Using Functions (Sum, Average, SumIF, Count, Max, Max, IF, Rank, Product, mode etc)	
	2.15.2 Using Formulae	
	2.15.3 Sorting data	
	2.15.4 Filtering data	
	2.15.5 Visual representation using charts	
	2.16 Worksheet printing	
	2.17 Electronic Presentations	
	2.18 Meaning and Importance of electronic presentations	
	2.19 Examples of Presentation Software	
	2.20 Using the electronic presentation application	
	2.20.1 Parts of the PowerPoint screen (slide navigation pane, slide pane, notes, the ribbon, quick access toolbar, and scroll bars).	
	2.20.2 Open and close presentations	
	2.20.3 Creating Slides (Insert new slides, duplicate, or reuse slides.)	
	2.20.4 Text Management (insert, delete, copy, cut and paste, drag and drop, format, and use spell check).	
	2.20.5 Use magnification/zoom tools	
	2.20.6 Apply or change a theme.	

Learning Outcome	Content	Suggested Assessment Methods
	2.20.7 Save a presentation	
	2.20.8 Switch between open presentations	
	2.21 Developing a presentation	
	2.21.1 Presentation views	
	2.21.1.1 Slides	
	2.21.1.2 Master slide	
	2.21.2 Text	
	2.21.3 Editing text	
	2.21.4 Formatting	
	2.21.5 Tables	
	2.22 Chart	
	2.22.1 Using charts	
	2.22.2 Organization charts	
	2.23 Graphical objects	
	2.23.1 Insert	
	2.23.2 manipulate	
	2.23.3 Drawings	
	2.24 Prepare outputs	
	2.24.1 Applying slide effects and transitions	
	2.24.2 Check and deliver	
	2.24.3 Spell check a presentation	
	2.24.4 Slide orientation	
	2.24.5 Slide shows, navigation	
	2.25 Print presentations (slides and handouts)	
3. Manage Data and Informat	3.1 Meaning of Data and information 3.2 Importance and Uses of data and information	• Observation • Portfolio of Evidence • Project

Learning Outcome	Content	Suggested Assessment Methods

ion	3.3 Types of internet services
	
	   3.3.1 Communication Services
	
	   3.3.2 Information Retrieval Services
	
	   3.3.3 File Transfer
	
	   3.3.4 World Wide Web Services
	
	   3.3.5 Web Services
	
	    3.3.6 Automatic Network Address
	       Configuration
	
	    3.3.7 Newsgroup
	
	    3.3.8 Ecommerce
	
	3.4 Types of Internet Access Applications
	
	3.5 Web browsing concepts
	
	      3.5.1 Key concept
	
	      3.5.2 Security and safety
	
	3.6 Web browsing
	
	      3.6.1 Using the web browser
	
	      3.6.2 Tools and setting
	
	      3.6.3 Clearing Cache and cookies
	     URIs
	
	      3.6.4 Bookmarks
	
	      3.6.5 Web outputs
	
	3.7 Web based information
	
	  3.7.1 Search
	
	  3.7.2 Critical evaluation of information
	
	  3.7.3 Copyright, data protection
	
	3.8 Downloads Management
	
	3.9 Performing Digital Data Backup (Online and Offline)
		• Written assessment
		
		• Practical assessment
		
		• Oral assessment

Learning Outcome	Content	Suggested Assessment Methods
	3.10 Emerging issues in internet	

4. Perform online communication and collaboration	4.1 Netiquette principles
	4.2 Communication concepts
	4.2.1 Online communities
	4.2.2 Communication tools
	4.2.3 Email concepts
	4.3 Using email
	    4.3.1 Sending email
	    4.3.2 Receiving email
	    4.3.3 Tools and settings
	    4.3.4 Organizing email
	4.4 Digital content copyright and licenses
	4.5 Online collaboration tools
	4.5.1 Online Storage (Google Drive)
	4.5.2 Online productivity applications (Google Docs & Forms)
	4.5.3 Online meetings (Google Meet/Zoom)
	4.5.4 Online learning environments
	4.5.5 Online calendars (Google Calendars)
	4.5.6 Social networks (Facebook/Twitter - Settings & Privacy)
	4.6 Preparation for online collaboration
	4.6.2 Common setup features
	4.6.3 Setup
	4.7 Mobile collaboration
	    4.7.2 Key concepts
	    4.7.3 Using mobile devices
	    4.7.4 Applications
		● Observation
		● Portfolio of Evidence
		● Project
		● Written assessment
		● Practical assessment
		● Oral assessment

Learning Outcome	Content	Suggested Assessment Methods
	4.7.5 Synchronization	

5. Apply cyber security skills	5.1 Data protection and privacy
	  5.1.1 Confidentiality of data/information
	  5.1.2 Integrity of data/information
	  5.1.3 Availability of data/information
	5.2 Internet security threats
	  5.2.1 Malware attacks
	  5.2.2 Social engineering attacks
	  5.2.3 Distributed denial of service (DDoS)
	  5.2.4 Man-in-the-middle attack (MitM)
	  5.2.5 Password attacks
	  5.2.6 IoT Attacks
	  5.2.7 Phishing Attacks
	  5.2.8 Ransomware
	5.3 Computer threats and crimes
	5.4 Cybersecurity control measures
	  5.4.1 Physical Controls
	  5.4.2 Technical/Logical Controls (Passwords, PINs, Biometrics)
	  5.4.3 Operational Controls
	5.5 Laws governing protection of ICT in Kenya
	5.5.1 The Computer Misuse and Cybercrimes Act No. 5 of 2018
	5.5.2 The Data Protection Act No. 24 Of 2019
		● Observation
		● Portfolio of Evidence
		● Project
		● Written assessment
		● Practical assessment
		● Oral assessment

6. Perform Online Jobs	6.1 Introduction to online working 6.2 Types of online Jobs 6.3 Online job platforms 6.3.1 Remotask	● Observation ● Portfolio of Evidence ● Project

Learning Outcome	Content	Suggested Assessment Methods
	6.3.2 Data annotation tech 6.3.3 Cloud worker 6.3.4 Upwork 6.3.5 Oneforma 6.3.6 Appen 6.4 Online account and profile management 6.5 Identifying online jobs/job bidding 6.6 Online digital identity 6.7 Executing online tasks 6.8 Management of online payment accounts.	• Written assessment • Practical assessment • Oral assessment

7. Apply job entry techniques	7.1 Types of job opportunities
	
	  7.1.1 Self-employment
	
	  7.1.2 Service provision
	
	  7.1.3 product development
	
	  7.1.4 salaried employment
	
	7.2 Sources of job opportunities
	
	7.3 Resume/ curriculum vitae
	
	  7.3.1 What is a CV
	
	  7.3.2 How long should a CV be
	
	  7.3.3 What to include in a AC
	
	  7.3.4 Format of CV
	
	  7.3.5 How to write a good CV
	
	  7.3.6 Don'ts of writing a CV
	
	7.4 Job application letter
	
	  7.4.1 What to include
	
	  7.4.2 Addressing a cover letter
	
	  7.4.3 Signing off a cover letter
	
	7.5 Portfolio of Evidence
		• Observation
		
		• Oral assessment
		
		• Portfolio of evidence
		
		• Third party report
		
		• Written assessment

Learning Outcome	Content	Suggested Assessment Methods
	7.5.1 Academic credentials	
	7.5.2 Letters of commendations	
	7.5.3 Certification of participations	
	7.5.4 Awards and decorations	
	7.6 Interview skills	
	7.6.1 Listening skills	
	7.6.2 Grooming	
	7.6.3 Language command	
	7.6.4 Articulation of issues	
	7.6.5 Body language	
	7.6.6 Time management	
	7.6.7 Honesty	
	7.7 Generally knowledgeable in current affairs and technical area	
8. Explore modern information and communication technology	1.1 Impacts of ICT 1.1.1 Positive 1.1.2 Negative 1.2 Main components of a computer 1.2.1 Motherboard 1.2.2 Random Access Memory (RAM) 1.2.3 Control unit 1.2.4 Hard disk 1.2.5 Power supply 1.2.6 Keyboard 1.2.7 Arithmetic logic unit (ALU) 1.2.8 Other components of a computer system include video cards and sound cards. 1.3 Functions of computer main components	• Practical assessments • Projects • Third party reports • Written tests / assessments • Oral questions • Portfolio of evidences

		1.3.1 Input unit	
		1.3.2 Central Processing Unit (CPU)	
		1.3.3 Memory unit	
		1.3.4 Output unit	
		1.3.5 Motherboard	
		1.3.6 Graphical Processing Unit (GPU)	
		1.3.7 Random Access Memory (RAM)	
		1.3.8 Storage device, etc	
	1.4 Steps to shut down a computer		
	1.5 Various technologies used in modern office		
		1.5.1 Automating office tasks	
		1.5.2 The cloud	
		1.5.3 Accommodating a mobile workforce	
		1.5.4 Office management software	
		1.5.5 Computer-aided facility management (CAFM)	
		1.5.6 Activity-based working	
	1.6 Typing techniques		
		1.6.1 Touch typing	
		1.6.2 Hunt and peck	
		1.6.3 Buffering	

1. Apply computer software skills	2.1 Computer software	• Practical assessments
	2.1.1 Operating system (OS)	• Projects
	2.1.2 Application software	• Third party reports
	2.1.3 Network software	• Written tests / assessments
	2.1.4 System software	• Oral questions
	2.1.5 Software is different from hardware	• Portfolio of evidences
	2.2.Features and functions of Operating Systems	
	2.3.System software and application software	
	2.1 Microsoft office for windows	
	2.1.1 Operating system	
	2.1.2 Processor	
	2.1.3 Memory	
	2.1.4 Hard drive space.	
	2.1.5 Browser	
	2.2 Computer applications	
	2.2.1 Word processors:	
	2.2.2 Spreadsheet software	
	2.2.3 Presentation software	
	2.2.4 Multimedia software	
	2.2.5 Web browsers	
	2.2.6 Email clients	
	2.2.7 Graphics software	
	2.2.8 Media player software	
	2.2.9 Desktop publishing	
	2.2.10 Productivity software	
	, nal mobi	
2. Apply online skills	2.1 Social media accounts creation	• Practical assessments
	2.1.1 Choose your platform	• Projects
	2.1.2 Sign up for an account	• Third party reports
	2.1.3 Verify your email/phone number	• Written tests / assessments

	2.1.4 Set up your profile	• Oral questions
	2.1.5 Start posting content	• Portfolio of evidences
	2.1.6 Engage with others	
	2.1.7 Maintain privacy and security	
	3.2. Managing social media accounts	
	3.3.Emails send and received	
	3.4.Emails printing	
	3.5.Virtual meetings tools	
	3.1.1 Google Meet	
	3.1.2 Microsoft outlook (Teams)	
	3.1.3 Zoom	
	3.1.4 Skype	
	3.6.Updating of Software	
	3.1.1 Automatic updates	
	3.1.2 Manual updates	
	3.7.Cloud computing skills	
	3.8.Content search on the internet	
	3.8.1 Websites	
	3.8.2 News articles	
	3.8.3 Pictures	
	3.8.4 Videos	
	3.8.5 Use specific search terms	
	3.8.6 Use quotation marks	
	3.8.7 Use natural language	
3. Apply word processing skills	4.1 Elements of Word processor Window	• Practical assessments
	4.1.1 Title bar.	• Projects
	4.1.2 Menu Bar.	• Third party reports
	4.1.3 Toolbars.	• Written tests / assessments
	4.1.4 Workspace, etc	• Oral questions
	4.2 Open a new document in a word processor	• Portfolio of evidences

	4.3 Launch of Microsoft word processor	
	4.4 Keyboarding Techniques	
	4.1.1 Hand position	
	4.1.2 keyboard.	
	4.1.3 Feet position:	
	4.1.4 Eyes, etc	
	4.5 Word processor's main features	
	4.5.1 Text editing	
	4.5.2 Formatting	
	4.5.3 Spell check and grammar check	
	4.5.4 Page layout	
	4.5.5 Document formatting styles	
	4.5.6 Foot notes and end notes, etc	
	4.6 Document printing	
4. Apply presentation skills	5.1 Presentation slide requirements	• Practical assessments
	5.1.1 Font	• Projects
	5.1.2 Font size	• Third party reports
	5.1.3 Color	• Written tests / assessments
	5.1.4 Text	• Oral questions
	5.1 Design theme and slide layout selection	• Portfolio of evidences
	5.1.1 Apply a theme to an existing slide	
	5.1.2 Apply a layout to a new slide	
	5.1.3 Customize a slide layout	
	5.1.4 Reset a layout, etc	
	5.2 Preparing a work-related presentation:	
	5.2.1 Know your audience	
	5.2.2 Prepare thoroughly	
	5.2.3 Anticipate questions	
	5.2.4 Prepare and relax, etc	

	5.3 Manipulating presentations of work-related presentations	
	5.3.1 Playing on emotions	
	5.3.2 Using negative emotions	
	5.3.3 Dictating terms	
	5.3.4 Presenting biased information	
	5.4 Presentation slides printing	
5. Apply spreadsheet manipulation skills	6.1.Spreadsheet window elements	• Practical assessments
	6.1.1 Name box	• Projects
	6.1.2 Ribbon	• Third party reports
	6.1.3 Sheet tabs	• Written tests / assessments
	6.1.4 Row headings	• Oral questions
	6.1.5 Calculated items, etc	• Portfolio of evidences
	6.2.New workbook opening	
	6.3.Spreadsheet features	
	6.3.1 Formulas and functions	
	6.3.2 Worksheet	
	6.3.3 Workbook	
	6.3.4 Cell etc	
	6.4.Keyboard techniques	
	6.1.1 Posture	
	6.1.2 Hand position	
	6.1.3 Thumb position	
	6.1.4 Shift key	
	6.1.5 Eyes	
	6.5. Formulae and functions	
	6.5.1 Select a cell	
	6.5.2 Start the formula	
	6.5.3 Add a function	
	6.5.4 Complete the formula	

	6.5.5 Press Enter:
	6.6. Presenting tables and charts:
	    6.1.1 Label tables
	    6.1.2 Center tables
	    6.1.3 Include a title
	    6.1.4 Identify axes, etc
	6.2 Printing of a worksheet	

6. Apply Accounting Software skills	7.1 Accounting software concepts
	7.2 Accounting Software Installation
	7.3 Accounting software features
	    7.3.1 General ledger
	    7.3.2 Accounts payable (AP)
	    7.3.3 Accounts receivable (AR)
	    7.3.4 Invoicing and billing
	    7.3.5 Bank reconciliation
	    7.3.6 Financial reporting
	7.4 Accounting software functions
	    7.4.1 Recording transactions
	    7.4.2 General ledger management
	    7.4.3 Bank reconciliation
	    7.4.4 Invoicing and billing
	    7.4.5 Payroll processing
	    7.4.6 Tax calculation and filing
		• Practical assessments
		• Projects
		• Third party reports
		• Written tests / assessments
		• Oral questions
		• Portfolio of evidences

7. Apply Database Management Software	8.1 Concepts of database management systems
	    8.1.1 Relational database
	    8.1.2 Relational database management system (RDBMS)
	    8.1.3 E. F. Codd: Proposed the relational model of data in 1970.
		• Practical assessments
		• Projects
		• Third party reports
		• Written tests / assessments
		• Oral questions
		• Portfolio of evidences

	8.1.4 Hierarchical DBMS, etc	
	8.2 Installation of relational database	
	8.3 Components of a relational database basic environment	
	8.4 Functions of a relational database management system	
	8.4.1 Data storage	
	8.4.2 Data retrieval	
	8.4.3 Data manipulation, etc	
	8.5 Open of a new database in Microsoft Access	
	8.6 Relational database objects	
	8.7 Relational database objects of tables, queries, relationships, and reports application	
	8.7.1 Relational database management system (RDBMS)	
	8.7.2 Relational database (RDB)	
	8.7.3 Relational DBMS model, etc	
	8.8 Forms and reports printing	
8. Apply desktop publishing skills	9.1 Differences between word processors and desktop publishing software	• Practical assessments
	9.1.1 Document type	• Projects
	9.1.2 Level of control	• Third party reports
	9.1.3 Focus	• Written tests / assessments
	9.2 Impact of using DTP in a modern office	• Oral questions
	9.3 Types of publication	• Portfolio of evidences
	9.3.1 Journal articles.	
	9.3.2 Books.	
	9.3.3 Encyclopedias.	
	9.3.4 Handbooks, etc.	

	9.4 Principles of standard page layout and text properties	
	9.5 Page size, orientation, and margins setting	
	9.5.1 Microsoft Word	
	9.5.2 Microsoft Publisher	
	9.5.3 Apple Pages	
	9.6 Text Frames Creation	
	9.6.1 InDesign	
	9.6.2 Publisher.	
	9.6.3 Things to know about text frames in DTP	
	9.6.4 Shapes	
	9.6.5 Linking	
	9.6.6 WYSIWYG	
	9.6.7 Flexibility	
	9.7.Text and images are manipulated	
	9.7.1 Balance tones	
	9.7.2 Use white space	
	9.7.3 Use white space to separate unrelated information.	

