



REPUBLIC OF KENYA

COMPETENCY-BASED MODULAR CURRICULUM

FOR

OFFICE ADMINISTRATION

KNQF LEVEL 5

(CYCLE 3)

PROGRAMME CODE: 0415 454 A



TVET CDACC

P.O. BOX 15745-00100

NAIROBI

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**TVET Curriculum Development, Assessment and
Certification Council**

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FOREWORD

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

Reforms in the education sector are necessary for the achievement of Kenya Vision 2030 and meeting the provisions of the Constitution of Kenya 2010. The education sector had to be aligned to the Constitution and this resulted to the formulation of the Policy Framework for Reforming Education and Training. A key feature of this policy is the radical change in the design and delivery of the TVET training. The reforms require that training in TVET be competency based, curriculum development be industry led, certification be based on demonstration of competence and mode of delivery allows for multiple entry and exit in TVET programmes.

These reforms demand that Industry takes a leading role in curriculum development to ensure the curriculum addresses its competence needs. It is against this background that The Nyeri National Polytechnic developed this Curriculum to address skill gaps in the industry.

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

PRINCIPAL SECRETARY

STATE DEPARTMENT FOR TVET

MINISTRY OF EDUCATION

PREFACE

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

The Technical and Vocational Education and Training Act CAP 210A on Reforming Education and Training in Kenya, emphasized the need to reform curriculum development, assessment and certification. This called for a shift to CBET to address the mismatch between skills acquired through training and skills needed by industry as well as increase the global competitiveness of Kenyan labour force.

Industry experts in conjunction with experienced trainers from The Nyeri National Polytechnic developed this curriculum.

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

I am grateful to the Council Members, Council Secretary, industrial experts in office administration, experienced trainers and all those who participated in the development of this curriculum.

CHAIRPERSON

TVET CDACC

ACKNOWLEDGMENT

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

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

In addition, I thank Technical and Vocational Education Training Authority (TVETA) for providing guidance on the development of this curriculum.

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

COUNCIL SECRETARY/CEO
TVET CDACC

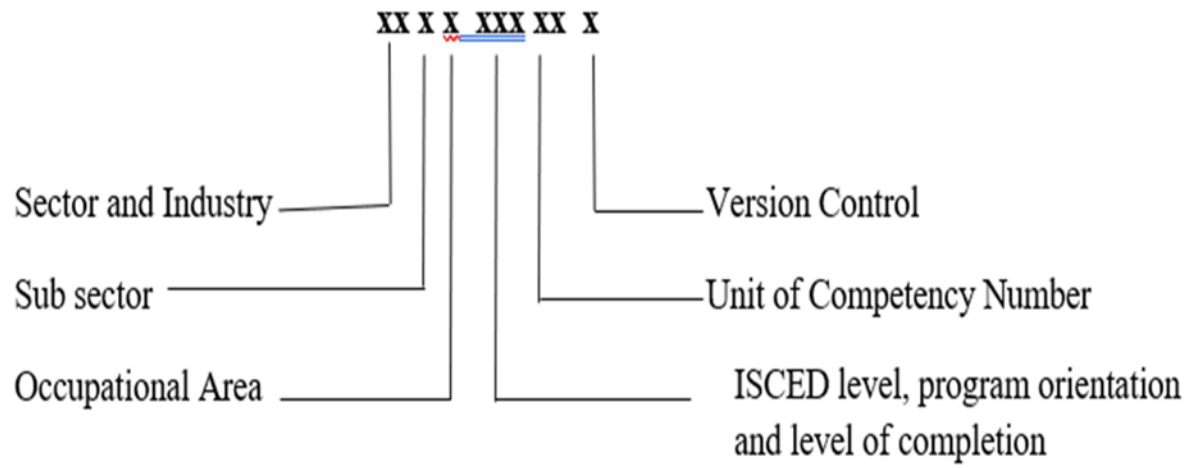
ACRONYMS

APT	Advanced Persistent Threats
CBET	Competency Based Education and Training
CD	Compact Disc
CPU	Central Processing Unit
DVD	Digital Video Disc
DVI	Digital Visual Interface
EFT	Electronic Funds Transfer
HDMI	High-Definition Multimedia Interface
HSE	Health, Safety and Environment
ICT	Information Communication Technology
ID	Identification Document
ISCED	International Standards Classification of Education
ISDN	Integrated Services Digital Network
KEBS	Kenya Bureau of Standards
MitM	Man-in-the-Middle attack
MS	Microsoft
NEMA	National Environment Management Authority
OSHA	Occupation Safety and Health Act
PoE	Portfolio of Evidence
RAM	Random Access Memory
TVET	Technical and Vocational Education and Training
TVs	Televisions
USB	Universal Serial Bus
VGA	Video Graphics Array
VoIP	Voice Over Internet Protocol
WPM	Words per minute