9. Apply basic computer networking skills	10.1**.** Advantages of Computer Networking
	
	 10.2. Types of Computer Networks
	
	    10.2.1 Local Area Networks
	
	    10.2.2 Wide Area Networks
	
	    10.2.3 Metropolitan Area Networks
	
	    10.2.4 Extranet
	
	    10.2.5 Wireless local area network (WLAN), etc.
	
	 10.3 Communication media and transmission media Identification.
		• Practical assessments
		 • Projects
		 • Third party reports
		 • Written tests / assessments
		 • Oral questions
		 • Portfolio of evidences

		10.3.1 Mobile telecommunication generations
		10.3.2 Transmission media
		10.3.3 Transmission mediums.
		10.4 Simple local area network configuration
		10.4.1 Wired LAN
		10.4.2 Wireless LAN (WLAN)
		10.4.3 Virtual LAN (VLAN)

Suggested Delivery Methods

- Practicals
- Projects
- Group discussions
- Field trips
- Visit organizations
- Demonstration
- Viewing videos

List of Recommended Resources for 25 trainees

S/No.	Category/Item	Description/ Specifications	Quantity	Recommended Ratio (Item: Trainee)
A	**Learning Materials**			
1.	Charts	• Flip Charts • Rules and Regulations	5	1:5
2.	External Storage Media	Flash disks, Compact Disks; Re-Writable	5	1:5
3.	Smart board (Where Applicable)	LCD or projector	1	1:25

	4.	Whiteboard	Glass, melamine, porcelain	1	1:25
B		**Learning Facilities & Infrastructure**			
	5.	Lecture/Theory Room	(9* 8 sq. metres)	1	1:25
	6.	Workshop	(10* 15 sq. metres)	1	1:25
	7.	Internet Connection	System	1	1:25
C		**Consumable Materials**			
	8.	Markers	Whiteboard markers and permanent Markers	5	1:5
	9.	Printing Papers	Sizes A4, A3, A2 etc	5 reams	1:5
D		**Tools And Equipment**			
	10.	Computers/Laptops	Any model	25	1:1
	11.	Printer	Inkjet, LaserJet	2	1:13
	12.	Computers Software:	•Windows/Linux/Macintosh Operating System •Microsoft Office Software •Google Workspace Account Antivirus Software	1	1:1
	13.	Biometric scanner		1	1:25
	14.	Shredding machine		1	1:25

References

- Books from business authors
- Company operating procedures
- Industry/workplace codes of practice
- Customer requirements
- Marketing needs report
- Occupational standards

MODULE IV

COMMERCE PRINCIPLES

UNIT CODE: 0415 451 06A

TVET CDACC UNIT CODE: BUS/CU/OA/CC/01/5/MA

UNIT DURATION: 80 Hours

Relationship to Occupational Standards

This unit addresses the Unit of Competency: Apply Commerce Principles

Unit Description

1. This unit specifies the competencies required to apply commerce knowledge. It involves: Analyzing Commerce Concepts, Analyzing Production Concepts, Analyzing Payment Process, Analyzing Money and Banking Concept, Analyzing Government Commercial Policy and Apply commercial business calculations.

Summary of Learning Outcomes

S/ NO.	LEARNING OUTCOMES	DURATION
1	Analyze commerce concepts	12
2	Analyze production concepts	14
3	Analyze payment process	12
4	Analyze money and banking concept	14
5	Analyze government commercial policy	14
6	Apply commercial business calculations	14

		80

Learning Outcomes, Content and Suggested Assessment Methods

Learning Outcome	Content	Suggested Assessment Methods

1. Analyze commerce concept	1.1 Definition of terms
	    1.1.1 Capital
	    1.1.2 E- commerce
	    1.1.3 Balance sheet
	    1.1.4 Trade, etc.
	1.2 Branches of commerce
	    1.2.1 Trade
	    1.2.2 Aids to trade, etc.
	1.3 Characteristics of commerce
	    1.3.1 Exchange of Goods and Services
	    1.3.2 Technology driven
	    1.3.3 Facilitates Trade, etc.
	1.4 Functions of commerce
	    1.4.1 Buying and Selling
	    1.4.2 Transportation
	    1.4.3 Warehousing, etc.
	1.5 Importance of commerce
	    1.5.1 Economic Growth
	    1.5.2 Facilitates Employment
	    1.5.3 Promotes Specialization and Division of Labor, etc.
		• Practical assessments
		• Projects
		• Third party reports
		• Written tests / assessments
		• Oral questions
		• Portfolio of evidences

Learning Outcome	Content	Suggested Assessment Methods

2. Analyze production concepts	2.1 Methods of production
	    2.1.1 Labour intensive
	    2.1.2 Capital intensive, etc.
	2.2 Types of production
	    2.2.1 Direct production
	    2.2.2 Indirect production, etc.
	2.3 Levels of production
	    2.3.1 Primary
	    2.3.2 Secondary
	    2.3.3 Tertiary
	2.4 Factors of production
	    2.4.1 Capital
	    2.4.2 Land
	    2.4.3 Labor
	    2.4.4 Entrepreneur
		• Practical assessments
		• Projects
		• Third party reports
		• Written tests / assessments
		• Oral questions
		• Portfolio of evidences

3. Analyze payment process	3.1 Documents used in business
	    transactions
	    3.1.1 Credit notes
	    3.1.2 Debit notes
	    3.1.3 Invoices
	    3.1.4 Payment vouchers
	    3.1.5 Receipts
	    3.1.6 Purchase orders
	    3.1.7 Quotations
	    3.1.8 Acknowledgment notes
	    3.1.9 Delivery note, etc.
	3.2 Means of payment
	    3.2.1 Money order
		• Practical assessments
		• Projects
		• Third party reports
		• Written tests / assessments
		• Oral questions
		• Portfolio of evidences

Learning Outcome	Content	Suggested Assessment Methods
	3.2.2 Standing order	
	3.2.3 E-payment e.g. credit and debit cards, digital wallet, bank transfers such as electronic funds transfer (EFT), M-pesa, etc.	
	3.2.4 Cheques	
	3.2.5 Banker's cheque, etc.	
	3.3 Terms of payment	
	3.3.1 Deferred payments	
	3.3.2 Cash on delivery	
	3.3.3 Cash with order	
	3.3.4 Cash sale	
	3.3.5 Hire purchase, etc.	
4. Analyze Money and Banking	4.1 Terms used in money and Banking 4.1.1 Liquidity 4.1.2 Monetary policies 4.1.3 Plastic money 4.1.4 Bank rate 4.1.5 Micro finance 4.1.6 Mobile banking 4.1.7 Bank ombudsman 4.1.8 Linked account 4.1.9 Base rate etc. 4.2 Characteristics of Money. 4.2.1 Durability 4.2.2 Limited supply etc 4.3 Functions of money	• Practical assessments • Projects • Third party reports • Written tests / assessments • Oral questions • Portfolio of evidences

Learning Outcome	Content	Suggested Assessment Methods
	4.3.1 A measure of value	
	4.3.2 An exchange medium, etc.	
	4.4 Types of Banks	
	4.4.1 Central bank	
	4.4.2 Commercial banks e.g. Cooperative Bank, Absa Bank, Standard Chartered Bank, Kenya Commercial Bank, Equity Bank, Family Bank, Merchant Bank etc.	
	4.5 Types of Bank Accounts	
	4.5.1 Current account	
	4.5.2 Savings account	
	4.5.3 Fixed deposit account etc.	
	4.6 Functions of Commercial Banks	
	4.6.1 Accepting deposits	
	4.6.2 Lending money etc.	
	4.7 Functions of Central Bank	
	4.7.1 Inflation control	

5. Analyze government commercial policy	5.1 Ways of Government involvement in commercial activities
	     5.1.1 Regulations
	 5.2 Regulatory bodies
	     5.2.1 KEBS
	     5.2.2 NEMA
	     5.2.3 Pharmacy and Poisons Board, etc.
		• Practical assessments
		 • Projects
		 • Third party reports
		 • Written tests / assessments
		 • Oral questions
		 • Portfolio of evidences

Learning Outcome	Content	Suggested Assessment Methods

	5.3 Government involvement in Commercial Activities
	    5.3.1 Imposing tariffs
	    5.3.2 Providing financial support
	    5.3.3 Creating regulations etc.
	5.4 Consumer protection
	    5.4.1 Right to goods and services of reasonable quality.
	    5.4.2 Right to the information necessary for them to gain full benefit from goods and services etc.
	5.5 Functions of Commercial Attaches
	    5.5.1 Improving commercial process
	    5.5.2 Prospecting ad negotiation	

6. Apply commercial business calculations	6.1 Terms used in commercial business calculations
	    6.1.1 Interests
	    6.1.2 Discounts
	    6.1.3 Commissions
	    6.1.4 Principal
	    6.1.5 Amount
	    6.1.6 Compound interest, etc.
	6.2 Simple interest calculations
	    6.2.1 Meaning of simple interest
		• Practical assessments
		• Projects
		• Third party reports
		• Written tests / assessments
		• Oral questions
		• Portfolio of evidences

Learning Outcome	Content	Suggested Assessment Methods
	6.2.2 Calculation of simple interest	
	6.3 Components of compound interest	
	6.3.1 Interest rate	
	6.3.2 Principal	
	6.3.3 Number of compounding periods in a year	
	6.3.4 Time	
	6.4 Calculation of compound interest	
	6.4.1 Convert the interest rate	
	6.4.2 Determine values of p, r, n and t	
	6.4.3 Substitute the principle (P) from the future value (A) to find the compound interest.	
	6.5 Calculation of sales discounts	
	6.5.1 Trade discounts	
	6.5.2 Cash discounts	
	6.5.3 Quantity discounts	
	6.6 Calculations of various types of sales commission	
	6.6.1 Flat Commission	
	6.6.2 Tiered Commission	
	6.6.3 Bonus Structure	
	6.6.4 Gross Profit Commission, etc.	

Suggested Delivery Methods

- Practical's
- Projects

- Group discussions
- Field trips
- Visit organizations
- Demonstration
- Viewing videos

Recommended Resources for 25 trainees

S/No.	Category/Item	Description/ Specifications	Quantity	Recommended Ratio (Item: Trainee)
A	**Learning Materials**			
.	Charts	• Flip Charts • Rules and Regulations	5	1:5
2.	Video clips Audio tapes	MP4, MP3	5	1:5
3.	Newspapers and Handouts	Daily	5	1:5
4.	Business Journals	Annual, Monthly, daily	5	1:5
B	**Learning Facilities & Infrastructure**			
5.	Lecture/Theory Room	(9* 8 sq. metres)	1	1:25
6.	Internet Connection	WI-FI, Dial-Up, Cable, Fixed-wireless,	1	1:25
C	**Consumable Materials**			
7.	Markers	whiteboard markers and permanent markers	5	1:5

8.	Stationery	Printing Papers, and Exercise Books Sizes A4, A3, A2 etc	5 reams	1:5
D	**Tools And Equipment**			
9.	Computers/Laptops	Any model	5	1:5
10.	Projector	LED.LCD, Laser	1	1:25
11.	Whiteboard	Glass, melamine, porcelain	1	1:25

References

- Books from business authors
- Company operating procedures
- Industry/workplace codes of practice
- Customer requirements
- Marketing needs report
- Occupational standards

ENTREPRENEURIAL SKILLS

UNIT CODE: 0413 441 04A

TVET CDACC UNIT CODE: BUS/CU/OA/BC/02/5/MA

Duration of unit: 80 hours

Relationship to Occupational Standards

This unit addresses the unit of competency: Apply Entrepreneurial skills.

Unit Description:

This unit covers the competencies required to demonstrate an understanding of entrepreneurship. It involves: Applying financial literacy, Applying Entrepreneurial Concepts, Identifying Entrepreneurship Opportunities, Applying Business Legal Aspects, Innovating Business Strategies and Developing a Business Plans.

Summary of Learning Outcomes

S/NO.	LEARNING OUTCOMES	DURATION
1.	Apply Financial Literacy Skills	5
2.	Apply entrepreneurial concept	7
3.	Identify entrepreneurial opportunities	6
4.	Apply business legal aspects	7
5.	Innovate Business strategies	7
6.	Develop Business Plan	8
SUB-TOTAL		**40**

Learning Outcomes, Content and Suggested Assessment Methods

Learning Outcome	Content	Suggested Assessment Methods
1. Apply Financial Literacy	1.1 Personal finance management 1.2 Balancing between needs and wants 1.3 Budget Preparation 1.4 Saving management 1.5 Factors to consider when deciding where to save 1.6 Debt management 1.7 Factors to consider before taking a loan 1.8 Investment decisions 1.9 Types of investments 1.10 Factors to consider when investing money 1.11 Insurance services 1.12 Insurance products available in the market 1.13 Insurable risks	• Project • Written assessment • Oral assessment • Third party report • Interviews
2.Apply Entrepreneurial Concept	2.1 Difference between Entrepreneurs and Business persons 2.2 Types of entrepreneurs	• Project • Written assessment • Oral assessment • Third party report

Learning Outcome	Content	Suggested Assessment Methods
	2.3 Ways of becoming an entrepreneur 2.4 Characteristics of Entrepreneurs 2.5 salaried employment and self-employment 2.6 Requirements for entry into self-employment 2.7 Roles of an Entrepreneur in an enterprise 2.8 Contributions of Entrepreneurship	
3.Identify entrepreneurial opportunities	3.1 Sources of business ideas 3.2 Factors to consider when evaluating business opportunity 3.3 Business life cycle	• Project • Written assessment • Oral assessment • Third party report
4.Apply business legal aspects	1.1 Forms of business ownership 1.2 Business registration and licensing processing 1.3 Types of contracts and agreements 1.4 Employment laws 1.5 Taxation laws	• Project • Written assessment • Oral assessment • Third party report
5.Innovate Business Strategies	1.1. Creativity in business 1.2. Innovative business strategies 1.3. Entrepreneurial Linkages 1.4. ICT in business growth and development	• Project • Written assessment • Oral assessment • Third party report
6.Develop Business Plan	1.1 Business description	• Written

Learning Outcome	Content	Suggested Assessment Methods
	1.2 Marketing plan 1.3 Organizational/Management Plan 1.4 Production/operation plan 1.5 Financial plan 1.6 Executive summary 1.7 Business plan presentation 1.8 Business idea incubation	assessment • Project • Oral assessment • Third party report

Suggested Methods of Instruction

- Direct instruction with active learning strategies
- Project
- Case studies
- Field trips
- Group Discussions
- Demonstration
- Question and answer
- Team training
- Guest speakers

Recommended Resources for 25 Trainees

S/No.	Category/Item	Description/ Specifications	Quantity	Recommended Ratio (Item: Trainee)
A	**Learning Materials**			
1.	Charts	• Flip Charts • Rules and Regulations	5	1:5
2.	Video clips	MP4, MP3	5	1:5

	Audio tapes			
3.	Newspapers and Handouts	Daily	25	1:1
4.	Business Journals	Annual, Monthly, daily	25	1:1
B	**Learning Facilities & Infrastructure**			
5.	Lecture/Theory Room	(9* 8 sq. metres)	1	1:25
6.	Internet Connection	WI-FI, Dial-Up, Cable, Fixed-wireless,	1	1:25
C	**Consumable Materials**			
7.	Markers	whiteboard markers and permanent markers	5	1:5
8.	Stationery	Printing Papers, and Exercise Books Sizes A4, A3, A2 etc	5 reams	1:5
D	**Tools And Equipment**			
9.	Computers/Laptops	Any model	5	1:5
10.	Projector	LED.LCD, Laser	1	1:25
11.	Whiteboard	Glass, melamine, porcelain	1	1:25

References

- Kinyua, A. N. (2014). **Factors affecting the performance of small and medium enterprises in Kenya: A case study of SMEs in Thika Town**. *International Journal of Scientific and Research Publications, 4*(12), 1–15.
- Ngugi, P. K., & Bwisa, H. M. (2013). **Entrepreneurship and Innovation: A Kenyan Perspective**. Nairobi: Jomo Kenyatta Foundation.

- Kenya Investment Authority (KenInvest). (2023). *Guide to Investing in Kenya*. Nairobi: KenInvest

- Kenya Revenue Authority (KRA). (2022). *Tax Compliance Guidelines for Businesses in Kenya*. Nairobi: KRA.

- Occupational standards

OFFICE SECURITY MANAGEMENT

UNIT CODE: 0415 551 17A

TVET CDACC UNIT CODE: BUS/CU/OA/CR/04/5/MA

Unit Duration: 60 Hours

Relationship to Occupational Standards

This unit addresses the Unit of Competency: Manage Office Security.

Unit Description

This unit describes competencies required to manage office security. It involves Safeguarding Office Records, Safeguarding Office Electronic Data and Information, Safeguarding Office Equipment, Controlling Office Access and Reporting Security Incidences.

Summary of Learning Outcomes

S/NO.	LEARNING OUTCOMES	DURATION
1	Safeguard office records	12
2	Safeguard office e-data and information	12
3	Safeguard office equipment	12
4	Control office access	12
5	Report security incidences	12
	TOTAL	60

Learning Outcomes, Content and Suggested Assessment Methods

Learning Outcome	Content	Suggested Assessment Methods

1. Safeguard office records	1.1 Office policy manuals on safeguarding office records
	  1.1.1 Importance of office policy manuals on safeguarding office records
	  1.1.2 Types of office records
	    1.1.2.1 Confidential records
	    1.1.2.2 Public records
	1.1.3 Back-up and disaster recovery
	1.2 Office records inventory
	     1.2.1 Record identification
	     1.2.2 Record title / description,
	     1.2.3 Record location
	     1.2.4 Date of record creation
	     1.2.5 Record format (physical or digital), Record owner
	     1.2.6 Record retention
	1.3 Office records movement
	     1.3.1 Purpose
	     1.3.2 Methods
	     1.3.3 Borrowing and returning records
	1.4 Document follow-up
	1.5 Official records access control
	1.6 Control measures of office records upgrade
		• Practical assessments
		• Projects
		• Third party reports
		• Written tests / assessments
		• Oral questions
		• Portfolio of evidences

2. Safeguard office e-data and information	2.1 Office data and information receipt 2.1.1 Types of office e-data	• Practical assessments

Learning Outcome	Content	Suggested Assessment Methods

	2.1.1.1 Emails
	2.1.1.2 E-forms
	2.1.2 Channels for receiving data
	2.2 Office data and information classification
	2.3 Digital records passwords
	2.4 Access to data and information control
	2.5 Confidentiality of data and information maintenance
	2.5.1 Types of data requiring confidentiality measures in an organization.
	2.6 Integrity of data and information maintenance
	   2.6.1 Importance of integrity of e-data and information in organization.
	   2.6.2 Principles of data integrity in an organization
	   2.6.3 Threats to e-data integrity in an organization i.e human errors, malware and cyber-attacks, data corruption
	   2.6.4 Strategies to mitigate threats to e-data integrity in an organization.
		• Projects
		• Third party reports
		• Written tests / assessments
		• Oral questions
		• Portfolio of evidences
		•

Learning Outcome	Content	Suggested Assessment Methods

	2.7 Ethical issues on confidentiality maintenance
	  2.7.1 Importance of ethics in e-data management with regard to confidentiality.
	  2.7.2 Ethical foundations of confidentiality in e-data management.
	  2.7.3 Differentiate between privacy and confidentiality and their moral importance.
	  2.7.4 Ethical data practices to proactively protect confidentiality
	2.8 Disposal of confidential documents
	  2.8.1 Emptying of the recycle bin
	  2.8.2 Clearing history e.g. cookies
	  2.8.3 Changing passwords
	  2.8.4 Signing out social platforms
	  2.8.5 Shredding physical documents and using secure file deletion methods for digital files	

3. Safeguard office equipment	3.2 Office equipment inventory maintenance
	  3.2.1 Furniture
	  3.2.2 Computers and peripherals
	  3.2.3 Communication equipment
	  3.2.4 Security equipment
		• Practical assessments
		• Projects
		• Third party reports
		• Written tests / assessments

Learning Outcome	Content	Suggested Assessment Methods

	3.2.5 Office appliances
	
	3.3 Office equipment manuals
	
	   3.3.1 Types
	
	   3.3.2 User manuals
	
	   3.3.3 Service guides
	
	3.4 Office equipment access control
	
	3.5 Office equipment uses control.
	
	3.6 Office equipment maintenance
		• Oral questions
		• Portfolio of evidences

4. Control office access	4.1 Office access risks
	
	   4.1.1 Unauthorized physical access
	
	   4.1.2 Tailgating
	
	   4.1.3 Social engineering
	
	   4.1.4 Weak physical security control
	
	   4.1.5 Lost or stolen access credentials
	
	4.2 Office access control measures
	
	   4.1.1 High-quality locks
	
	   4.1.2 Numbered or coded keys
	
	   4.1.3 Access cards or badges
	
	   4.1.4 Biometric systems e.g. fingerprints, etc
	
	4.3 Office access control measures auditing
	
	   4.3.1 Types of office access control systems to audit
	
	     4.3.1.1 Physical access control systems keycards, biometric scanners, security personnel
		• Practical assessments
		• Projects
		• Third party reports
		• Written tests / assessments
		• Oral questions
		• Portfolio of evidences

Learning Outcome	Content	Suggested Assessment Methods
	Logical Access Control, Remote Access Systems, Visitor Management Systems etc. 4.3.1.2 Tools and techniques for auditing 4.4 Office access corrective measures	

5. Report security incidences	5.1 Security incidents recording
	5.2 Analyzing Security incidents
	    5.2.1 Categorization.
	    5.2.2 Frequency and time analysis
	    5.2.3 Location analysis
	    5.2.4 Root cause analysis
	5.3 Security register maintenance
	5.4 Security incidents reporting
	5.5 Reported security incidents follow up
	    5.4.1 Continuous monitoring of the situation
	    5.4.2 Maintaining communication with stakeholders
	    5.4.3 Provide updates on the progress and to the relevant parties, etc.
	    5.4.4 Implementing measures to prevent future occurrences
		• Practical assessments
		• Projects
		• Third party reports
		• Written tests / assessments
		• Oral questions
		• Portfolio of evidences

Suggested Delivery Methods

- Practical
- Group discussions and presentations
- Field work and benchmarking

- Visiting offices
- Role play
- Viewing videos

List of Recommended Resources for 25 trainees

S/No.	Category/Item	Description/ Specifications	Quantity	Recommended Ratio (Item: Trainee)
A	**Learning Materials**			
1.	Charts	• Flip Charts • Rules and Regulations	5	1:5
2.	Video clips Audio tapes	MP4, MP3	5	1:5
3.	Newspapers and Handouts	Daily	25	1:1
4.	Business Journals	Annual, Monthly, Daily	25	1:1
5.	CCTV Camera		1	1:25
B	**Learning Facilities & Infrastructure**			
6.	Lecture/Theory Room	(9* 8 sq. metres)	1	1:25
7.	Internet Connection	WI-FI, Dial-Up, Cable, Fixed-wireless,	1	1:25
C	**Consumable Materials**			
8.	Markers	whiteboard markers and permanent markers	5	1:5
9.	Stationery	Printing Papers, and Exercise	5 reams	1:5

		Books Sizes A4, A3, A2 etc		
10.	Files / folders		25	1:1
D	**Tools And Equipment**			
11.	Computers/Laptops	Any model	5	1:5
12.	Projector	LED.LCD, Laser	1	1:25
13.	Flash disks		5	1:5
14.	Portable hard disk		1	1:25
15.	Compact disks		25	1:1
16.	Whiteboard	Glass, melamine, porcelain	1	1:25
17.	Staplers		2	1:13
18.	Paper punch		2	1:13
19.	Metallic cabinet		1	1:25
20.	Suggestion box		1	1:25
21.	Smart phones		5	1:5
22.	Biometric Scanner		1	1:5
23.	Switchboard		1	1:25
24.	Appointment book		1	1:25
25.	Diary		5	1:5
26.	Reception desk		1	1:25
27.	Shredding machine		1	1:25

References

- Books from business authors
- Company operating procedures
- Industry/workplace codes of practice
- Customer requirements
- Marketing needs report

OFFICE ADMINISTRATION DUTIES MANAGEMENT

UNIT CODE: 0415 551 18A

TVET CDACC UNIT CODE: BUS/CU/OA/CR/05/5/MA

Unit Duration: 80 Hours

Relationship to Occupational Standards

This unit addresses the Unit of Competency: Manage Office Administrative Duties.

Unit Description

This unit covers competencies required to manage office administrative duties. It involves Conducting Junior Staff Induction, Managing Office Work Schedules, Supervising Office Workflow, Mentoring Junior Staff and Appraising Junior Staff.

Summary of Learning Outcomes

S/NO.	**Learning Outcomes**	DURATION
1	Conduct junior staff induction	16
2	Manage office work schedules	16
3	Supervise office workflow	16
4	Mentor junior staff	16
5	Appraise junior staff	16
	TOTAL	80

Learning Outcomes, Content and Suggested Assessment Methods

Learning Outcome	Content	Suggested Assessment Methods

1. Conduct junior staff induction	1.1. Junior staff workplace tour
	  1.1.1 Plan the tour
	    1.1.1.1 Identify objectives
	    1.1.1.2 Schedule
	    1.1.1.3 Duration
	  1.1.2 Prepare materials
	  1.1.3 Gather resources
	  1.1.4 Follow-up
	1.2. Coaching techniques integration
	1.3. Health and safety procedures identification
	  1.1.1 Approach to identify health and safety procedures
	  1.1.2 Conduct a risk assessment
	1.4. Company policy
	1.5. Junior staff roles
	1.1.1 Job descriptions
	  1.1.2 Reporting structure
	  1.1.3 Performance expectations
	  1.1.4 Training and development
	  1.1.5 Collaboration and teamwork
	  1.1.6 Problem-solving and decision-making
	  1.1.7 Compliance and policies
	  1.1.8 Career advancement
	  1.1.9 Feedback and communication
		• Practical assessments
		• Projects
		• Third party reports
		• Written tests / assessments
		• Oral questions
		• Portfolio of evidences

2. Manage office work schedules	2.3 Office work shifts 2.3.1 Regular business hours	• Practical assessments

Learning Outcome	Content	Suggested Assessment Methods

	2.3.2 Morning shifts
	
	2.3.3 Afternoon shifts
	
	2.3.4 Shift rotation
	
	2.3.5 Part-time shifts
	
	2.3.6 Compressed worksheets
	
	2.3.7 Overtime shifts.
	
	2.4 Office work tools identification
	
	    2.4.1 Ways of identifying office work tools
	
	    2.4.2 Assess organizational needs
	
	    2.4.3 Categorize required tools
	
	    2.4.4 Evaluate existing tools
	
	    2.4.5 Research new tools
	
	    2.4.5.1 Market research
	
	    2.4.5.2 Vendor demos
	
	2.5 Office work distribution
	
	    2.5.1 Approaches to carrying out office work distribution
	
	    2.5.2 Assess workload
	
	    2.5.3 Understand team strengths
	
	    2.5.4 Create a distribution plan
	
	    2.5.5 Set clear expectations
		• Projects
		• Third party reports
		• Written tests / assessments
		• Oral questions
		• Portfolio of evidences

3. Supervise office workflow	3.1 Office workflow
	
	    3.1.1 Task identification
	
	    3.1.2 Task assignment
	
	    3.1.3 Prioritization
	
	    3.1.4 Planning
		• Practical assessments
		• Projects
		• Third party reports

Learning Outcome	Content	Suggested Assessment Methods

	3.1.5 Communication
	3.1.6 Execution
	3.2 Responsibilities assigning
	    3.2.1 Assess skills and interests
	    3.2.2 Define clear responsibilities
	    3.2.3 Align responsibilities with goals
	    3.2.4 Provide resources and support
	    3.2.5 Access to tools
	    3.2.6 Mentorship
	3.3 Results review
	3.4 Office supplies control
	    3.4.1 Establish a policy
	    3.4.2 Inventory management
	    3.4.3 Approval process
	    3.4.4 Set budgets
	    3.4.5 Regular audits
	    3.4.6 Centralized ordering
	    3.4.7 Tracking and reporting
	    3.4.8 Feedback mechanism
		• Written tests / assessments
		• Oral questions
		• Portfolio of evidences

4. Mentor junior staff	4.1 Junior staff mentorship program
	4.2 Junior staff mentorship program flexibility
	    4.2.1 Define goals and objectives
	    4.2.2 Select mentors
	    4.2.3 Structured framework
	    4.2.4 Training and resources
	    4.2.5 Tailored mentorship plans
	    4.2.6 Encourage open communication
		• Practical assessments
		• Projects
		• Third party reports
		• Written tests / assessments
		• Oral questions

Learning Outcome	Content	Suggested Assessment Methods

	4.2.7 Feedback and evaluation
	
	4.2.8 Recognition and support
	
	4.2.9 Create a community
	
	4.2.10 Continuous improvement
	
	4.3 Best practices on benchmarking
	
	    4.3.1 Shared understanding with mentees on goals and outcomes
	
	    4.3.2 Discussing the progress, challenges etc.
	
	    4.3.3 Identifying opportunities to incorporate mentoring discussions and learning experiences
	
	    4.3.4 Exercising active listening and constructive feedback, etc.
	
	4.4 Unsurpassed practices after benchmarking
	
	4.5 Monitoring and evaluation of junior staff mentorship
	
	4.6 Report on junior staff mentorship program
		• Portfolio of evidences

5. Appraise junior staff	1.1 Junior staff performance timeline
	
	    1.1.1 Components of performance timeline
	
	    1.1.1.1 On-boarding phase (0 – 3 months)
	
	        1.1.1.2 Orientation
	
	        1.1.1.3 Goal setting
	
	        1.1.1.4 Training
	
	    1.1.2 Mid-year review (3 – 6 months)
	
	        1.1.2.1 Performance check-in
	
	        1.1.2.2 Feedback session
	
	        1.1.2.3 Adjust goals
		• Practical assessments
		• Projects
		• Third party reports
		• Written tests / assessments
		• Oral questions
		• Portfolio of evidences

Learning Outcome	Content	Suggested Assessment Methods

	1.1.3 Development activities (6 – 9 months)
	1.1.4 Annual performance review (9 – 12 months)
	1.1.5 Goal setting for next year (end of year)
	1.1.6 Implementation steps
	1.2 Goal setting
	    1.2.1 Utilize the SMART criteria
	      1.2.1.1 Specific
	      1.2.1.2 Measurable
	      1.2.1.3 Achievable
	      1.2.1.4 Relevant
	      1.2.1.5 Time-bound
	1.3 Appraisal feedback	

Suggested Delivery Methods

- Practical
- Projects
- Group discussions
- Field trips
- Visit organizations
- Demonstration
- Viewing videos

List of Recommended Resources for 25 Trainees

S/No.	Category/Item	Description/ Specifications	Quantity	Recommended Ratio (Item: Trainee)

A	Learning Materials			
24.	Charts	• Flip Charts • Rules and Regulations	5	1:5
25.	Video clips Audio tapes	MP4, MP3	5	1:5
26.	Newspapers and Handouts	Daily	25	1:1
27.	Business Journals	Annual, Monthly, Daily	25	1:1
28.	CCTV Camera		1	1:25
B	Learning Facilities & Infrastructure			
29.	Lecture/Theory Room	(9* 8 sq. metres)	1	1:25
30.	Internet Connection	WI-FI, Dial-Up, Cable, Fixed-wireless,	1	1:25
C	Consumable Materials			
31.	Markers	whiteboard markers and permanent markers	5	1:5
32.	Stationery	Printing Papers, and Exercise Books Sizes A4, A3, A2 etc	5 reams	1:5
D	Tools And Equipment			
33.	Computers/Laptops	Any model	5	1:5
34.	Projector	LED.LCD, Laser	1	1:25
35.	Whiteboard	Glass, melamine, porcelain	1	1:25

36.	Staplers		2	1:13
37.	Paper punch		2	1:13
38.	Metallic cabinet		1	1:25
39.	Suggestion box		1	1:25
40.	Smart phones		5	1:5
41.	Biometric Scanner		1	1:5
42.	Switchboard		1	1:25
43.	Appointment book		1	1:25
44.	Diary		5	1:5
45.	Reception desk		1	1:25
46.	Shredding machine		1	1:25

References

- Books from business authors
- Company operating procedures
- Industry/workplace codes of practice
- Customer requirements
- Marketing needs report
- Occupational standards

OFFICIAL MEETINGS COORDINATION

UNIT CODE: 0415 551 14A

TVET CDACC UNIT CODE: BUS/CU/OA/CR/06/5/MA

Unit duration: 80 hours

Relationship to Occupational Standards

This unit addresses the Unit of Competency: Coordinating Official Meetings.

Unit Description

This unit specifies the competencies required to coordinate official meetings. It includes Preparing Meeting Invitations, Meeting Venue and Reference Materials, Organizing Hospitality Services, Taking Meeting Minutes, Clearing Meeting Venue, Preparing Meeting Minutes and Organizing virtual meeting.