TABLE OF CONTENTS

FOREWORD.....	iii
PREFACE.....	iv
ACKNOWLEDGMENT	v
ACRONYMS	vi
OVERVIEW.....	ix
MODULE I.....	1
OFFICE CORRESPONDENCE	2
OFFICE ERRANDS	9
CUSTOMER CARE DUTIES	13
INTRODUCTION TO SHORTHAND SKILLS I.....	19
INTRODUCTION TO PROCESS OFFICE DOCUMENTS I.....	23
MODULE II	30
OFFICE PAPER RECORDS	31
OFFICE REPAIRS AND MAINTENANCE.....	36
TELEPHONE CALLS MANAGEMENT	39
BUSINESS COMMUNICATION	47
INTRODUCTION TO SHORTHAND SKILLS II.....	52
INTRODUCTION TO OFFICE DOCUMENT PROCESSING II	59
MODULE III.....	64
WORK ETHICS AND PRACTICES	65
INTERMEDIATE SHORTHAND SKILLS	71
INTERMEDIATE OFFICE DOCUMENTS PROCESSING.....	83
ICT SKILLS	89
MODULE IV	110
COMMERCE PRINCIPLES	111
ENTREPRENEURIAL SKILLS	119
OFFICE SECURITY MANAGEMENT.....	124
OFFICE ADMINISTRATION DUTIES MANAGEMENT	132
OFFICIAL MEETINGS COORDINATION	139

KEY TO UNIT CODE



OVERVIEW

The Office Administrative Assistant Level 5 curriculum is designed to equip learners with comprehensive skills and knowledge essentials for efficient office management and administrative operations. The program focuses on key competencies, including Handle Office correspondence, Manage Customer Care Relations, Handle Office Errands, Introduction to Shorthand Skills, Coordinate office Facilities Maintenance, Process Office Documents, Manage Telephone Calls, Manage Business Communication, Apply work Ethics and Practices, Apply Shorthand skills, Apply Information Communication Technology, Apply Commerce Principles, Apply Entrepreneurial Skills. The qualification consists of basic, common and core competencies:

MODULAR UNITS OF COMPETENCY

MODULE I				
UNIT CODE	TVET CDACC UNIT CODE	UNIT NAME	DURATION (Hours)	CREDIT FACTOR
0415 351 09A	BUS/CU/OA/CR/01/4/MA	Office Correspondence	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 II	80	8
0415 451 10A	BUS/CU/OA/CR/09/4/MA	Introduction To Process Office Documents II	80	8
0413 351 03A	BUS/CU/OA/CC/01/4/MA	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/03/5/MA	Work Ethics And Practice	40	4
0415 451 19A	BUS/CU/OA/CR/01/5/MA	Intermediate 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	ICT Skills	280	28
SUB TOTAL			480	48
MODULE IV				
0415 451 22A	BUS/CU/OA/CC/01/5/MA	Commerce Principles	80	8
0413 451 02A	BUS/CU/OA/BC/04/5/MA	Entrepreneurial Skills	40	4
0415 451 23A	BUS/CU/OA/CR/04/5/MA	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
		Industrial Training	480	48
		TOTALS	2025	202.5

The core units of learning are independent of each other and may be taken independently. The total duration of the course is **2025 hours**.

Entry Requirements

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

- a) KCSE D (Plain) or KCE division III.

Or

- b) An equivalent qualification of KNQF level 4

Trainer Qualification

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

- a) Have a minimum of Level 6 qualification in Office Administration or related field.
- b) Be licensed by TVETA.

Industrial placement

An individual enrolled in this course shall be required to undergo a field attachment in any Administration environment for a minimum period of 480 hours.

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.

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
- 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 5, 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 351 09A

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

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.	<ul style="list-style-type: none">• Practical assessments• Projects
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	<p>1.1.2.1 Procedure of opening incoming mail</p> <p>1.1.3 Importance of sorting incoming mail</p> <p>1.2 Incoming mail recording</p> <p>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</p> <p>1.2.2 Record remittances in a remittance log or database e.g. sender's name, payment amount, payment method, etc.</p> <p>1.2.3 Steps in manual recording of incoming mail</p> <p>1.2.4 Prepare a mail log</p> <p>1.3 Forwarding Incoming mail</p> <p>1.3.1 Delivery to individual desks, department or relevant personnel</p> <p>1.3.2 Methods of distribution e.g. internal mail delivery systems, inter office envelopes, electronic distribution, physical delivery, etc.</p> <p>1.3.3 Mail forwarding, redirection or holding mail until individual returns</p> <p>1.3.4 Lost or undelivered mail</p> <p>1.3.5 Handling mail that requires attention of more than one officer</p> <p>1.3.6 Content confidentiality and integrity in distributing office mail.</p>	<ul style="list-style-type: none"> • Third party reports • Written tests / assessments • Oral questions • Portfolio of evidences
2. Handle outgoing mail	<p>2.1 Outgoing mail</p> <p>2.1.1 Types of outgoing mails</p> <p>2.1.1.1 Registered</p>	<ul style="list-style-type: none"> • Practical assessments • Projects

	<p>2.1.1.2 Recorded</p> <p>2.1.1.3 Legal</p> <p>2.1.1.4 General correspondence, etc.</p> <p>2.2.2 Outgoing mails receiving and sorting. e.g.</p> <p>2.2.2.1 Content categorization e.g. confidential, sensitive, legal, general correspondence, etc.,</p> <p>2.2.2.2 Security and privacy – encryption requirements procedures, etc.</p> <p>2.2 Outgoing mail recording</p> <p>2.2.1 Mail register i.e. Components of mail register, Importance of mail register etc</p> <p>2.2.1.1 Methods of recording outgoing mail e.g. manual logs, digital (e-recording)</p> <p>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.</p> <p>2.2.1.3 Essential information to record</p> <p>2.2.1.4 Steps in manual recording of outgoing mail</p> <p>2.2.1.5 Steps in digital recording of outgoing mail</p> <p>2.2.1.6 Send the mail</p> <p>2.2.1.7 Monitor delivery and status</p> <p>2.2.1.8 Archive and store the log</p> <p>2.2.1.9 Regularly review and update the log</p> <p>2.2.2 Importance of manual and digital recording e.g. Proof of mailing,</p>	<ul style="list-style-type: none"> • Third party reports • Written tests / assessments • Oral questions • Portfolio of evidences
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	<p>tracking and accountability, etc</p> <p>2.2.3 Challenges associated with various methods of recording outgoing mail</p> <p>2.3 Mail envelope addressing</p> <p>2.3.1 Importance addressing mail envelopes</p> <p>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.</p> <p>2.3.3 Return address</p> <p>2.3.4 Proper format and spacing</p> <p>2.3.5 International mail (follow specific postal guidelines for that country)</p> <p>2.3.6 Special consideration e.g. special instructions, etc.</p> <p>2.4 Postage stamps affixing</p> <p>2.4.1 Procedure for affixing stamps</p> <p>2.4.2 Postage metering</p> <p>2.4.3 Purpose of postage stamps</p> <p>2.4.4 Factors influencing postage rates</p> <p>2.4.5 Postage stamps etiquette and best practices</p> <p>2.5 Outgoing mail dispatch</p> <p>2.5.1 Methods of dispatching outgoing mail</p> <p>2.5.1.1 Email</p> <p>2.5.1.2 Post office</p> <p>2.5.1.3 Hand delivery</p> <p>2.5.1.4 Courier services</p> <p>2.5.2 Deadlines for submitting outgoing mail to ensure timely dispatch</p>	
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	<p>2.5.3 Identify preferred means of mail dispatch e.g. mail carriers or couriers, etc.</p> <p>2.5.4 Screening outgoing mail for security purposes</p>	
3. Handle electronic correspondence	<p>3.1 Electronic correspondence</p> <p>3.1.1 E-mail</p> <p>3.1.2 Chat box</p> <p>3.1.3 Electronic memos</p> <p>3.1.4 Electronic reports, etc.</p> <p>3.1.5 Importance of e-correspondence</p> <p>3.1.6 Components of e-correspondence</p> <p>3.1.7 Equipment used e-correspondence</p> <p>3.1.2.1 Computers</p> <p>3.1.2.2 Smartphones</p> <p>3.1.2.3 Internal connection, etc</p> <p>3.1.3 Drawbacks of e-correspondence</p> <p>3.1.4 Etiquette of e-correspondence</p> <p>3.2 E-correspondence acknowledgement</p> <p>3.3 Electronic correspondence sharing</p> <p>3.3.2 Methods of sharing e-correspondence</p> <p>3.3.3 Factors to consider when sharing e-correspondence</p> <p>3.3.4 Best practices for sharing e-correspondence</p> <p>3.4 Physical correspondence scanning</p> <p>3.4.2 Incoming correspondence for e-circulation</p> <p>3.4.3 Typeset correspondence for signatures, etc.</p> <p>3.4.4 Importance of e-circulation.</p> <p>3.5 Scanned correspondence sharing</p>	<ul style="list-style-type: none"> • Practical assessments • Projects • Third party reports • Written tests / assessments • Oral questions • Portfolio of evidences

	3.5.2 Procedure of sharing the scanned document 3.5.3 Hard copies are scanned to convert them into e-correspondence	
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	<ul style="list-style-type: none"> • Practical assessments • Projects • Third party reports • Written tests / assessments • Oral questions • Portfolio of evidences

Suggested Methods of instruction

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

List of Recommended Resources:

- Computers
- Stationery
- Telephone
- Calculator
- Paper punch

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

OFFICE ERRANDS

UNIT CODE: 0415 351 10A

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.	LEARNING OUTCOMES	DURATION
1	Deliver office documents	10
2	Collect office documents	4
3	Purchase office supplies	16
4	Maintain evidence of deliveries and purchases done	10
	TOTAL	TOTAL 40HRS

Learning Outcomes, Content and Suggested Assessment Methods

Learning Outcome	Content	Suggested Assessment Methods

1. Deliver Office Documents	<ul style="list-style-type: none"> ▪ Standard operating procedures for handling office errands ▪ Development of mail delivery plan ▪ Mail handling procedures ▪ Types of document for delivery ▪ Reading, using and following maps for direction ▪ Channels of document delivery ▪ Maintaining document delivery record ▪ Tools and equipment used in delivery of documents 	<ul style="list-style-type: none"> • Written tests • Observation • Oral questions • Interview • Third party report
2. Collect office documents	<ul style="list-style-type: none"> ▪ Standard operating procedures for handling office errands ▪ Development of mail collection plan ▪ Types of document for collection ▪ Channels of document collection ▪ Maintaining document collection record ▪ Tools and equipment used in collection of documents 	<ul style="list-style-type: none"> • Written tests • Observation • Oral questions • Interview • Third party report
3. Purchase Office Supplies	<ul style="list-style-type: none"> ▪ Basic accounting principles ▪ Identification of office requirement ▪ Budgeting procedures ▪ Developing office supplies budget ▪ Handling petty cash ▪ Basic principles and procedures of purchasing ▪ Basic book keeping 	<ul style="list-style-type: none"> • Written tests • Observation • Oral questions • Interview • Third party report