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Summary of Learning Outcomes

S/NO.	**Learning Outcomes**	DURATION
1	Prepare meeting invitations	10
2	Prepare meeting venue	10
3	Prepare reference materials	10
4	Organize hospitality services	10
5	Take meeting minutes	10
6	Clear meeting venue	10
7	Prepare meeting minutes	10
8	Organize virtual meeting	10
	TOTAL	80

Learning Outcomes, Content and Suggested Assessment Methods

Learning Outcome	Content	Suggested Assessment Methods

1. Prepare meeting invitations	1.2 Meeting notice instruction
	1.1.1. Meaning of meetings and conferences
	1.1.2. Types of meetings and conferences
	1.1.3. Instruction given by
	    1.1.3.1. Meeting organizers
	    1.1.3.2. Administrative staff
	    1.1.3.3. Executive management
	    1.1.3.4. Project managers
	1.1.4. Receiving notice instructions
	1.3 Meeting notice preparation
	    1.2.1. Define the purpose of meeting
	    1.2.2. Determine key details
	1.4 Invitation letter preparation
	    1.3.1. Prepared and signed by secretary
	1.5 Agenda preparation
	    1.4.1. Identify key topics to be discussed
	    1.4.2. Prioritize items
	    1.4.3. Allocate time for each topic
		• Practical assessments
		• Projects
		• Third party reports
		• Written tests / assessments
		• Oral questions
		• Portfolio of evidences
		• Role play

Learning Outcome	Content	Suggested Assessment Methods

	1.4.4. Assign responsibilities
	
	1.4.5. Include opening and closing items
	
	1.4.6. Review and distribute
	
	1.6 Feedback
	
	    1.5.1. Feedback includes
	
	    1.5.2. Gathering feedback	

2. Prepare meeting venue	2.1 Meeting venue identification
	
	    2.1.1. Capacity
	
	    2.1.2. Location
	
	2.2 Meeting venue cleaning coordination
	
	2.3 Furniture for a meeting
	
	    2.3.1. Types of furniture
	
	    2.3.2. Seating arrangement
	
	2.4 Conducive environment provisions e.g. Lighting, Ventilation, Temperature, Safety and health regulations, Noise control, etc
	
	    2.4.1. Importance of having a conducive meeting environment
	
	    2.4.2. Aspects to consider when labeling a meeting venue
	
	2.5 Meeting venue labeling
	
	    2.5.1. Importance of labeling meeting venue i.e
		7 Practical assessments
		8 Projects
		9 Third party reports
		10 Written tests / assessments
		11 Oral questions
		12 Portfolio of evidences

Learning Outcome	Content	Suggested Assessment Methods

	accessibility, easy navigation, etc
	
	    2.5.2. Procedure for labeling meeting venue
	
	2.6 Meeting venue instructions requirements
	
	    2.6.1. Clarity and transparency i.e. proper communication
	
	    2.6.2. Compliance and standardization
	
	    2.6.3. Professionalism and accountability
	
	    2.6.4. Sitting arrangement (protocol observation), etc.	

3. Prepare reference materials	3.1 List of participant's preparations
	
	    3.1.1. Determine meeting purpose
	
	    3.1.2. Identify key participants
	
	    3.1.3. Collect names and details, etc
	
	3.2 Signed minutes
	
	    3.2.1 Locate previous minutes
	
	    3.2.2 Verify signatures
	
	    3.2.3 Format the document
	
	    3.2.4 Distribute minutes
		13 Practical assessments
		14 Projects
		15 Third party reports
		16 Written tests / assessments
		17 Oral questions
		18 Portfolio of evidences

Learning Outcome	Content	Suggested Assessment Methods

	3.3 Copies of signed minutes preparation
	
	    3.3.1. Prepare the document
	
	    3.3.2. Format the minutes
	
	    3.3.3. Create copies
	
	    3.3.4. Circulation of copies of signed minutes
	
	3.4 Reference materials preparation
	
	    3.4.1. Types of reference materials
	
	    3.4.2. Format of preparing reference materials
	
	3.5 Meeting presentation facilities preparation.
	
	    3.5.1. Power point slides
	
	    3.5.2. LCD projector
	
	    3.5.3. Wi-Fi access, etc	

4. Organize hospitality services	4.1 Number of participant's confirmation
	
	    4.1.1. Steps to follow to confirm the number of participants in a meeting
	
	4.2 Meeting program familiarization
	
	    4.2.1. Guidelines to familiarize with the meeting program
	
	4.3 Meeting hospitality budget preparation
		19 Practical assessments
		20 Projects
		21 Third party reports
		22 Written tests / assessments
		23 Oral questions
		24 Portfolio of evidences

Learning Outcome	Content	Suggested Assessment Methods
	4.3.1. Factors to consider in preparation of a meeting budget	
	4.4 Hospitality service providers identification	
	4.4.1. Reputation and review	
	4.4.2. Experience and expertise	
	4.4.3. Services offered	
	4.4.4. Cost and value	
	4.4.5. Location, etc	
	4.5 Hospitality services orders placement	
	4.5.1. Steps to follow when placing orders for hospitality services	
	4.6 Participants ushering into the meeting venue	
	4.6.1. Guidelines to follow when ushering participants into a meeting venue	
	4.7 Registration of participants	
	4.7.1. Steps to handle registration of participants in a meeting	
	4.8 Meals and refreshments service	

Learning Outcome	Content	Suggested Assessment Methods
	4.8.1. What to consider when serving meals and refreshments in a meeting 4.8.2. Plan the menu 4.8.3. Choose service style 4.8.4. Coordinate with catering 4.8.5. Logistics and setup 4.8.6. Designate a serving area 4.8.7. Setup 4.8.8. Timing 4.8.9. Communication 4.8.10. Follow-up	

5 Take meeting minutes	5.1 Meeting reference materials
	
	    5.1.1 What to consider when obtaining meeting reference materials
	
	    5.1.2 Identify required materials
	
	    5.1.3 Coordinate with participants
	
	    5.1.4 Utilize collaborative tools
	
	    5.1.5 Distribute materials etc.
	
	5.2 Attendance status recording
	
	    5.2.1. Methods for recording attendance
	
	5.3 Meeting proceedings
	
	    5.3.1 Types of meeting proceedings
		25 Practical assessments
		
		26 Projects
		
		27 Third party reports
		
		28 Written tests / assessments
		
		29 Oral questions
		
		30 Portfolio of evidences

Learning Outcome	Content	Suggested Assessment Methods
	5.3.2 Steps to consider to effectively record meeting proceedings 5.4 Meeting resolutions confirmation 5.4.1 Steps to follow when confirming passed resolutions in a meeting 5.5 Reports, notes and reference materials gathering 5.5.1 Guidelines to gather reference materials after the meeting	
6 Clear meeting venue	6.1 Meeting materials sorting 6.1.1 What to consider when sorting meeting materials basing on confidentiality 6.2 Filing loose documents 6.2.1 Steps to consider when filing loose documents 6.3 Meeting equipment collection and storing 6.3.1 Checklist for collecting meeting materials 6.3.2 Tips for organizing and storing meeting equipment 6.2. Hospitality services equipment and materials clearing	• Practical assessments • Projects • Third party reports • Written tests / assessments • Oral questions • Portfolio of evidences

Learning Outcome	Content	Suggested Assessment Methods
	6.2.1. Step-by-step guide to clearing hospitality services equipment and materials 6.3. Waste materials disposal 6.3.1. Guideline for disposing of waste materials according to OSHA 6.4. Meeting venue cleaning and locking 6.4.1. Guidelines to cleaning the meeting venue after the meeting 6.4.2. Steps to follow to ensure the meeting venue is locked after the meeting	

7. Prepare meeting minutes	7.1. Meeting minutes reviewing
	    7.1.1. Steps to follow in reviewing meeting minutes after the meeting
	
	7.2. Meeting minutes' comparison
	    7.2.1 What to consider when comparing meeting minutes with committee executives
	        7.2.1.1. Confirm attendance
	        7.2.1.2. Review decisions and actions
		• Practical assessments
		• Projects
		• Third party reports
		• Written tests / assessments
		• Oral questions
		• Portfolio of evidences

Learning Outcome	Content	Suggested Assessment Methods
	7.2.1.3. Verify key discussions	
	7.2.1.4. Cross-check dates and deadlines	
	7.2.1.5. Highlight differences	
	7.2.1.6. Solicit feedback	
	7.2.1.7. Final review	
	7.2.1.8. Typing minutes of the meeting.	
	7.3 Procedure for typing the minutes	
	7.3.1 Title of the meeting	
	7.3.2 Attendees	
	7.3.3 Absent	
	7.3.4 Call to order	
	7.3.5 Approval of previous minutes	
	7.3.6 Agenda items, etc	
	7.4 Meeting minutes proofreading	
	7.4.1 Steps to proofread meeting minutes	
	7.2. Minutes draft production and sharing	
	7.5.1. Reasons for producing minutes' draft and sharing with chairperson	
	7.3. Chairperson's comments	

Learning Outcome	Content	Suggested Assessment Methods

	7.6.1. Steps chairpersons follow to incorporate comments into the minutes
	
	7.4. Signing and circulating minutes
	
	    7.1.1. Reasons why minutes are signed
	
	    7.1.2. Steps to follow to circulate minutes to members
	
	7.5. Signed minutes filing
	
	    7.8.1. Steps for filing a copy of minutes
	
	    7.8.2. Reasons for filing a copy of minutes
	
	7.6. Action plan preparation
	
	    7.9.1. Approach towards preparing action plan based on meeting minutes
	
	    7.9.2. Review the minutes
	
	    7.9.3. Outline the action plan
	
	    7.9.4. Detail the steps
	
	    7.9.5. Format the action plan
	
	    7.9.6. Review and finalize
	
	    7.9.7. Monitor the progress
	
	    7.9.8. Document and share
	
	    7.9.9. Distribute the plan
	
	    7.9.10. File for future reference	

Learning Outcome	Content	Suggested Assessment Methods

8. Organize virtual meeting	8.2. Social platforms for virtual meetings
	     8.2.1. Conference calls, etc.
	     8.2.2. Steps in creating social platforms for virtual meeting
	 8.3. Invitations for virtual meetings
	     8.2.1. Procedure for sending invitations with notice for virtual meeting
	 8.4. Link and login credential sharing
	     8.3.1. Determine meeting details
	     8.3.2. Procedure for sharing meeting link and login credentials
	   8.4. Meeting agenda sharing
	     8.4.1. Create the agenda
	     8.4.2. Format the agenda
	     8.4.3. Draft the communication
	     8.4.4. Include guidelines
	     8.4.5. Send the agenda
	   8.5. Meeting attendance confirmation
	     8.5.1. Pop-ups
	     8.5.2. Confirmation links
	     8.5.3. Chat box, etc.
	     8.5.4. Guidelines for virtual meeting attendance confirmation
		• Practical assessments
		 • Projects
		 • Third party reports
		 • Written tests assessments
		 • Oral questions
		 • Portfolio of evidences

Learning Outcome	Content	Suggested Assessment Methods

	8.6. Meeting reminders
	
	    8.6.1. Importance of sending reminder for virtual meetings
	
	8.7. Participants logging in
	
	    8.7.1. Set up the meeting
	
	    8.7.2. Prepare a participant list
	
	    8.7.3. Use platform's features
	
	    8.7.4. Manually track attendance
	
	    8.7.5. Utilize attendance reports
	
	    8.7.6. Follow-up
	
	8.8. Virtual meeting etiquette e.g. Mute audio, Raise hands, Video chats, Appreciation features, etc.
	
	    8.8.1. Importance of virtual meeting etiquette	

Suggested Delivery Methods

- Practical
- Projects
- Group discussions
- Field trips
- Visit organizations
- Demonstration
- Roles play

List of Recommended Resources for 25 trainees

Tools and Equipment	Materials and Supplies
• 1 Desktop computers and accessories	Scheduling tools – appointment book
• Internet connection	Flip charts
• 1 Projector	2 packets of assorted colors of whiteboard marker pens
• 5 Printers	Writing materials
• 1 Whiteboard	Printing papers
• Mobile phones	Reception desk
• 1 switchboard	
• CCTV camera	

References

- • Books from business authors
- • Company operating procedures
- • Industry/workplace codes of practice
- • Customer requirements
- • Marketing needs report
- • Occupational standards

Suggested Delivery Methods

- • Practical
- • Projects
- • Group discussions
- • Field trips
- • Visit organizations
- • Demonstration

- Viewing videos

List of Recommended Resources for 25 trainees

S/No.	Category/Item	Description/ Specifications	Quantity	Recommended Ratio (Item: Trainee)
A	**Learning Materials**			
1.	Charts	• Flip Charts • Rules and Regulations	5	1:5
2.	CCTV Camera		1	1:25
B	**Learning Facilities & Infrastructure**			
3.	Lecture/Theory Room	(9* 8 sq. metres)	1	1:25
4.	Meeting room		1	1:25
5.	Conference chairs		25	1:1
6.	Conference tables		5	1:5
7.	Internet Connection	WI-FI, Dial-Up, Cable, Fixed-wireless,	1	1:25
C	**Consumable Materials**			
8.	Markers	whiteboard markers and permanent markers	5	1:5
9.	Stationery	Printing Papers, and Exercise	5 reams	1:5

		Books Sizes A4, A3, A2 etc		
10.	Files / folders		25	1:1
D	**Tools And Equipment**			
11.	Computers/Laptops	Any model	5	1:5
12.	Projector	LED.LCD, Laser	1	1:25
13.	Whiteboard	Glass, melamine, porcelain	1	1:25
14.	Staplers		2	1:13
15.	Paper punch		2	1:13
16.	Suggestion box		1	1:25
17.	Smart phones		5	1:5
18.	Scanner		1	1:25
19.	Shredding machine		1	1:25

References

- Books from business authors
- Company operating procedures
- Industry/workplace codes of practice
- Customer requirements
- Marketing needs report
- Occupational standards

MODULE V

FINANCIAL ACCOUNTING SKILLS

UNIT CODE: 0411 551 03A

TVET CDACC UNIT CODE: BUS/CU/OA/CC/01/6/MA

Duration of unit: 100 hours

Relationship to occupational standards

This unit addresses the unit of competency: Apply Financial Accounting Skills.

UNIT DESCRIPTION

This unit specifies the competencies required to apply financial accounting skills. It involves applying accounting concepts, conventions and policies, preparing books of original entries, posting transactions to the ledger, preparing cash books, correcting accounting errors, preparing bank reconciliation statements, maintaining non-current assets register, maintaining receivables and payables ledgers and preparing sole trader statements.

Summary of Learning Outcomes

S/No.	Learning Outcomes	DURATION (HRS)
1	Apply accounting concepts, conventions and policies	8
2	Prepare books of original entries	10
3	Post transaction to the ledger	16
4	Prepare cash books	10
5	Correct accounting errors	14
6	Prepare Bank Reconciliation statements	8
7	Maintain non-current assets' register	10
8	Maintain receivables and payables ledgers	13

9	Prepare sole trader statements	10
TOTAL		**100**

Learning Outcomes, Content and Suggested Assessment Methods

Learning outcomes	Content	Assessment methods

1. Apply accounting concepts, conventions and policies	1.1 Accounting concepts, conventions and policies
	   1.1.1 Going concern
	   1.1.2 Accrual
	   1.1.3 Prudence
	   1.1.4 Matching
	1.2 Accounting equation
	1.3 Users of accounting information
		• Practical assessments
		• Projects
		• Poe evaluation
		• Third party reports
		• Written tests

2. Prepare books of original entries	2.1 Classification of transactions
	   2.1.1 Cash transactions
	   2.1.2 Credit transactions
	2.2 Source documents
	   2.2.1 Invoices
	   2.2.2 Vouchers
	   2.2.3 Receipts
	2.3 Books of original entry
	   2.3.1 Purchases day book
	   2.3.2 Sales day book
	   2.3.3 Petty cash book
	2.4 Source documents recording
		• Practical
		• Projects
		• Poe evaluation
		• Third party reports
		• Written tests

3. Post transaction to the ledger	3.1 Classification of ledgers 3.1.1 General ledger	• Practical • Projects

	3.1.2 Sales ledger 3.1.3 Purchases ledger **3.2** ledger accounts identification **3.3** Posting of transactions to ledgers **3.4** Balancing off ledger accounts **3.5** Trial Balance **3.6** Preparation of Trial Balance	• Poe evaluation • Third party reports • Written tests

4. Prepare cash books	4.1 Cash books
	
	     4.1.1 Two column cashbook
	
	     4.1.1 Three column cashbook
	
	     4.1.2 Petty cashbook
	
	4.2 Classification of cash receipts
	
	4.3 Recording of cash receipts
	
	4.4 Discounts
	
	     4.4.1 Cash discounts
	
	     4.4.2 Trade discounts
	
	     4.4.3 Quantity discounts
		• Practical
		• Projects
		• Poe evaluation
		• Third party reports
		• Written tests

5. Correct accounting errors	5.1 Errors affecting the trial balance 5.2 Errors that do not affect the trial balance 5.3 Correction of errors 5.4 Suspense account	• Practical • Projects • Poe evaluation • Third party reports

	5.5 Reported gross/net profit 5.6 The final statement of financial position	• Written tests

6. Prepare bank reconciliation statements	6.3 Cash book and bank statement balance discrepancies:
	
	   6.1.2 Items appearing in the cashbook but not in the bank statement
	
	   6.1.3 Items appearing in the bank statement but not in the cash book
	
	   6.1.4 Errors
	
	   6.2 Update the cash book
	
	   6.3 Bank reconciliation statement
		• Practical
		• Projects
		• Poe evaluation
		• Third party reports
		• Written tests

7. Maintain non-current assets' register	7.1 Determining costs of assets as per Accounting standards 7.2 Depreciation computation 7.3 Depreciation recording as per accounting guidelines 7.4 Accounting treatment on depreciation 7.5 Acquisition of Non-current assets 7.6 Disposal of non-current assets 7.7 Determining asset balances	• Practical • Projects • Poe evaluation • Third party reports • Written tests

8. Maintain receivables and payables ledgers	8.1 Bad debts written off
	
	8.2 Provision for bad debts
	
	8.3 Adjusting receivable balances
	
	8.4 Adjusting Payable balances
	
	8.5 Control accounts:
	
	    8.5.1 Sales ledger control account
	
	    8.5.2 Purchases ledger control account
		• Practical
		• Projects
		• Poe evaluation
		• Third party reports
		• Written tests

9. Prepare sole trader statements	9.1. Income and expenditure 9.2. Year-end adjustments 9.3. Accruals 9.4 Prepayments 9.5 Provisions 9.6 Statement of profit or loss 9.7 Statement of financial position items 9.8 Statement of financial position	• Practical • Projects • Poe evaluation • Third party reports • Written tests

Suggested delivery methods

- Demonstration
- Practical work by trainee
- Fieldwork and benchmarking
- Group discussions
- Case studies
- Role play

List of Recommended Resources for 30 trainees

Tools, Equipment and Materials

S/No.	Category/Item	Description/ Specifications	Quantity	Recommended Ratio (Item: Trainee)
A	**Learning Materials**			
1.	Charts	• Flip Charts • Rules and Regulations	5	1:6
2.	External Storage Media	Flash disks, Compact Disks; Re-Writable	5	1:6
3.	Smart board (Where Applicable)	LCD or projector	1	1:30
4.	Whiteboard	Glass, melamine, porcelain	1	1:30
B	**Learning Facilities & Infrastructure**			
1.	Lecture/Theory Room	(9* 8 sq. metres)	1	1:30
2.	Internet Connection	System	1	1:30
C	**Consumable Materials**			
1.	Markers	Whiteboard markers and permanent Markers	5	1:6
2.	Printing Papers	Sizes A4, A3, A2 etc	5 reams	1:6
D	**Tools And Equipment**			
1.	Desktops	Any model	30	1:1
2.	Printer	Inkjet, LaserJet	2	1:15
3.	Computers Software:	•Windows/Linux/Macintosh Operating System •Microsoft Office Software •Google Workspace Account	1	1:1

		Antivirus Software		

References

- Organization operating procedures
- Industry/workplace codes of practice
- Cooperative societies act
- Sacco societies act
- Text books
- Cooperative society journals
- Magazines
- E-learning resources

TRAVEL ARRANGEMENTS

UNIT CODE: 0415 551 15A

TVET CDACC UNIT CODE: BUS/CU/OA/CR/01/6/MA

Unit Duration: 80 Hours

Relationship to Occupational Standards

This unit addresses the Unit of Competency: Coordinate travel arrangements.