	<ul style="list-style-type: none"> ▪ Record keeping ▪ Basic store keeping procedures ▪ Development of store requisition schedule ▪ Issuing of office supplies 	
4. Maintain evidence of deliveries and purchases	<ul style="list-style-type: none"> ▪ Standard operating procedures of maintaining evidence records ▪ Maintaining a record of daily delivery ▪ Types of evidence records ▪ Surrendering of petty cash 	<ul style="list-style-type: none"> • Written tests • Observation • Oral questioning • Interview • Third party report

Suggested Methods of instruction:

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

List of Recommended Resources:

- Stationery
- Telephone
- Calculator
- Computer
- S12 & S13 forms
- Delivery book
- Petty cash book
- Receipts books
- Files

- Petty cash
- Transport means
- Organizational tag/badge
- Branded uniform

CUSTOMER CARE DUTIES

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	<ul style="list-style-type: none"> • 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	<ul style="list-style-type: none"> • Practical assessments • Projects • Third party reports • Written tests / assessments • Oral questions • Portfolio of evidences
Handle	Receive visitors	<ul style="list-style-type: none"> • Practical assessments

Organization Visitors	3.2 Identify and record visitors' needs 3.3 Attend to visitors' needs 3.4 Receive visitors' enquiries 3.5 Analyze visitors' enquiries 3.6 Act on visitors' enquiries 3.7 Provide entertainment resources 3.8 Maintain entertainment resources	<ul style="list-style-type: none"> • Projects • Third party reports • Written tests / assessments • Oral questions • Portfolio of evidences
	3.9 Upgrade entertainment resources 3.10 Maintain reference materials 3.11 Record visitors' feedback	
Maintain Official Diary	4.1 Acquire official diary 4.2 Receive diary information 4.3 Record diary information 4.4 Seek approval for diary information 4.5 Update diary information 4.6 Harmonize diary information 4.7 Schedule diary information 4.8 Safeguard official diary	<ul style="list-style-type: none"> • Practical assessments • Projects • Third party reports • Written tests / assessments • Oral questions • Portfolio of evidences

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	<ul style="list-style-type: none"> • 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	<ul style="list-style-type: none"> • 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/	Quantity	Recommended
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		Specifications		Ratio (Item: Trainee)
A	Learning Materials			
1.	Charts	<ul style="list-style-type: none"> • 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

INTRODUCTION TO SHORTHAND SKILLS I

UNITCODE: 0415 351 12A

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	80

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 1.2.3 Dots 1.2.4 Dashes	<ul style="list-style-type: none">• Practical assessments• Projects• Third party reports• Written tests / assessments• Oral questions• Portfolio of evidences

Learning Outcome	Content	Suggested Assessment Methods
	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	

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			

22.	Charts	<ul style="list-style-type: none"> • 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

INTRODUCTION TO PROCESS OFFICE DOCUMENTS I

UNIT CODE: 0415 351 13A

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
		80

Learning Outcomes, Content and Suggested Assessment Methods

Learning Outcome	Content	Suggested Assessment Methods
1. Apply keyboard skills	<p>1.1 QWERTY keyboard layout</p> <p>1.1.1 Functional keys e.g. F1, F2, F3, etc</p> <p>1.1.2 Numerical keys e.g. 1, 2, 3, =,</p> <p>1.1.3 Alphabetical keys e.g. ASDF</p> <p>1.1.4 Navigation keys e.g. caps lock, shift key,</p>	<ul style="list-style-type: none">• Practical assessments• Projects• Third party reports• Written tests / assessments• Oral questions• Portfolio of evidences

Learning Outcome	Content	Suggested Assessment Methods
	<p>1.2 Proper posture and hand positioning</p> <p>1.2.1 Injury prevention</p> <p>1.2.2 Improved comfort and quality of life</p> <p>1.2.3 Increased speed and accuracy</p> <p>1.2.4 Reduced risk of back problems and neck pain, etc</p> <p>1.3 Keyboard typing skills</p> <p>1.3.1 Touch typing</p> <p>1.3.2 Blind typing</p> <p>1.3.3 Hand and peck typing, etc.</p>	
2. Interpret office instructions	<p>2.1 Receiving office instructions</p> <p>2.1.1 Font style e.g. Times New Roman, Calibri, etc.</p> <p>2.1.2 Font size, e.g. 12, 14, 16, etc.</p> <p>2.1.3 Style instructions e.g. shoulder headings, paragraph headings, hanging paragraphs, side headings, displaying and in setting numbered/bulleted items.</p> <p>2.2 Office instructions recording</p> <p>2.2.1 Defining the instructions</p>	<ul style="list-style-type: none"> • Practical assessments • Projects • Third party reports • Written tests / assessments • Oral questions • Portfolio of evidences

Learning Outcome	Content	Suggested Assessment Methods
	<p>– to determine the specific tasks and actions that need to be recorded e.g. document creation, editing formatting reviewing filing or sending.</p> <p>2.2.2 Importance of recording office instructions.</p> <p>2.2.3 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</p> <p>2.2.4 Including all relevant details e.g. document format, required templates, naming conventions, etc.</p> <p>2.2.5 Organizing instructions logically. i.e. following sequence in which the tasks need to be performed, etc.</p> <p>2.3 Typing techniques application</p> <p>2.3.1 Typing speed</p> <p>2.3.2 Accuracy</p> <p>2.3.3 Ergonomics</p>	

Learning Outcome	Content	Suggested Assessment Methods
	<p>2.3.4 Keyboard shortcuts, etc.</p> <p>2.4 Effecting office instructions</p> <p>2.4.1 Purpose of effecting office instructions</p> <p>2.4.2 Familiarizing oneself with the instructions to understand any specific requirements and guidelines mentioned.</p> <p>2.4.3 Organize the documents</p> <p>2.4.4 Verify document integrity – ensure documents are complete and in good condition</p> <p>2.4.5 Follow the given formatting guidelines.</p> <p>2.4.6 Proof read the document for accuracy</p> <p>2.4.7 Process the documents – carry out the necessary actions as outlined in the instructions.</p> <p>2.4.8 Maintain confidentiality – proper security measures are followed</p> <p>2.4.9 Quality – conduct a quality check to ensure that all instructions given have been accurately followed.</p>	

Learning Outcome	Content	Suggested Assessment Methods
	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.	
3. Process Office Manuscripts	3.1. Format manuscripts 3.2. Produce office manuscripts 3.3. File copies of office manuscript	•

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	<ul style="list-style-type: none"> • Flip Charts • Rules and 	5	1:5

		Regulations		
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

MODULE II

OFFICE PAPER RECORDS

UNIT CODE: 0415 351 14A

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	<ul style="list-style-type: none"> • 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	<ul style="list-style-type: none"> • 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	<ul style="list-style-type: none"> • 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	<ul style="list-style-type: none"> • Written tests • Third party report
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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	<ul style="list-style-type: none"> • 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.	Internet Connection	WI-FI, Dial-Up, Cable, Fixed-wireless,	1	1:25

C	Consumable Materials			
5.	Markers	whiteboard markers and permanent markers	5	1:5
6.	Stationery	Printing Papers, and Exercise Books Sizes A4, A3, A2 etc	5 reams	1:5
7.	Files / folders		25	1:1
D	Tools And Equipment			
8.	Computers/Laptops	Any model	5	1:5
9.	Projector	LED.LCD, Laser	1	1:25
10.	Whiteboard	Glass, melamine, porcelain	1	1:25
11.	Mailroom with shelves		1	1:25
12.	Franking machine		1	1:25
13.	Letter opening machine		1	1:25
14.	Letter sealing machine		1	1:25
15.	Staplers		2	1:13
16.	Paper punch		2	1:13
17.	Metallic cabinet		1	1:25
18.	Suggestion box		1	1:25
19.	Smart phones		5	1:5
20.	Scanner		1	1:25
21.	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

OFFICE REPAIRS AND MAINTENANCE

UNIT CODE: 0415 351 15A

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

Relationship to Occupational Standards

This unit addresses the Unit of Competency: Coordinate Office Repair and 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	<ul style="list-style-type: none">Planning for repair and maintenance	<ul style="list-style-type: none">Written testsObservation

maintenance	<ul style="list-style-type: none"> ▪ Identification and reporting of facilities that need repair or maintenance ▪ Routine facilities maintenance procedure ▪ Preparing routine maintenance schedule ▪ Occupation safety and health procedures ▪ Tools, equipment and materials needed ▪ Supervisory skills 	<ul style="list-style-type: none"> • Interview • Third party report <p>Oral questions</p>
2. Maintain Office Hygiene	<ul style="list-style-type: none"> ▪ Ideal office environment ▪ Cleaning tools and equipment ▪ Cleaning product and supplies ▪ Methods of cleaning ▪ Hygiene and sanitation ▪ Safety, health and security in the workplace 	<ul style="list-style-type: none"> • Written tests • Observation • Oral questions • Interview <p>Third party report</p>
3. Manage Keys Movement	<ul style="list-style-type: none"> ▪ Office access control ▪ Office security systems ▪ Types of office keys ▪ Tools of handling office keys 	<ul style="list-style-type: none"> • Written tests • Observation • Oral questions • Interview <p>Third party report</p>

	<ul style="list-style-type: none"> ▪ Handling lost office keys ▪ Maintaining a record of office keys 	
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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 351 18A

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 Outcomes, Content and Suggested Assessment Methods

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	<ul style="list-style-type: none">• Practical assessments• Projects• Third party reports• Written tests /

Learning Outcome	Content	Suggested Assessment Methods
	<p>1.1.1.4 Diplomacy</p> <p>1.1.1.5 Professionalism</p> <p>1.1.1.6 Promptness</p> <p>1.1.2 Significance of phone calls in customer service</p> <p>1.1.2.1 Effective communication</p> <p>1.1.2.2 Building relationships</p> <p>1.1.2.3 Customer service and support</p> <p>1.1.2.4 Crisis management, etc</p> <p>1.1.3 Types of incoming calls</p> <p>1.1.3.1 Customer service calls</p> <p>1.1.3.2 Sales and inquiries</p> <p>1.1.3.3 Technical support calls</p> <p>1.1.3.4 Internal communication calls, etc.</p> <p>1.1.4 Procedure of answering incoming calls</p> <p>1.1.4.1 Be prompt</p> <p>1.1.4.2 Greet the caller</p> <p>1.1.4.3 Listen actively</p> <p>1.1.4.4 Identify purpose of call, etc</p> <p>1.1.5 Call center operations</p> <p>1.1.5.1 Call center types</p> <p>1.1.5.2 Inbound call centers</p> <p>1.1.5.3 Outbound call centers</p> <p>1.1.5.4 Blended call centers</p> <p>1.1.6 Components of call center operations</p> <p>1.1.6.1 Telephony system</p>	<p>assessments</p> <ul style="list-style-type: none"> • Oral questions • Portfolio of evidences