Unit Description

This unit describes the competencies required to coordinate travel arrangements. It involves Obtaining Travel Clearance, Booking Travel Tickets, Handling Travel Logistics, Preparing Travel Carry-On, Booking Officer's Accommodation and Requesting Travel Imprest.

Summary of Learning Outcomes

S/NO	Learning Outcomes	DURATION
1	Obtain travel clearance	14
2	Book travel tickets	12
3	Handle travel logistics	14
4	Prepare travel carry-on	12
5	Book officer's accommodation	14
6	Request travel Imprest	14
	TOTAL	80

Learning Outcomes, Content and Suggested Assessment Methods

Learning Outcome	Content	Suggested Assessment Methods

1. Obtain travel clearance	1.1 National immigration policy travel invitation
	
	1.1.1 Purpose of visit
	
	1.1.2 Immigration compliance
	
	1.1.3 Accommodation and financial responsibility etc
	
	1.2 Travel destinations
	
	    1.2.1. Airports
	
	    1.2.2. sea ports
	
	    1.2.3. land border crossings etc
	
	  1.3. Obtain travel clearance form
	
	  1.4. Filling out a travel clearance form
	
	    1.4.1. gather all necessary information
	
	    1.4.2. complete personal information and contact details
	
	    1.4.3. fill in the travel purpose and itinerary details
	
	    1.4.4. provide health safety and insurance details etc
	
	  1.5. Clearance form submission
	
	    1.5.1. Determine if you need a travel clearance certificate
	
	    1.5.2. Prepare the necessary documents
	
	    1.5.3. Schedule an appointment
	
	    1.5.4. Submit your application
	
	    1.5.5. Wait for your travel clearance certificate etc
	
	  1.6. Obtaining travel clearance
	
	    5.1.1 **Choosing how to travel**
	
	    5.1.2 Air
	
	    5.1.3 Road
		• Practical assessments
		
		• Projects
		
		• Third party reports
		
		• Written tests / assessments
		
		• Oral questions
		
		• Portfolio of evidences

Learning Outcome	Content	Suggested Assessment Methods
	5.1.4 **Documents you need** 1.6.2.1. Passport 1.6.2.2. Visa (for non EAC citizens) 1.6.2.3. Alternative travel documents for East Africans 1.6.2.4. Other requirements for East Africans (Certificate of Identity / Inter-state Pass) 1.6.2.5. Proof of yellow fever vaccination 1.6.2.6. Full Covid-19 vaccination certificate (or valid Negative PCR Test)	
2 Book travel tickets	2.1. Approval for the purchase of travel ticket 2.1.1. Initiation – initiate the request for a ticket purchase 2.1.2. Travel policy compliance – verification of appropriateness of the travel destination 2.1.3. Cost estimation – estimate of the ticket cost 2.1.4. Approval request – request for ticket purchase is submitted for approval 2.1.5. Follow–up on travel ticket 2.2. Follow-up travel ticket purchase 2.2.1. Confirmation of receipt of ticket purchase via email or digital ticket, etc. 2.2.2. Review details of travel ticket e.g. departure, arrival, dates, etc. and verify that the information matches the intended travel plans	• Practical assessments • Projects • Third party reports • Written tests / assessments • Oral questions • Portfolio of evidences

Learning Outcome	Content	Suggested Assessment Methods

	2.2.3. Note down contact information of the airline, travel agencies or websites through which purchase of ticket was done
	
	2.2.4. Changes or modifications to any changes on travel plans e.g. rescheduling, etc.
	
	2.2.5. Payment verification – ensure that the payment for the ticket has been successfully processed, etc.
	
	2.3. Process for obtaining travel ticket
	   2.3.1. flight search,
	   2.3.2. flight booking. etc
	
	2.4. Travel ticket filing
	   2.4.1. Steps of filing procedure	

3. Handle travel logistics	3.1 Medical report
	   3.1.1. Vaccines received e.g. yellow fever, covid, etc.
	   3.1.2. Dates administered
	   3.1.3. Health care provider information, etc
	
	3.2 Passport Validity
	   3.2.1. Passport size photos
	   3.2.2. Birth certificate.
	   3.2.3. Marriage certificate,
	   3.2.4. Deed poll (if your change of name was not thru marriage)
	   3.2.5. Kenyan ID, front and back. etc
	
	3.3 Visa application
		• Practical assessments
		• Projects
		• Third party reports
		• Written tests / assessments
		• Oral questions
		• Portfolio of evidences

Learning Outcome	Content	Suggested Assessment Methods

	3.3.1. Original and copy of National ID/ valid passport.
	
	3.3.2. KRA PIN certificate.
	
	3.3.3. Duly filled Credit Card application form.
	
	3.3.4. Latest pay slip
	
	3.3.5. Bank statements for the last 6 months.etc
	
	3.4 Procedure for obtaining work ticket
	
	    3.4.1 Determine the appropriate permit class
	
	    3.4.2 Prepare required documentation
	
	    3.4.3 Submit the application
	
	    3.4.4 Processing and approval etc
	
	3.5 Authority to obtain travel letter
	
	    3.5.1. Identify the purpose of the travel letter.
	
	    3.5.2. Determine who can issue the travel letter
	
	    3.5.3. Gather necessary information etc.
	
	3.6 Mode of transport
	
	    3.6.1. Road
	
	    3.6.2. Rail
	
	    3.6.3. Air
	
	    3.6.4. Sea	

4 Prepare travel carry-on	4.1 Itinerary Preparation
	
	    4.1.1. Research and outline key details of the trip
	
	    4.1.2. Organize transportation details
	
	    4.1.3. Book and list accommodation details
	
	    4.1.4. Plan daily activities etc
	
	4.2 Destination weather condition information sourcing.
		• Practical assessments
		• Projects
		• Third party reports

Learning Outcome	Content	Suggested Assessment Methods

	4.2.1. Identify the national meteorological department
	
	4.2.2. Visit the official website of the meteorological department
	
	4.2.3. Check for travel and weather alerts
	
	4.2.4. Review specialized travel forecasts and services etc
	
	4.3 Communication of destination weather conditions
	
	    4.3.1. Understand the traveler's needs and context
	
	    4.3.2. Organize weather information effectively
	
	    4.3.3. Use clear friendly language
	
	    4.3.4. Provide advice alongside weather information.
	
	    4.3.5. Choose effective communication channel etc
	
	4.4 Currency conversion
	
	    4.4.1. Methods of Currency Conversion
	
	4.5 Travel documents
	
	    4.5.1. Passport
	
	    4.5.2. Visa
	
	    4.5.3. Travel insurance
	
	4.6 Meeting documents
	
	    4.6.1. Stationery
	
	    4.6.2. Invitation correspondence with agenda
	
	    4.6.3. Reference materials e.g. reports, etc.
		• Written tests / assessments
		• Oral questions
		• Portfolio of evidences

5. Book officer's accommodation	5.5 Accommodation booking inquiries 5.1.1. Understand the guests' requirements	• Practical assessments

Learning Outcome	Content	Suggested Assessment Methods
	5.1.2. Confirm availability 5.1.3. Provide clear pricing information 5.1.4. Explain booking and cancellation policies 5.1.5. Describe key features and amenities of property etc 5.6 Appropriate accommodation facilities identification 5.2.1. Security of tenure 5.2.2. Availability of services 5.2.3. Affordability 5.2.4. Habitability 5.2.5. Accessibility 5.2.6. Location etc. 5.7 Reservation information 5.3.1. Arrival date. 5.3.2. Departure date. 5.3.2. Reservation number. 5.8 Communicating reservation details 5.4.1. Choose the right communication channel 5.4.2. Structure the communication appropriately 5.4.3. Provide reservation confirmation etc.	• Projects • Third party reports • Written tests / assessments • Oral questions • Portfolio of evidences
6. Request travel Imprest	6.1 Approval for Imprest processing 6.1.1. Imprest processing procedure. 6.4 Procedure for Imprest follow-up 8.4.1. Expense tracking e. g 8.4.2. Receipts and invoices 8.4.3. Regular monitoring to ensure funds are used for approved purposes.	• Practical assessments • Projects • Third party reports

Learning Outcome	Content	Suggested Assessment Methods
	8.4.4. Submission of travel expenditure report. 8.4.5. Verification of travel expenses etc. 6.3 Procedures for obtaining travel Imprest 6.4. Imprest surrender procedure 6.4.1. Compile all receipts and documentation 6.4.2. Create a detailed expense report 6.4.3. Reconciliation of travel imprest with actual expenses 6.4.4. Return of unused funds etc.	• Written tests / assessments • Oral questions • Portfolio of evidences

Suggested Delivery Methods

- Practical
- Projects
- Group discussions
- Field trips
- Visit organizations
- Demonstration
- Viewing videos

List of Recommended Resources for 25 Trainees

S/No.	Category/Item	Description/ Specifications	Quantity	Recommended Ratio (Item: Trainee)
A	**Learning Materials**			
47.	Charts	• Flip Charts	5	1:5

		• Rules and Regulations		
48.	Video clips Audio tapes	MP4, MP3	5	1:5
49.	Newspapers and Handouts	Daily	25	1:1
50.	Business Journals	Annual, Monthly, Daily	25	1:1
51.	CCTV Camera		1	1:25
B	**Learning Facilities & Infrastructure**			
52.	Lecture/Theory Room	(9* 8 sq. metres)	1	1:25
53.	Internet Connection	WI-FI, Dial-Up, Cable, Fixed-wireless,	1	1:25
C	**Consumable Materials**			
54.	Markers	whiteboard markers and permanent markers	5	1:5
55.	Stationery	Printing Papers, and Exercise Books Sizes A4, A3, A2 etc	5 reams	1:5
D	**Tools And Equipment**			
56.	Computers/Laptops	Any model	5	1:5
57.	Projector	LED.LCD, Laser	1	1:25
58.	Whiteboard	Glass, melamine, porcelain	1	1:25
59.	Staplers		2	1:13

60.	Paper punch		2	1:13
61.	Suggestion box		1	1:25
62.	Smart phones		5	1:5
63.	Biometric Scanner		1	1:5
64.	Appointment book		1	1:25
65.	Diary		5	1:5
66.	Reception desk		1	1:25
67.	Shredding machine		1	1:25

References

- Books from business authors
- Company operating procedures
- Industry/workplace codes of practice
- Customer requirements
- Marketing needs report
- Public sector Financial Regulations
- Public Finance Management Act, 2012 (PFM Act)
- Contract documents
- Government circulars 4.5 ISO 9001:2008 standard
- International Public sector reporting standards

MANAGEMENT PRINCIPLES

UNIT CODE: 0415 541 08A

TVET CDACC UNIT CODE: BUS/CU/OA/CC/02/6/MA

Duration of Unit: 80 Hours

Relationship to occupational standards

This unit addresses the unit of competency: Management Principles application

UNIT DESCRIPTION

This unit describes competencies required to effectively apply management principles in the workplace. It covers Illustrating the Context of Management, Analyzing the Environment of Management, Applying Management Theories, Applying Planning Principle, Applying Organizing Principle, Applying Staffing Principle, Applying Directing Principle, Applying Controlling Principle, Applying Coordinating Principle, Managing Change Innovation and Managing Work Groups.

Learning outcomes

S/NO.	LEARNING OUTCOMES	DURATION
1	Illustrate the context of management.	10
2	Analyze the environment	10
3	Apply management theories	10
4	Apply planning principle	10
5	Apply organizing principle	8

6	Apply staffing principle	10
7	Apply directing principle	8
8	Apply controlling principle	10
9	Apply coordinating principle	8
10	Manage change and innovation	8
11	Manage work groups	8
		80

Learning Outcomes, Content and Suggested Assessment Methods

Learning Outcome	Content	Suggested Assessment Methods

1. Illustrate the context of management	1.1 Functions of management
	    1.1.1 Planning
	    1.1.2 Organizing
	    1.1.3 Leading etc.
	1.2 Levels of management
	    1.2.1 Top-level Management
	    1.2.2 Middle-level management
	    1.2.3 Lower-level management etc.
	1.3 Skills required in management
	    1.3.1 Technical Skills
	    1.3.2 Interpersonal Skills
	    1.3.3 Conceptual skills etc
	1.4 Social responsibilities of the business
	    1.4.1 Economic responsibility
	    1.4.2 Legal responsibility etc.
	1.5 Factors influencing organizational ethics
	    1.5.1 culture
	    1.5.2 Ethical climate etc.
		•Practical assessment
		
		•Project
		
		•Portfolio of evidence
		
		•Third party reports
		
		•Written tests
		
		•Oral questions

2. analyse the environment of management	2.1 Internal environmental factors in management
	    2.1.1 Organizational structure
	    2.1.2 Culture etc
	2.2 External environment factors analysis
	    2.2.1 Competitive
	    2.2.2 Political
	    2.2.3 Technological etc.
	2.3 Implementation of environmental factors
	    2.3.1 Accountability
	    2.3.2 Customer pressure
	    2.3.3 Environment policy etc.
		Practical assessment
		
		•Project
		
		•Portfolio of evidence
		
		•Third party reports
		
		•Written tests
		
		•Oral questions

3.	Apply management theories	3.1 Scientific management principles
		
		    3.1.1 FW Taylor principle
		
		    3.1.2 Fredrick Winslow
		
		    3.1.3 Frznk and Lilian Gilbreth etc.
		
		3.2 Administrative principles
		
		    3.2.1 Henri Fayol's administrative management principle etc.
		
		3.3 Behavioral management theories
		
		    3.3.1 Human of Human Motivation
		
		    3.3.2 Abraham Maslow etc.
		
		3.4 Management science principles application
		
		    3.4.1 Private or government Organizations
			Practical assessment
			
			•Project
			
			•Portfolio of evidence
			
			•Third party reports
			
			•Written tests
			
			•Oral questions

4.	Apply planning principle	4.1 Organizational goals and objectives
		
		    4.1.1 Innovation and adaptability
		
		    4.1.2 Customer satisfaction
		
		    4.1.3 Employee engagement and development
		
		    4.1.4 Achieve sustainable growth
		
		    4.1.5 Ensure financial growth and profitability
		
		    4.1.6 Identify opportunities for growth and diversification
		
		4.2 Work plans
		
		    4.2.1 Creating timelines
		
		    4.2.2 Break down the project into specific tasks
		
		    4.2.3 Identifying resources required
		
		    4.2.4 Identifying potential risks and challenges
		
		    4.2.5 Process for seeking approvals
		
		4.3 Work progress monitoring
		
		    4.3.1 Set clear learning objectives
			Practical assessment
			
			•Project
			
			•Portfolio of evidence
			
			•Third party reports
			
			•Written tests
			
			•Oral questions

	4.3.2 Develop a progress tracking system	
	4.3.3 Regular assessment and evaluation etc.	
	4.4 Planning principles implementation	
	4.4.1 Vision and mission	
	4.4.2 Data-driven decision making	
	4.4.3 Flexible plans	
	4.4.4 Transparency in decision making	
	4.4.5 Fair and equitable decision making	

5. Apply organizing principle	5.1 Official goals and objectives
	     5.1.1 Coherence and Focus
	     5.1.2 Depth of understanding
	     5.1.3 Clear learning objectives etc.
	 5.2 Office tasks and responsibilities
	     5.2.1 Introduction to office and environments
	     5.2.2 Types of office Environments
	     5.2.3 Role and responsibilities of different office positions
	 5.3 Monitoring of progress
	     5.3.1 Time management and organization
	     5.3.2 Time management strategies e.g. task prioritization etc
	     5.3.3 Tools used to monitor progress e.g. calendars, to -do lists etc.
		Practical assessment
		
		 •Project
		
		 •Portfolio of evidence
		
		 •Third party reports
		
		 •Written tests
		
		 •Oral questions

6. Apply staffing principle	6.1 Manpower requirements
	     6.3.1 Define staffing needs
	     6.3.1.1 Business objectives
	 6.2 Recruitment procedures
	     6.2.1 Job analysis
		31 Practical assessments
		
		 32 Projects

	6.2.2 Quantitative and	33 Third party reports
	6.2.3 qualitative assessment	
	6.2.4 Forecasting manpower	34 Written tests / assessments
	6.2.5 requirements	
	6.2.6 Ways of Identifying the types of manpower required	35 Oral questions
	6.2.7 Developing a recruitment strategy	36 Portfolio of evidences
	6.2.8 Job posting and Advertisement	
	6.2.9 Application collection	
	6.2.10 Screening and shortlisting	
	6.2.11 Assessment and interviewing	
	6.3 Selection procedure	
	6.3.1 The role of selection in staffing	
	6.3.2 Ethics in selection	
	6.3.3 Designing a selection process	
	6.4 Induction	
	6.4.1 Introduction to induction	
	6.4.2 Induction content	
	6.4.2.1 Company overview	
	6.4.2.2 Organization structure etc.	
	6.4.2.3 Roles and responsibilities	
	6.4.2.4 Policies and procedures	
	6.4.2.5 Components of an induction program	
	6.4.2.6 Team integration	
	6.5 Training and development	
	6.5.1 Assessing training needs	
	6.5.2 Designing the training Program	
	6.5.3 Training method and techniques	
	6.5.4 implementing the training program	

	6.8.4 Post separation considerations	
	6.8.5 Tracking and reporting separations	
	6.9 Disciplinary measurements	
	6.9.1 Introduction to disciplinary measures	
	6.9.2 Principles of effective disciplinary action	
	6.9.3 Common types of employee misconducts	
	6.9.4 Disciplinary process	
7. Apply directing principle	7.1 Orders and instructions	Practical assessment
	7.1.1 Role of orders and instructions	•Project
	7.1.2 Types of orders and instructions	•Portfolio of evidence
	7.1.3 Principles of giving effective orders and instructions	•Third party reports
	7.1.4 The process of giving orders and instructions	•Written tests
	7.1.5 Approaches to giving orders	•Oral questions
	7.1.6 Challenges in giving orders and instructions	
	7.1.7 Feedback and follow-up	
	7.1.8 Legal and ethical considerations on giving orders	
	7.2 Supervision of office staff	
	7.2.1 Role of supervisors	
	7.2.2 Principles of effectives supervision	
	7.2.3 Supervision techniques for office staff	
	7.2.4 Building a positive work environment	
	7.2.5 Supervisory skills development	
	7.3 Communication channel	
	7.3.1 Role of communication in directing	

		7.3.2 Types of communication channel	
		7.3.3 Principles of effective communication in directing	
		7.3.4 Ways of Choosing the right communication channel	
		7.3.5 Overcoming barriers to effective communication	
		7.3.6 Feedback in communication	
		7.3.7 Challenges in communication in communication channel	
		7.4 Conflict resolution	
		7.4.1 Role of conflict in directing	
		7.4.2 Types of conflict in the workplace	
		7.4.3 Causes of conflict in the workplace	
		7.4.4 Approaches to conflict resolution	
		7.4.5 Steps for resolving conflict in the workplace	
		7.4.6 Role of the manager in conflict resolution	
		7.4.7 Preventing conflicts at workplace	
		7.5 Motivation incentives administration	
		7.5.1 Importance of motivation in directing	
		7.5.2 Motivation theories and their application in directing	
		7.5.3 Maslow's hierarchy of needs	
		7.5.4 Expectancy Theory etc	
		7.5.5 Incentives in the workplace	
		7.5.6 Administering incentives effectively	
		7.5.7 Challenges in motivation and incentives administration	

	7.6 Leadership 7.6.1 Importance of leadership in directing 7.6.2 Types of leadership styles 7.6.2.1 Autocratic leadership 7.6.2.2 Democratic leadership etc 7.6.3 Leadership skills for effective directing 7.6.4 The role of a leader in directing 7.6.5 Ways of motivating employees as a leader 7.6.6 Challenges in leadership and directing 7.6.7 Metrics of evaluating leadership	
8. Apply controlling principle	8.1 Performance measurements 8.1.1 Monitoring and reporting systems 8.1.2 Resource utilization e.g cost control 8.1.3 Employee performance and productivity 8.1.1.2 Evaluations 8.1.1.3 Motivations 8.2 Actual performance measurement 8.2.1 Types of variances 8.2.1.1 Price variation 8.2.1.2 Favorable or unfavorable etc. 8.2.2 Measurement tools 8.2.2.1 Sales report 8.2.2.2 Employee performance appraisal etc. 8.2.3 Performance standards setting 8.2.3.1 Types of performance standards 8.2.3.1.1 Quantity 8.2.3.1.2 Quality	• Practical assessments • Projects • Third party reports • Written tests / assessments • Oral questions • Portfolio of evidences

		8.2.3.1.3 Communication	
		8.2.3.1.4 Time management etc.	
		8.3 Steps in setting performance standards	
		8.3.1 Collaborate	
		8.3.2 Define the role	
		8.3.3 Set goals etc.	
		8.3.4 Challenges in setting performance standards	
		8.3.4.1 Unclear standards	
		8.3.4.2 Lack of regular feedback	
		8.4 Corrective action	
		8.4.1 Steps in corrective action process	
		8.4.1.1 Define the problem	
		8.4.1.2 Establish the scope of the problem etc.	
		8.4.2 Types of corrective actions	
		8.4.2.1 Preventive action	
		8.4.2.2 Correction	
		8.4.2.3 Root cause analysis	
		8.4.2.4 Challenges in corrective action	
		8.4.2.5 Time	
		8.4.2.6 Prioritizing	
9.	Apply coordinating principle	9.1 Creating Work schedules 9.2 Importance of work schedules in coordinating management 9.2.1 Optimizes resources allocation etc. 9.3 Steps in creating work schedules 9.3.1 Determine task priorities etc. 9.4 Techniques and tools for creating work schedules	• Practical assessments • Projects • Third party reports

9.4.1 Gantt Chart etc.
 	
9.4.2 Challenges in work schedule creation
 	
9.4.2.1 Unpredictable changes
 	
9.4.2.2 Overloading team members etc.
 	
9.4.3 Best practices in work schedule creation
 	
9.4.3.1 Set realistic expectations etc.
 	
9.5 Individual roles identification
 	
    9.5.1 Top management roles
 	
    9.5.2 Leadership
 	
9.6 Monitoring etc.
 	
  9.6.1 Middle management roles
 	
  9.6.2 Overseeing operations etc.
 	
  9.6.3 Supervisors and team leaders' roles
 	
    9.6.3.1 Conflict resolution
 	
    9.6.3.2 Analyzing employee issues
    etc.
 	
9.7 Employees roles
 	
  9.7.1 Completing assigned tasks etc
 	
9.8 Characteristics of effective coordination
 	
    9.8.1 Ongoing
 	
    9.8.2 Deliberate etc.
 	
9.9 Rewarding Teams
 	
9.10 Team dynamics and rewards
 	
9.11 Elements of team dynamics
 	
  9.11.1 Communication
 	
  9.11.2 Trust
 	
  9.11.3 Roles and responsibilities
 	
9.12 Definition of terms
 	
  9.12.1 Cross-functional,
 	
  9.12.2 Virtual etc.
	• Written tests / assessments
	
	• Oral questions
	
	• Portfolio of evidences

	9.12.3 Role of rewards in team performance
	
	9.13 The psychology of motivation etc.
	
	    9.13.1 Types of rewards in team setting
	
	        9.1.3.1.1 Tangible vs. intangible rewards
	
	        9.1.3.1.2 Team vs. individual rewards	

10. Manage change and innovation	10.1 Identification of forces for change
	
	    10.1.1 Importance of identifying forces for change
	
	    10.1.1.1 Prepare for change
	
	    10.1.1.2 Competitiveness etc.
	
	    10.1.1.3 Types of forces for change
	
	        10.1.1.3.1 Internal
	
	        10.1.1.3.2 External
	
	10.2 Causes for resistance to change
	
	    10.2.1 Lack of awareness
	
	    10.2.2 Change in role etc.
	
	    10.2.3 Theories and models of resistance to change
	
	    10.2.3.1 Psychological and behavioral theory
	
	        10.2.3.2 Organizational theories
	
	        10.2.3.3 Social exchange theory
	
	10.3 Change management strategies
	
	    10.3.1 Innovation management and strategy
	
	    10.3.1.1 Innovation process and framework
	
	    10.3.1.2 Strategic change management
	
	    10.3.1.3 Managing resistance to change
	
	    10.3.1.4 Future trends and preparing for change
	
	    10.3.1.5 Emerging forces for change
		• Practical assessments
		
		• Projects
		
		• Third party reports
		
		• Written tests / assessments
		
		• Oral questions
		
		• Portfolio of evidences

	10.3.1.6 Preparing for continuous innovation	
11. Manage work groups	11.1 Work groups 11.1.1 Characteristics of a work group 11.1.2 Defined roles and responsibilities 11.1.3 Interdependence etc. 11.2 Types of work groups 11.2.1 Functional work groups etc. 11.2.2 Importance of work groups in organizations 11.3 Uses of informal groups 11.3.1 Types of informal groups 11.3.1.1 Spontaneous 11.3.1.2 Voluntary membership etc. 11.3.1.3 The role of informal groups	• Practical assessments • Projects • Third party reports • Written tests / assessments • Oral questions • Portfolio of evidences

Suggested Delivery Methods

- Practical's
- Projects
- Group discussions
- Field trips
- Visit organizations
- Demonstration
- Viewing videos

Recommended Resources for 25 trainees

S/No.	Category/Item	Description/ Specifications	Quantity	Recommended Ratio (Item: Trainee)
A	**Learning Materials**			
1.	Charts	• Flip Charts • Rules and Regulations	5	1:5
2.	Video clips Audio tapes	MP4, MP3	5	1:5
3.	Newspapers and Handouts	Daily	5	1:5
4.	Business Journals	Annual, Monthly, Daily	5	1:5
B	**Learning Facilities & Infrastructure**			
5.	Lecture/Theory Room	(9* 8 sq. metres)	1	1:25
6.	Internet Connection	WI-FI, Dial-Up, Cable, Fixed-wireless,	1	1:25
C	**Consumable Materials**			
7.	Markers	whiteboard markers and	5	1:5

		permanent markers		
8.	Stationery	Printing Papers, and Exercise Books Sizes A4, A3, A2 etc	5 reams	1:5
D	**Tools And Equipment**			
9.	Computers/Laptops	Any model	5	1:5
10.	Projector	LED.LCD, Laser	1	1:25
11.	Whiteboard	Glass, melamine, porcelain	1	1:25

ADVANCED SHORTHAND SKILLS 1

UNIT CODE: 0415 551 05A

TVET CDACC UNIT CODE: BUS/CU/OA/CR/02/6/MA

Duration of Unit: 100 Hours

Relationship to Occupational Standards

This unit addresses the Unit of Competency: Apply Shorthand Skills 1

Unit Description

This unit covers the competencies required to apply shorthand skills. It involves, Transcribing Shorthand Notes

Summary of Learning Outcomes

S/ NO.	LEARNING OUTCOMES	DURATION
1	Take shorthand dictation	100
		100

Learning Outcomes, Content and Suggested Assessment Methods

Learning Outcome	Content	Suggested Assessment Methods
Create Business Forms	5.1. Mailable work 5.1.1. Grammar 5.1.2. Punctuation 5.1.3. Spelling 5.2. Transcription techniques 5.2.1. Passages 5.2.2. Short burst dictation	• Practical assessments • Third party reports • Written tests / assessments • Oral questions

Learning Outcome	Content	Suggested Assessment Methods

	5.2.3. Timed dictation and transcription
	
	5.2.4. Correct outlines
	
	5.2.5. Mailable work
	
	5.2.6. Sentences
	
	5.3.Use of English and shorthand Dictionaries in shorthand
	
	    5.3.1. Abbreviated definitions
	
	    5.3.2. Phonetic notation
	
	    5.3.3. Common abbreviations
	
	    5.3.4. Synonyms and antonyms, etc
	
	    5.3.5. Quick look-up
	
	    5.3.6. Abbreviated word forms
	
	    5.3.7. Phonetic simplification
	
	    5.3.8. Focus of common usage, etc
	
	5.4.Drilling
	
	    5.4.1. New words
	
	    5.4.2. Phrases
	
	    5.4.3. Short forms
	
	    5.4.4. Sentences
	
	    5.4.5. Intersections
	
	5.5. Short burst dictation
	
	    5.5.1. Active listening
	
	    5.5.2. Speed and accuracy
	
	    5.5.3. Keep up with pace
	
	    5.5.4. Review and edit after the dictation, etc
	
	5.6. Timed dictation and transcription
		• Portfolio of evidences

Learning Outcome	Content	Suggested Assessment Methods
	5.6.1. Take a dictation and transcribe at varied time ranges 5.6.1.1. 60 WPM 5.6.1.2. 70 WPM 5.6.1.3. 80 WPM 5.6.1.4. 100WPM 5.7. Proofreading transcribed notes 5.7.1. By hand By computer	

Suggested Methods of Delivery:

- Practical's
- Projects
- Group discussions
- Visit organizations
- Demonstration
- Viewing videos/Audio

List of Recommended Resources for 25 trainees:

S/No.	Category/Item	Description/ Specifications	Quantity	Recommended Ratio (Item: Trainee)
A	**Learning Materials**			
1.	Charts	• Flip Charts • Rules and Regulations	5	1:5

2.	External Storage Media	Flash disks, Compact Disks; Re-Writable	5	1:5	
3.	Smart board (Where Applicable)	LCD or projector	1	1:25	
4.	Whiteboard	Glass, melamine, porcelain	1	1:25	
B	**Learning Facilities & Infrastructure**				
5.	Lecture/Theory Room	(9* 8 sq. metres)	1	1:25	
6.	Workshop	(10* 15 sq. metres)	1	1:25	
7.	Internet Connection	System	1	1:25	
C	**Consumable Materials**				
8.	Markers	Whiteboard markers and permanent Markers	5	1:5	
9.	Printing Papers	Sizes A4, A3, A2 etc	5 reams	1:5	
10.	HB pencils		25	1:1	
11.	Shorthand note books	Size A5	25	1:1	
D	**Tools And Equipment**				
12.	Computers/Laptops	Any model	25	1:1	
13.	Printer	Inkjet, LaserJet	2	1:13	
14.	Computers Software:	•Windows/Linux/Macintosh Operating System •Microsoft Office Software •Google Workspace Account Antivirus Software	1	1:1	
15.	Shorthand Dictionary		5	1:5	
16.	English Dictionary		5	1:5	
17.	Shorthand course book		25	1:1	
18.	Stop watches		5	1:5	

References

- Books from business authors
- Company operating procedures
- Industry/workplace codes of practice
- Customer requirements
- Marketing needs report
- Occupational standards

ADVANCED PROCESS OFFICE DOCUMENTS 1

UNIT CODE: 0415 451 09A

TVET CDACC UNIT CODE: BUS/CU/OA/CR/03/6/MA

Unit Duration: 100 Hours

Relationship to Occupational Standards

This unit addresses the Unit of Competency: Process Office Documents.

Unit Description

This unit covers the competencies required to process office documents. It involves Tabulating office documents, creating business forms, producing special purpose correspondence, producing diagram documents and conducting reprographic services

Summary of Learning Outcomes

	Learning Outcomes	DURATION
1	Create business forms	20
2	Produce special purpose correspondence	20
	Total	**100**

Learning Outcomes, Content and Suggested Assessment Methods

Learning Outcome	Content	Suggested Assessment Methods

1. Create business forms	1.1 Business forms processing
	    1.1.1 Application forms,
	    1.1.2 Local purchase order,
	    1.1.3 Curriculum vitae,
	    1.1.4 Bio-data collection forms, etc.
		• Practical assessments
		• Projects
		• Third party reports

Learning Outcome	Content	Suggested Assessment Methods
	1.2 Business forms production 1.2.1 Understanding the various underscore/underlines used in form preparation e.g. broken lines, leader dots etc 1.2.2 Formatting the business forms e.g. form centering of the letterhead, bold, italics, caps, font size/type, page borders, etc. 1.2.3 Form alignment e.g. Headings, subheadings, figures/text alignment, margins alignment, lines alignment etc. 1.2.4 Use of Textboxes or tabulated display in a form.	• Written tests / assessments • Oral questions • Portfolio of evidences

Learning Outcome	Content	Suggested Assessment Methods
	1.2.5 Consistency in use of abbreviations, caps, figures and text etc. 1.2.6 Proofreading the extracted content. 1.2.7 Well displayed business forms. 1.2.8 Use of high-quality paper for printing. 1.2.9 Use of standard paper size e.g. A4 portrait 1.2.10 Saving the business forms. 1.2.11 Printing the final copy of business form. 1.3 Business forms filing 1.3.1 Importance of effective filing of business forms in an organization. 1.3.2 Filing systems of business forms in an organization i.e. alphabetical, chronological, numerical etc.	

Learning Outcome	Content	Suggested Assessment Methods
	1.3.3 Preparation of business forms for filing in an organization. 1.3.4 Procedure for filing business forms in an organization.	
2. Produce special purpose correspondence	2.1 Special purpose correspondence formatting i.e. 2.1.1 Memos 2.1.2 Displays 2.1.3 Notices and agenda 2.1.4 Menus 2.1.5 Advertisements 2.1.6 Invitation cards, etc. 2.2 Special purpose correspondence typing 2.2.1 Importance of special purpose correspondence in an organization. 2.2.2 Layout of special purpose correspondence e.g. margins, font size/type, spacing etc. 2.2.3 Formatting for special purpose	• Practical assessments • Projects • Third party reports • Written tests / assessments • Oral questions • Portfolio of evidences

Learning Outcome	Content	Suggested Assessment Methods
	correspondence e.g. blocked style, modified style, correct use of punctuation, grammar etc. 2.2.4 Specific guidelines for typing special purpose correspondence. 2.2.5 Accuracy and proofreading skills on special purpose documents. 2.2.6 Privacy and confidentiality when handling special purpose correspondence. 2.3 Special purpose correspondence production 2.3.1 Specific guidelines for producing special purpose correspondence. 2.3.2 Use of high-quality paper for printing.	