Learning Outcome	Content	Suggested Assessment Methods
	<ul style="list-style-type: none"> 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 <ul style="list-style-type: none"> 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 <ul style="list-style-type: none"> 1.3.1 Types of Outgoing calls <ul style="list-style-type: none"> 1.3.1.1 Sales calls 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 <ul style="list-style-type: none"> 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 <ul style="list-style-type: none"> 1.4.1 Essentials of message recording 1.4.2 Role of a message recorder 1.4.3 consequences of inaccurate message-taking 	

Learning Outcome	Content	Suggested Assessment Methods
	1.5 Call options actions <ul style="list-style-type: none"> 1.5.1 Call routing 1.5.2 Call forwarding 1.5.3 Voicemail 	
2. Maintain Caller Register	2.1 Caller details recording <ul style="list-style-type: none"> 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 <ul style="list-style-type: none"> 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 <ul style="list-style-type: none"> 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 <ul style="list-style-type: none"> 2.4.1 Key Aspects of caller register access 2.4.2 Caller Register Access Mechanism 	<ul style="list-style-type: none"> • Practical assessments • Projects • Third party reports • Written tests / assessments • Oral questions • Portfolio of evidences

Learning Outcome	Content	Suggested Assessment Methods
	Practice 2.4.3 Role of call Register	
3. Maintain Communication Equipment	1.1 Communication Equipment <ul style="list-style-type: none"> 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 <ul style="list-style-type: none"> 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 <ul style="list-style-type: none"> 1.2.1 Telecommunications 1.2.2 Broadcasting 1.2.3 Internet access 1.2.4 Emergency services, etc 1.3 Cleaning communication equipment <ul style="list-style-type: none"> 1.3.1 Cleaning Procedure for each equipment 1.3.2 General tips for cleaning communication equipment <ul style="list-style-type: none"> 1.3.2.1 Avoid excessive moisture 	<ul style="list-style-type: none"> • Practical assessments • Projects • Third party reports • Written tests / assessments • Oral questions • Portfolio of evidences

Learning Outcome	Content	Suggested Assessment Methods
	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	<ul style="list-style-type: none"> • 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 standards

BUSINESS COMMUNICATION

UNIT CODE: 0413 351 03A

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	14

	social media platforms	
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	<ul style="list-style-type: none"> • Written tests • Observation • Oral questions • Third party report • Portfolio of Evidence
2. Implement types of communication	2.1 Written Communication <ul style="list-style-type: none"> • Types of written communication • Elements of communication • Organization requirements for written communication 2.2 Non- Verbal <ul style="list-style-type: none"> • Utilize body language and 	<ul style="list-style-type: none"> • Written tests • Observation • Oral questions • Third party report • Portfolio of Evidence

Learning Outcome	Content	Suggested Assessment Methods
	<ul style="list-style-type: none"> • Gestures • Apply body posture • Apply workplace dressing code 2.3 Oral Communication <ul style="list-style-type: none"> • Types of oral communication pathways • Effective questioning techniques • Interviews • Workplace etiquette • Active listening 	
3. Implement service charter	3.1 Introduction to service charter 3.2 Importance of service charter	<ul style="list-style-type: none"> • 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 4.6 Advantages and disadvantages of safeguarding confidentiality.	<ul style="list-style-type: none"> • Oral questioning • Observation • Written report
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	<ul style="list-style-type: none"> • Oral questioning • Observation • Written questions • Project

Learning Outcome	Content	Suggested Assessment Methods
	social media platforms	
6. Prepare work place meetings	6.1 Introduction to minute taking 6.2 Types of meetings 6.3 Structure of meetings <ul style="list-style-type: none"> • Notice • Agenda • Preparation of other relevant documents • Minute formats 	<ul style="list-style-type: none"> • Oral questioning • Observation • Oral presentation • Written report • Project
7. Prepare workplace report	7.1 Introduction to report writing <ul style="list-style-type: none"> • Definition • Principles e.g. conciseness, clarity etc 7.2 Importance of reports 7.3 Forms and types of reports <ul style="list-style-type: none"> • Oral reports • Written reports • Recorded etc 7.4 Reports formats <ul style="list-style-type: none"> • Letter format • Memo format 7.5 Reports preparation	<ul style="list-style-type: none"> • 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 351 16A

TVET CDACC UNIT CODE: BUS/CU/OA/CR/08/4/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	80
	TOTAL	80

Learning Outcomes, Content and Suggested Assessment Methods

Learning Outcome	Content	Suggested Assessment Methods
1. Develop vocabulary extension	2.1 Application of vocabulary in shorthand 2.1.1 Create a core vocabulary list 2.1.2 Use stand abbreviations and short forms	<ul style="list-style-type: none">• Practical assessments• Projects• Third party