Learning Outcome	Content	Suggested Assessment Methods
	2.3.3 Use of standard paper size e.g. A4 portrait, A5 portrait (folded 4 page programme) etc.	
	2.3.4 Purpose of proofreading in a special purpose correspondence in an organization.	
	2.3.5 Understanding the various proofreaders' marks used in a special purpose correspondence e.g. Stet, run on, insert, delete etc.	
	2.3.6 Page numbering format i.e. 1 of 2, 2 of 2, page 1, 2 etc.	
	2.3.7 Formatting the special purpose correspondence i.e. bold, italics, underlines (broken lines), font size/type, side headings, columns etc.	

Learning Outcome	Content	Suggested Assessment Methods
	2.3.8 Saving the special purpose correspondence.	
	2.3.9 Printing the final copy.	
	2.4 Special purpose correspondence filing	
	2.4.1 Importance of effective filing of special purpose correspondence in an organization.	
	2.4.2 Filing systems of special purpose correspondence in an organization i.e. alphabetical, chronological, numerical etc.	
	2.4.3 Preparation of special purpose correspondence for filing in an organization.	
	2.4.4 Procedure for filing special purpose correspondence in an organization.	

Suggested Delivery Methods

- Practical's
- Projects
- Group discussions
- Field trips
- Visit organizations
- Demonstration
- Viewing videos

List of Recommended Resources for 25 trainees

S/No.	Category/Item	Description/ Specifications	Quantity	Recommended Ratio (Item: Trainee)
A	**Learning Materials**			
69.	Charts	• Flip Charts • Rules and Regulations	5	1:5
170.	Video clips, Audio tapes	MP4, MP3	5	1:5
B	**Learning Facilities & Infrastructure**			
171.	Lecture/Theory Room	(9* 8 sq. metres)	1	1:25
172.	Internet Connection	WI-FI, Dial-Up, Cable, Fixed-wireless,	1	1:25
173.	Keyboarding manual		25	1:1
C	**Consumable Materials**			
174.	Markers	whiteboard markers and permanent markers	5	1:5
175.	Stationery	Printing Papers, and Exercise	5 reams	1:5

		Books Sizes A4, A3, A2 etc		
176.	Files / folders		25	1:1
177.	Compact disks	Re-writable	25	1:1
178.	Flash dis			
D	**Tools And Equipment**			
179.	Computers/Laptops	Any model	25	1:1
180.	Projector	LED.LCD, Laser	1	1:25
181.	Whiteboard	Glass, melamine, porcelain	1	1:25
182.	Staplers		2	1:13
183.	Paper punch		2	1:13
184.	Metallic cabinet		1	1:25
185.	Smart phones		5	1:5
186.	Scanner		2	1:13
187.	Photocopier		1	1:25
188.	Print toners		2	1:13
189.	Shredding machine		1	1:25

References

- Books from business authors
- Company operating procedures
- Industry/workplace codes of practice
- Customer requirements
- Marketing needs report

MODULE VI

PRINCIPLES OF COMMERCIAL LAW

UNIT CODE: 0421 541 11A

TVET CDACC UNIT CODE: BUS/CU/OA/CC/03/6/MA

UNIT DURATION: 80 hours

Relationship to occupational standards

This unit addresses the unit of competency: Apply Principles of Commercial law.

UNIT DESCRIPTION

This unit specifies the competencies required to apply principles of commercial law; It involves demonstrating an understanding of nature of law, Illustrating the structure of court system in Kenya, applying law of tort, law of contract, law of agency, law of sale of goods, hire purchase contracts, law of negotiable instruments, law of insurance and law of property.

Learning outcomes

S/ NO.	LEARNING OUTCOMES	DURATION
1	Demonstrate understanding of nature of law	8
2	Illustrate the structure of court system in Kenya	8
3	Apply law of Tort	8
4	Apply law of Contract	8
5	Apply law of Agency	8
6	Apply law of sale of goods	8
7	Apply hire purchase contracts	8
8	Apply law of negotiable instruments	8
9	Apply law of insurance	8
10	Apply law of property	8
SUB-TOTAL		80

Learning Outcomes, Content and Suggested Assessment Methods

Learning outcome	Content	Suggested Assessment Methods

1. Demonstrate understanding of nature of law	1.1 Nature of law
	1.2 Purpose of law
	1.3 Sources of law in Kenya
	    1.3.1 Constitution
	    1.3.2 Legislation (Acts of parliament)
	    1.3.3 Judicial precedent
	    1.3.4 County assembly legislations
	    1.3.5 Statutes of general application
	    1.3.6 Common law
	    1.3.7 Equity
	    1.3.8 Islamic law
	1.4 Classification of law in Kenya
	1.5 Law and morality
		• Written tests
		• Oral tests
		• Class presentations
		• Group discussion
		• Project
		• Portfolio of Evidence
		• Third-Party Report

2. Illustrate the structure of court system in Kenya	2.1 Court structure in Kenya
	2.2 Kenyan courts
	    2.2.1 Supreme Court
	    2.2.2 Court of Appeal
	    2.2.3 High Court
	    2.2.4 Employment and Labor Relations Court
	    2.2.5 Environment and Land Court
	    2.2.6 Magistrates Court
	    2.2.7 Court Martial
		• Written tests
		• Oral tests
		• Class presentations
		• Group discussion
		• Project
		• Portfolio of Evidence
		• Third-Party Report

	2.2.8 Kadhis' Court 2.3 Jurisdiction of courts 2.4 Administrative tribunals 2.5 Licensing boards 2.6 Components of the judicial service of Kenya	

3. Apply law of Tort	3.1 Nature of tortuous liability
	
	3.2 Tort, crime and breach of contract
	
	3.3 Capacity to sue/sued
	
	3.4 Types of torts
	
	    3.4.1 Negligence
	
	    3.4.2 Defamation
	
	    3.4.3 Nuisance
	
	    3.4.4 Trespass
	
	3.5 General defenses
	
	3.6 Vicarious liability
	
	3.7 Strict liability
	
	3.8 Types of nuisances
	
	    3.8.1 Public nuisance
	
	    3.8.2 Private nuisance
		• Written tests
		• Oral tests
		• Class presentations
		• Group discussion
		• Project
		• Portfolio of Evidence
		• Third-Party Report

4. Apply law of Contract	4.1 Essentials of a valid contract
	
	4.2 Types of contracts
	
	    4.2.1 Express and implied contracts
	
	    4.2.2 Unilateral and bilateral contracts
	
	    4.2.3 Valid, void and voidable contracts
	
	    4.2.4 Specialty and simple contracts
		• Written tests
		• Oral tests
		• Class presentations
		• Group discussion
		• Project
		• Portfolio of Evidence

	4.2.5 Contracts Uberrimae Fidei 4.3 Methods of discharging contract 4.4 Remedies of breach of contract 4.5 The acceptance 4.6 Consideration 4.7 Contractual capacity 4.8 Terms of contract 4.9 Vitiating elements 4.10 Breach of contract	• Third-Party Report
5. Apply law of Agency	5.1 Meaning of agency 5.2 Parties to an agency relationship 5.3 Formation of agency 5.4 Rights of agents 5.5 Duties of agents 5.6 Liability of an agent to third parties 5.7 Undisclosed principal 5.8 Classes of agents 5.9 Termination of agency	• Written tests • Oral tests • Class presentations • Group discussion • Project • Portfolio of Evidence • Third Party Report

6. Apply law of sale of goods	6.1 Differences between sale and agreement to sell
	6.2 Capacity to buy and sell
	6.3 Terms of sale of goods
	    6.3.1 Conditions
	    6.3.2 Warranties
	6.4 Doctrine of caveat emptor
	6.5 Factors affecting transfer of titles
	6.6 Rights of parties
		• Written tests
		• Oral tests
		• Class presentations
		• Group discussion
		• Project
		• Portfolio of Evidence

	6.7 The auction process	• Third Party Report
7. Apply hire purchase contracts	7.1 Nature of hire purchase 7.2 Hire purchase agreement registration 7.3 Conditions of terminating hire purchase agreement 7.4 Completion of hire purchase agreement	• Written tests • Oral tests • Class presentations • Group discussion • Project • Portfolio of Evidence • Third Party Report

8. Apply law of negotiable instruments	8.1 Negotiable instruments
	    8.1.1 Cheques
	    8.1.2 Bill of exchange
	    8.1.3 Promissory note
	8.2 Characteristics of negotiable instruments
	8.3 Distinction between negotiable instruments
		• Written tests
		• Oral tests
		• Class presentations
		• Group discussion
		• Project
		• Portfolio of Evidence
		• Third Party Report

9. Apply law of insurance	9.1 Insurance contracts 9.2 Insurance principles	• Written tests • Oral tests

	9.2.1 Subrogation 9.2.2 Indemnity 9.2.3 Insurable interest 9.2.4 Utmost good faith 9.3 Insurance contracts formation 9.4 Insurance contracts discharge	• Class presentations • Group discussion • Project • Portfolio of Evidence • Third Party Report
10. Apply law of property	10.1 Classification of property 　10.1.1 Real and personal 　10.1.2 Movable 　10.1.3 Immovable 　10.1.4 Tangible 　10.1.5 Intangible 10.2 Determination of land interests 10.3 Intellectual property 　10.3.1 Patents 　10.3.2 Trademarks 　10.3.3 Copyrights 　10.3.4 Industrial designs	• Written tests • Oral tests • Class presentations • Group discussion • Project • Portfolio of Evidence • Third Party Report

Suggested Methods of Instruction

- Direct Instruction
- Demonstration
- Practicals
- Projects
- Group Discussion

List of Recommended Resources for 30 trainees Tools, Equipment and Materials

S/No.	Category/Item	Description/ Specifications	Quantity	Recommended Ratio (Item: Trainee)
A	**Learning Materials**			
1.	Charts	• Flip Charts • Rules and Regulations	5	1:6
2.	External Storage Media	Flash disks, Compact Disks; Re-Writable	5	1:6
3.	Smart board (Where Applicable)	LCD or projector	1	1:30
4.	Whiteboard	Glass, melamine, porcelain	1	1:30
B	**Learning Facilities & Infrastructure**			
5.	Lecture/Theory Room	(9* 8 sq. metres)	1	1:30
6.	Internet Connection	System	1	1:30
C	**Consumable Materials**			
7.	Markers	Whiteboard markers and permanent Markers	5	1:6
8.	Printing Papers	Sizes A4, A3, A2 etc	5 reams	1:6
D	**Tools And Equipment**			
9.	Desktops	Any model	30	1:1
10.	Printer	Inkjet, LaserJet	2	1:15
11.	Computers Software:	•Windows/Linux/Macintosh Operating System •Microsoft Office Software •Google Workspace Account	1	1:1

| | | Antivirus Software | | |

References

- Organization operating procedures

- Industry/workplace codes of practice

- Text books

- Magazines

- E-learning resources

RESEARCH PROJECT

UNIT CODE: 041655105A

TVET CDACC UNIT CODE: BUS/CU/OA/CC/04/6/MA

Duration of unit: 120 hours

Relationship to Occupational Standards; this unit addresses the Unit of Competency: Conduct Research Project.

UNIT DESCRIPTION

This unit covers the competencies required to carry out research study. It includes: writing research study introduction, reviewing research literature, designing research study methodology, analysing research study findings, summarizing research study findings and compiling research report.

Summary of Learning Outcomes

S/NO	Learning Outcomes	DURATION
1	Write research study introduction	16
2	Review research literature	16
3	Design research study methodology	16
4	Analyse research study findings	16
5	Summarize research study findings	**16**
6	Compile research report	**20**
	Total	**100**

Learning Outcomes, Content and Suggested Assessment Methods

Learning Outcome	Content	Suggested Assessment Methods
1. Write research study introduction	1.1 Developing research title. 1.2 Research variables	• Oral questions • Written assessment

	1.2.1 Independent variables
	1.2.2 Dependent variables
	1.2.3 Moderating variables
	1.3 Formulate research objectives
	1.4 Formulate research questions
	1.5 Background to the study
	    1.5.1 Global
	    1.5.2 Regional
	    1.5.3 Local
	1.6 Statement of the problem
	1.7 Significance of the study
	1.8 Scope of the study
	    1.8.1 Study focus
	    1.8.2 Study population
	    1.8.3 Study variables
	1.9 Limitations of the study
		• Portfolio of Evidence
		• Practical assessment
		• Third party report

2. Review research literature	2.1 Relevant theories of the study 2.2 Empirical literature review	• Oral questions • Written assessment

	2.3 Conceptual framework 2.4 Research gaps	• Portfolio of Evidence • Practical assessment • Third party report

3. Design research study methodology	3.1 Research designs
	3.2 Target population
	   3.2.1 Finite
	   3.2.2 Infinite
	3.3 Sampling techniques
	   3.3.1 Probability
	   3.3.2 Non-probability
	3.4 Data collection tools
	   3.4.1 Questionnaires
	   3.4.2 Interview schedules
	   3.4.3 Observations
	3.5 Data analysis techniques
	   3.5.1 Quantitative
	   3.5.2 Qualitative
	3.6 Data presentation methods
	   3.6.1 Tables
	   3.6.2 Charts
		• Oral questions
		• Written assessment
		• Portfolio of Evidence
		• Practical assessment
		• Third party report

4. Analyze study findings	4.1 Response rate 4.2 Data analysis techniques 4.3 Data interpretation 4.4 Data presentation	• Oral questions • Written assessment • Portfolio of Evidence

		• Practical assessment • Third party report
5. Summarize research study findings	5.1 Study findings 5.2 Research recommendations 5.3 Suggestions for further studies	• Oral questions • Written assessment • Portfolio of Evidence • Practical assessment • Third party report

6. Compile research report	6.1 Preliminary review
	6.2 Organization of research report
	    6.2.1 Cover page
	    6.2.2 Declaration
	    6.2.3 Dedication
	6.3 List of references
	6.4 Appendices
	    6.4.1 Letter
	    6.4.2 Introduction
	    6.4.3 Data collection tools
	    6.4.4 Work plan
	6.5 Research report proofreading
	    6.5.1 Change of tenses from future tense to past tense
		• Oral questions
		• Written assessment
		• Portfolio of Evidence
		• Practical assessment
		• Third party report

	6.5.2 Appropriate line spacing	
	6.5.3 Appropriate font style and font size	
	6.6 Report binding	
	6.6.1 Spiral	
	6.6.2 Case/hard cover	

Suggested delivery methods

- Demonstration
- Practical work by trainee
- Fieldwork and benchmarking
- Group discussions
- Case studies
- Role play

List of Recommended Resources for 30 trainees

Tools, Equipment and Materials

S/No.	Category/Item	Description/ Specifications	Quantity	Recommended Ratio (Item: Trainee)
A	**Learning Materials**			
1.	Charts	• Flip Charts • Rules and Regulations	5	1:6
2.	External Storage Media	Flash disks, Compact Disks; Re-Writable	5	1:6
3.	Smart board (Where Applicable)	LCD or projector	1	1:30

4.	Whiteboard	Glass, melamine, porcelain	1	1:30
B	**Learning Facilities & Infrastructure**			
1.	Lecture/Theory Room	(9* 8 sq. metres)	1	1:30
2.	Internet Connection	System	1	1:30
C	**Consumable Materials**			
1.	Markers	Whiteboard markers and permanent Markers	5	1:6
2.	Printing Papers	Sizes A4, A3, A2 etc	5 reams	1:6
D	**Tools And Equipment**			
1.	Desktops	Any model	30	1:1
2.	Printer	Inkjet, LaserJet	2	1:15
3.	Computers Software:	•Windows/Linux/Macintosh Operating System •Microsoft Office Software •Google Workspace Account Antivirus Software	1	1:1

References

- Organization operating procedures
- Industry/workplace codes of practice
- Cooperative societies act
- Sacco societies act
- Text books
- Cooperative society journals
- Magazines
- E-learning resources

ADVANCED SHORTHAND SKILLS 2

UNIT CODE: 0415 551 05A

TVET CDACC UNIT CODE: ADVANCED PROCESS OFFICE DOCUMENTS 2

Duration of Unit: 100 Hours

Relationship to Occupational Standards

This unit addresses the Unit of Competency: Apply Shorthand Skills

Unit Description

This unit covers the competencies required to apply shorthand skills. It involves Consolidating Shorthand and Writing Principles, Developing Vocabulary Extension, Developing Listening and Art Skills, Taking Shorthand Dictation, Transcribing Shorthand Notes and Typing Mailable Work.

Summary of Learning Outcomes

S/ NO.	LEARNING OUTCOMES	DURATION
1	Transcribe shorthand notes	50
2	Type mailable work	50
		100

Learning Outcomes, Content and Suggested Assessment Methods

Learning Outcome	Content	Suggested Assessment Methods
Transcribe shorthand notes	6.1.Taking dictation at varying speeds 6.1.1. 60 wpm 6.1.2. 70 wpm 6.1.3. 80 wpm etc. 6.2.Transcription techniques 6.2.1. Short bursts	• Practical assessments • Third party reports • Written tests / assessments • Oral questions

Learning Outcome	Content	Suggested Assessment Methods
	6.2.2.　Timed dictation and transcriptions etc. 6.3.Timed transcriptions 　6.3.1.　20 minutes 　6.3.2.　30 minutes 　6.3.3.　45 minutes etc. 6.4.Analyzing errors in shorthand 　6.4.1.　Types of errors 　　6.4.1.1.　Symbol mistakes 　　6.4.1.2.　Missed words or phrases 　　6.4.1.3.　Spelling and punctuation errors 　　6.4.1.4.　Incomplete words, etc 　6.4.2.Cause of errors 　　6.4.2.1. Speed issues 　　6.4.2.2.　Lack of focus and attention 　　6.4.2.3.　Lack of practice, etc 　6.4.3.Correcting the errors 　　6.4.3.1.　Practice specific symbols 　　6.4.3.2.　Slow down when necessary 　　6.4.3.3.　Repetition and drills 　　6.4.3.4.　Listen more carefully 　6.5.　Assignments 　　6.5.1.　Short forms 　　6.5.2.　Phrases 　　6.5.3.　Sentences 　　6.5.4.　Short bursts passages	• 　Portfolio of evidences

Learning Outcome	Content	Suggested Assessment Methods

Type mailable work	1.1 Keyboarding
	  7.1.1. Speed development
	  7.1.2. Editing typed documents
	  7.1.3. Display the document
	    7.1.3.1. Blocked style
	    7.1.3.2. Indented style
	1.2 Typing varied materials
	  7.2.1. 40wpm
	  7.2.2. 60wpm
	  7.2.3. 80wpm
	  7.2.4. 100wpm
	1.3 Typed documents edited
	  7.3.1. Producing mailable work
	  7.3.2. Grammar
	  7.3.3. Spelling
	  7.3.4. Punctuation
	  7.4. Production of mailable transcriptions
		• Third party reports
		
		• Written tests / assessments
		
		• Oral questions
		
		• Portfolio of evidences
		
		•

Suggested Methods of Delivery:

- Practical's
- Projects
- Group discussions
- Visit organizations
- Demonstration
- Viewing videos/Audio

List of Recommended Resources for 25 trainees:

S/No.	Category/Item	Description/ Specifications	Quantity	Recommended Ratio (Item: Trainee)
A	**Learning Materials**			
19.	Charts	• Flip Charts • Rules and Regulations	5	1:5
20.	External Storage Media	Flash disks, Compact Disks; Re-Writable	5	1:5
21.	Smart board (Where Applicable)	LCD or projector	1	1:25
22.	Whiteboard	Glass, melamine, porcelain	1	1:25
B	**Learning Facilities & Infrastructure**			
23.	Lecture/Theory Room	(9* 8 sq. metres)	1	1:25
24.	Workshop	(10* 15 sq. metres)	1	1:25
25.	Internet Connection	System	1	1:25
C	**Consumable Materials**			
26.	Markers	Whiteboard markers and permanent Markers	5	1:5
27.	Printing Papers	Sizes A4, A3, A2 etc	5 reams	1:5
28.	HB pencils		25	1:1
29.	Shorthand note books	Size A5	25	1:1
D	**Tools And Equipment**			
30.	Computers/Laptops	Any model	25	1:1
31.	Printer	Inkjet, LaserJet	2	1:13
32.	Computers Software:	•Windows/Linux/Macint osh Operating System •Microsoft Office Software	1	1:1

		•Google Workspace Account Antivirus Software		
33.	Shorthand Dictionary		5	1:5
34.	English Dictionary		5	1:5
35.	Shorthand course book		25	1:1
36.	Stop watches		5	1:5

References

- Books from business authors
- Company operating procedures
- Industry/workplace codes of practice
- Customer requirements
- Marketing needs report

ECONOMICS SKILLS

UNIT CODE: 0413 551 08A

TVET CDACC UNIT CODE: BUS/CU/OA/CC/05/6/MA

Duration of unit: 150 hours

Relationship with occupational standards

This unit addresses the unit of competency: Apply Economic Skills.

UNIT DESCRIPTION

This unit specifies the competencies required to apply economic skills. It involves applying fundamentals of economic concepts, demand and supply in market analysis, consumer behaviour theory, production theory, cost theory, understanding market structures, inflation and unemployment, money and banking, National income and international trade.

Learning outcomes

Learning outcomes

S/ NO.	LEARNING OUTCOMES	DURATION
1	Apply fundamental economic concepts.	10
2	Apply demand and Supply in market analysis	10
3	Apply consumer behavior theory	10
4	Apply production theory	10
5	Apply costs theory	10
6	Differentiate market structures	10
7	Determine national income	10
8	Understand Money and Banking	10
9	Determine Inflation and unemployment	10
10	Understand International trade	10
SUB-TOTAL		**100**

Learning Outcomes, Content and Suggested Assessment Methods

Learning outcomes	Content	Suggested Assessment Methods

1. Apply fundamental of Economic Concepts	1.1 Economic concepts.
	    1.1.1 Economic resources
	    1.1.2 human wants
	    1.1.3 Scarcity and choice
	    1.1.4 opportunity cost
	    1.1.5 production possibility curves/frontiers
	1.2 Economic methodology
	1.3 Scope of economic resources
	1.4 Economic systems.
	1.5 Effective resource utilization.
		• Case studies
		• Written assessment
		• Oral assessment
		• Demonstration
		• Projects
		• Group Discussion
		• Portfolio of evidence

2. Apply demand and supply in market analysis	2.1 Market demand and supply dynamics. 2.2 Factors affecting demand and supply. 2.3 Demand and supply curves 2.4 Elasticity of demand and supply.	• Case studies • Practical • Written assessment • Oral assessment • Third-party report • Observation • Demonstration • Projects • Group Discussion • Portfolio of evidence

3. Apply consumer behaviour theory	3.1 Consumer behaviour approaches. 3.2 Consumer utility 3.2.1 marginal utility 3.2.2 law of diminishing 3.3 consumer equilibrium 3.4 Indifference curves	• Case studies • Practical • Written assessment • Oral assessment • Third-party report • Observation • Demonstration • Projects • Group Discussion • Portfolio of evidence • Case studies • Practical • Written assessment • Demonstration • Projects • Portfolio of evidence
5. Apply production theory	5.1 Mobility of Factors of production and their rewards 5.2 Output units determination 5.3 Stages of production 4.3.1 Primary 4.3.2 Secondary 4.3.3 Tertiary 4.4 Long run and short run production period 4.5 Direct and Indirect Production	• Case studies • Practical • Written assessment • Demonstration • Projects • Group Discussion • Portfolio of evidence

		4.6 Merits and demerits of direct and indirect production 4.7 Division of labour and specialization.	

5	Apply cost theory	5.1 Classification of production costs
		
		    5.1.1 Fixed costs
		    5.1.2 Variable costs
		    5.1.3 Total cost
		    5.1.4 Opportunity costs
		    5.1.5 Marginal cost
		5.2 short run costs analysis
		5.3 long run costs analysis
		5.4 Cost curves analysis.
		5.5 Optimal size of the firm.
		    5.5.1 Economies of scale.
			• Case studies
			• Practical
			• Written assessment
			• Demonstration
			• Projects
			• Group Discussion
			• Portfolio of evidence

| 6 Differentiate market Structures | 6.1 Market structures determination
6.2 Market output
6.3 Market Prices.
6.4 Market structures selection
    6.4.1 Perfect competition
    6.4.2 Monopoly
    6.4.3 Monopolistic
    6.4.4 Oligopoly
    6.4.5 Duopoly | • Case studies
• Practical
• Written assessment
• Demonstration
• Projects
• Group Discussion
• Portfolio of evidence |
| 7. Determine national income | 7.1 Concept of national income
    7.1.1 Gross Domestic Product (GDP
    7.1.2 Gross national product (GNP) and net national product (NNP)
    7.1.3 Net national income (NNI) at market price and factor cost
    7.1.4 Disposable income
7.2 Methods used to measure national income | • Case studies
• Practical
• Written assessment
• Demonstration
• Projects
• Group Discussion
• Portfolio of evidence |

	7.2.1 Income approach	
	7.2.2 Output approach	
	7.2.3 Expenditure approach	
	7.3 Problems of national income	
	7.4 Importance of national income statistics	
	7.5 National income equilibrium.	
8. Understand Money and Banking	8.1 Functions of money 8.2 Characteristics of money 8.3 Financial institutions 8.4 Functions of central bank and commercial bank 8.5 Functions of non-banking financial institutions	• Case studies • Practical • Written assessment • Demonstration • Projects • Group Discussion • Portfolio of evidence

9. Determine Inflation and unemployment	9.1 Types of inflation
	    9.1.1 Cost push
	    9.1.2 Demand pull
	9.2 Causes of inflation
	9.3 Effects of inflation
	9.4 Measures to control inflation
	    9.4.1 Fiscal policy
	    9.4.2 Monetary
		• Case studies
		• Practical
		• Written assessment
		• Demonstration
		• Projects
		• Group Discussion
		• Portfolio of evidence

	9.5 Direct intervention	
	9.5.1 Causes of unemployment 9.5.2 Unemployme nt control measures	
10. Understand International Trade	10.1. Concept of international trade; 1..1 Meaning, 1..2 Advantages and disadvantages. 10.2.International balance of payments. 10.2.1. International Balance of trade. 10.2.2. International Terms of trade.	• Case studies • Practical • Written assessment • Demonstration • Projects • Group Discussion • Portfolio of evidence

Suggested delivery methods

- Demonstration
- Practical work by trainee
- Fieldwork and benchmarking
- Group discussions
- Case studies
- Role play

List of Recommended Resources for 30 trainees

Tools, Equipment and Materials

S/No.	Category/Item	Description/ Specifications	Quantity	Recommended Ratio (Item: Trainee)
A	**Learning Materials**			
1.	Charts	• Flip Charts • Rules and Regulations	5	1:6
2.	External Storage Media	Flash disks, Compact Disks; Re-Writable	5	1:6
3.	Smart board (Where Applicable)	LCD or projector	1	1:30
4.	Whiteboard	Glass, melamine, porcelain	1	1:30
B	**Learning Facilities & Infrastructure**			
1.	Lecture/Theory Room	(9* 8 sq. metres)	1	1:30
2.	Internet Connection	System	1	1:30
C	**Consumable Materials**			
1.	Markers	Whiteboard markers and permanent Markers	5	1:6
2.	Printing Papers	Sizes A4, A3, A2 etc	5 reams	1:6
D	**Tools And Equipment**			
1.	Desktops	Any model	30	1:1
2.	Printer	Inkjet, LaserJet	2	1:15
3.	Computers Software:	•Windows/Linux/Macintosh Operating System •Microsoft Office Software •Google Workspace Account Antivirus Software	1	1:1

References

- Organization operating procedures
- Industry/workplace codes of practice
- Cooperative societies act
- Sacco societies act
- Text books
- Cooperative society journals
- Magazines
- E-learning resources

ADVANCED PROCESS OFFICE DOCUMENTS 2

UNIT CODE: 0415 451 09A

TVET CDACC UNIT CODE: BUS/CU/OA/CR/05/6/MA

Unit Duration: 100 Hours

Relationship to Occupational Standards

This unit addresses the Unit of Competency: Process Office Documents.

Unit Description

This unit covers the competencies required to process office documents. It involves Tabulating office documents, creating business forms, producing special purpose correspondence, producing diagram documents and conducting reprographic services

Summary of Learning Outcomes

S/NO.	LEARNING OUTCOMES	DURATION
1	Produce diagram documents	50
2	Conduct reprographic services	50
		100

Learning Outcomes, Content and Suggested Assessment Methods

Learning Outcome	Content	Suggested Assessment Methods
1 Produce diagram documents	1.1 Diagram documents preparation 1.1.1 Shapes, 1.1.2 Clip art, 1.1.3 Word art,	• Practical assessments • Projects • Third party reports

Learning Outcome	Content	Suggested Assessment Methods
	1.1.4 Smart art e.g. Venn diagrams etc 1.2 Diagram documents production in work place. 1.2.1 Understanding the role of diagram documents in work place. 1.2.2 Basic principles of diagram documents in work place e.g. balance alignment, shapes size, correct shapes, correct arrows, arrows direction, consistency in font type/size, centering, logo, watermark etc. 1.2.3 Specific guidelines for producing diagram documents in work place. 1.2.4 Use of high-quality paper for printing. 1.2.5 Use of standard paper size e.g. A4 portrait, etc. 1.2.6 Purpose of proofreading in diagram documents in work place. 1.2.7 Saving the diagram documents. 1.2.8 Printing the final copy.	• Written tests / assessments • Oral questions • Portfolio of evidences

Learning Outcome	Content	Suggested Assessment Methods
	1.3 filing copies of diagram documents	
2. Conduct reprographic services	2.1. Office documents reproduction i.e. reports, budgets, business proposal, letters, memos, agenda, invoices form etc. 2.2. Self-orientation on reprographic settings upgrading i.e. 5.1.1　Size of the paper, 5.1.2　Number of copies, 5.1.3　Colour, 5.1.4　Passwords, etc. 5.2 Number of copies reproduced 5.2.1　The number of users 5.2.2　Purpose of the document 5.2.3　The distribution method i.e. e-distribution, physical. 5.2.4　Type of the document etc. 5.3 Reproduction methods 5.3.1　Printing, 5.3.2　Scanning, 5.3.3　Photocopying, 5.3.4　Ink duplicating, 5.3.5　Off-set lithography, etc. 5.3.6　Factors to consider when choosing reprographic methods 5.3.7　Quantity required,	• Practical assessments • Projects • Third party reports • Written tests / assessments • Oral questions • Portfolio of evidences

Learning Outcome	Content	Suggested Assessment Methods
	5.3.8 Cost of production,	
	5.3.9 Urgency,	
	5.3.10 The level of neatness expected, etc.	
	5.3.11 Machines used in reprographic department	
	5.3.12 Photocopiers,	
	5.3.13 Printers,	
	5.3.14 Scanners,	
	5.3.15 Binding machines, etc	
	5.4 Office documents reproduction	
	5.4.1 Importance of accurate and efficient document reproduction.	
	5.4.2 Identifying requirements for reproducing each type of office document.	
	5.4.3 Procedure of operating reproduction equipment.	
	5.4.4 Ensuring the desired level or reproduction quality of office documents reproduced.	
	5.5 Reproduced office documents recording	
	5.5.1 Role of document recording in ensuring information accuracy and accessibility.	
	5.5.2 Methods for classifying office documents i.e. by type,	

Learning Outcome	Content	Suggested Assessment Methods
	department, confidentiality level etc.	
	5.5.3 Benefits and limitations of manual and digital recording systems.	
	5.5.4 Maintaining proper documentation of the reproduction job i.e. client's name, job title, date and time of receipt, number of copies made, and any special instructions or requirements.	
	5.6 Reproduced office documents distribution	
	5.6.1 Techniques for handling sensitive or confidential documents.	
	5.6.2 Sorting, binding and assembling documents.	
	5.6.3 Preparing documents for delivery and pick-up by ensuring safe packaging in mailing or electronic distribution as well as notifying the client when reproductions are ready.	
	5.6.4 Client confirmation on whether the documents have met their expectations.	

Learning Outcome	Content	Suggested Assessment Methods
	5.7 Reprographic equipment maintenance	
	5.7.1 Functions and features of each machine.	
	5.7.2 Proper handling, care and maintenance of reprographic equipment to ensure routine checks, cleaning and servicing are performed at specified intervals.	
	5.7.3 Safety procedures and troubleshooting techniques and Preventive maintenance by conducting regular inspection and servicing to identify and address any potential issues before they become major problems	
	5.7.4 Documentation and recording.	

Suggested Delivery Methods

- Practical's
- Projects
- Group discussions
- Field trips
- Visit organizations
- Demonstration
- Viewing videos

List of Recommended Resources for 25 trainees

S/No.	Category/Item	Description/ Specifications	Quantity	Recommended Ratio (Item: Trainee)
A	**Learning Materials**			
90.	Charts	• Flip Charts • Rules and Regulations	5	1:5
191.	Video clips, Audio tapes	MP4, MP3	5	1:5
B	**Learning Facilities & Infrastructure**			
192.	Lecture/Theory Room	(9* 8 sq. metres)	1	1:25
193.	Internet Connection	WI-FI, Dial-Up, Cable, Fixed-wireless,	1	1:25
194.	Keyboarding manual		25	1:1
C	**Consumable Materials**			
195.	Markers	whiteboard markers and permanent markers	5	1:5
196.	Stationery	Printing Papers, and Exercise Books Sizes A4, A3, A2 etc	5 reams	1:5
197.	Files / folders		25	1:1
198.	Compact disks	Re-writable	25	1:1
199.	Flash dis			
D	**Tools And Equipment**			
200.	Computers/Laptops	Any model	25	1:1
201.	Projector	LED.LCD, Laser	1	1:25

202.	Whiteboard	Glass, melamine, porcelain	1	1:25
203.	Staplers		2	1:13
204.	Paper punch		2	1:13
205.	Metallic cabinet		1	1:25
206.	Smart phones		5	1:5
207.	Scanner		2	1:13
208.	Photocopier		1	1:25
209.	Print toners		2	1:13
210.	Shredding machine		1	1:25

References

- Books from business authors
- Company operating procedures
- Industry/workplace codes of practice

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