Learning Outcome	Content	Suggested Assessment Methods
	<p>2.1.3 Prioritize high frequency words</p> <p>2.1.4 Regularly update and review vocabularies, etc</p> <p>2.2 New words, Phrases, short forms, Intersections, Sentences, are identified.</p> <p>2.2.1 Sustainability</p> <p>2.2.2 Artificial</p> <p>2.2.3 Engineering, etc</p> <p>2.3 drilling new outlines in shorthand</p> <p>2.3.1 Rules in drilling new outlines in shorthand</p> <p>2.3.2 Understand principles of shorthand</p> <p>2.3.3 Start with common words</p> <p>2.3.4 Practice phonetics</p> <p>2.3.5 Use word groups and phrasing</p> <p>2.3.6 Repetition and consistency</p> <p>2.3.7 Rules in mastering</p>	<p>reports</p> <ul style="list-style-type: none"> • Written tests / assessments • Oral questions • Portfolio of evidences (POE)

Learning Outcome	Content	Suggested Assessment Methods
	<p>new outlines in shorthand</p> <p>2.3.8 Understand the basics</p> <p>2.3.9 Study existing outlines</p> <p>2.3.10 Focus on sounds not spellings</p> <p>2.3.11 Identify key consonants/vowels</p> <p>2.3.12 Learn new outlines in small groups</p> <p>2.3.13 Create your own abbreviations</p> <p>2.3.14 Use consistent rules, etc</p> <p>2.4 Strategies to help in speed reading in shorthand</p> <p>2.4.1 Mastering shorthand basics</p> <p>2.4.2 Build fluency through repetition</p> <p>2.4.3 Increase your recognition speed</p> <p>2.4.4 Practice with dictation exercises, etc.</p>	

Learning Outcome	Content	Suggested Assessment Methods
	<p>2.5 Proofreading in shorthand</p> <p>2.5.1 Familiarize with shorthand rules</p> <p>2.5.2 Check for consistency</p> <p>2.5.3 Look for missing words</p> <p>2.5.4 Cross-check common shorthand errors, etc</p> <p>2.6 Transcribing shorthand notes</p> <p>2.6.1 Review the notes thoroughly</p> <p>2.6.2 Decode the shorthand symbols</p> <p>2.6.3 Write out the full text</p> <p>2.6.4 Check for accuracy, etc.</p> <p>2.7 Rules in printing shorthand notes</p> <p>2.7.1 Understand the shorthand system</p> <p>2.7.2 Follow word expansion rules</p> <p>2.7.3 Proper placement</p>	

Learning Outcome	Content	Suggested Assessment Methods
	of punctuation 2.7.4 Accuracy in decoding 2.7.5 Maintain clarity and readability, 2.7.6 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			
64.	Charts	<ul style="list-style-type: none"> • 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 OFFICE DOCUMENT PROCESSING II

UNIT CODE: 0415 451 10A

TVET CDACC UNIT CODE: BUS/CU/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.	Prepare office manuscripts	40
2	Produce business letters	40
	TOTAL	80

Learning Outcomes, Content and Suggested Assessment Methods

Learning Outcome	Content	Suggested Assessment Methods
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Prepare office manuscripts	<p>1.1 Formatting Office Manuscripts</p> <p>1.1.1 Identify standard manuscript components (title page, headings, paragraphs, margins)</p> <p>1.1.2 Apply consistent font styles, sizes, and line spacing</p> <p>1.1.3 Use formatting tools such as alignment, bullet points, and numbering</p> <p>1.1.4 Adjust layout settings including page orientation and section breaks</p> <p>1.2 Producing Office Manuscripts</p> <p>1.2.1 Enter content accurately using keyboarding skills</p> <p>1.2.2 Edit and revise text for grammar, clarity, and consistency</p> <p>1.2.3 Use templates and styles for efficiency and standardization</p> <p>1.2.4 Finalize documents through proofreading and spell check tools</p> <p>1.3 Filing Office Manuscripts</p> <p>1.3.1 Label and organize documents using appropriate naming conventions</p> <p>1.3.2 Store digital manuscripts in designated folders and backup systems</p> <p>1.3.3 File printed manuscripts in physical storage using indexing systems</p> <p>1.3.4 Maintain document version control and retrieval records</p>	<ul style="list-style-type: none"> • Practical assessments • Projects • Third party reports • Written tests / assessments • Oral questions • Portfolio of evidences
1. Produce business letters	<p>1.1 Base letter template typing</p> <p>1.1.1 Prepare the base letter template on a word processing program.</p>	<ul style="list-style-type: none"> • Practical assessments • Projects

Learning Outcome	Content	Suggested Assessment Methods
Prepare office manuscripts	<p>1.1 Formatting Office Manuscripts</p> <p>1.1.1 Identify standard manuscript components (title page, headings, paragraphs, margins)</p> <p>1.1.2 Apply consistent font styles, sizes, and line spacing</p> <p>1.1.3 Use formatting tools such as alignment, bullet points, and numbering</p> <p>1.1.4 Adjust layout settings including page orientation and section breaks</p> <p>1.2 Producing Office Manuscripts</p> <p>1.2.1 Enter content accurately using keyboarding skills</p> <p>1.2.2 Edit and revise text for grammar, clarity, and consistency</p> <p>1.2.3 Use templates and styles for efficiency and standardization</p> <p>1.2.4 Finalize documents through proofreading and spell check tools</p> <p>1.3 Filing Office Manuscripts</p> <p>1.3.1 Label and organize documents using appropriate naming conventions</p> <p>1.3.2 Store digital manuscripts in designated folders and backup systems</p> <p>1.3.3 File printed manuscripts in physical storage using indexing systems</p> <p>1.3.4 Maintain document version control and retrieval records</p>	<ul style="list-style-type: none"> • Practical assessments • Projects • Third party reports • Written tests / assessments • Oral questions • Portfolio of evidences
	<p>1.1.2 Contents of the base letter template i.e. Letter head (Senders' Address), Company's Logo, watermark, Reference</p>	<ul style="list-style-type: none"> • Third party reports • Written tests / assessments

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	<ul style="list-style-type: none"> • 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,	5 reams	1:5

		and Exercise Books Sizes A4, A3, A2 etc		
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 III

WORK ETHICS AND PRACTICES

UNIT CODE: 0417 441 03A

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

Duration of Unit: 40 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	<ul style="list-style-type: none"> ● 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	<ul style="list-style-type: none"> ● 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 team 3.4 Determination of team roles and	<ul style="list-style-type: none"> ● Written assessment ● Oral assessment ● Third party reports ● Portfolio of evidence

Learning Outcome	Content	Suggested Assessment Methods
	<p>objectives</p> <p>3.5 Team parameters and relationships</p> <p>3.6 Benefits of teamwork</p> <p>3.7 Qualities of a team player</p> <p>3.8 Leading a team</p> <p>3.9 Team performance and evaluation</p> <p>3.10 Conflicts and conflict resolution</p> <p>3.11 Gender and diversity mainstreaming</p> <p>3.12 Developing Healthy workplace relationships</p> <p>3.13 Adaptability and flexibility</p> <p>3.14 Coaching and mentoring skills</p>	<ul style="list-style-type: none"> ● Project ● Practical Assessment
<p>4. Maintain professional and personal development</p>	<p>4.1 Personal vs professional development and growth</p> <p>4.2 Avenues for professional growth</p> <p>4.3 Recognizing career advancement</p> <p>4.4 Training and career opportunities</p> <p>4.5 Assessing training needs</p> <p>4.6 Mobilizing training resources</p> <p>4.7 Licenses and certifications for professional growth and development</p> <p>4.8 Pursuing personal and</p>	<ul style="list-style-type: none"> ● Written assessment ● Oral assessment ● Third party reports ● Portfolio of evidence ● Project ● Practical

Learning Outcome	Content	Suggested Assessment Methods
	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	<ul style="list-style-type: none"> ● 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	<ul style="list-style-type: none"> ● 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	<ul style="list-style-type: none"> • 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	Consolidating shorthand and writing principles	12
2	Developing vocabulary extension	12
3	Taking shorthand dictation	14
4	Transcribing shorthand notes	14
5	Developing listening skills	14
6	Developing art skills	14
	TOTAL	80

Learning Outcomes, Content and Suggested Assessment Methods

Learning Outcome	Content	Suggested Assessment Methods
1. Consolidate	1.6 Shorthand principles	• Practical

Learning Outcome	Content	Suggested Assessment Methods
Shorthand and writing principles	<p>1.6.1 Positioning</p> <p>1.6.2 Halving</p> <p>1.6.3 Penmanship e.g. dark strokes, light strokes, stroke direction, etc.</p> <p>1.7 Shorthand symbols</p> <p>1.7.1 Strokes/consonants</p> <p>1.7.2 Outlines</p> <p>1.7.3 Dots</p> <p>1.7.4 Dashes</p> <p>1.7.5 Diphthongs</p> <p>1.7.6 Diphones</p> <p>1.7.7 Triphones</p> <p>1.7.8 Hooks</p> <p>1.8 Word lists, sentences, phrases, intersections, shortforms drilling</p> <p>1.8.1 Straight downstrokes</p> <p>1.8.2 Second-place dot vowels</p> <p>1.8.3 Curved strokes</p> <p>1.8.4 Second-place dash vowels</p> <p>1.8.5 Horizontal strokes</p> <p>1.8.6 Upward strokes</p> <p>1.8.7 First-place vowels</p> <p>1.8.8 Third-place vowels</p> <p>1.8.9 S circle: downward L</p> <p>1.8.10 Stroke R</p> <p>1.8.11 Diphthongs, triphones and diphones</p> <p>1.8.12 Consonant H</p>	<p>assessments</p> <ul style="list-style-type: none"> • Projects • Third party reports • Written tests / assessments • Oral questions • Portfolio of evidences

Learning Outcome	Content	Suggested Assessment Methods
	1.8.13 S.T., STR, SES& SWAY 1.8.14 Halving 1.8.15 R hook	
2. Develop vocabulary extension	2.8 Application of vocabulary in shorthand 2.8.1 Create a core vocabulary list 2.8.2 Use stand abbreviations and shortforms 2.8.3 Prioritize high frequency words 2.8.4 Regularly update and review vocabularies, etc 2.9 New words, Phrases, short forms, Intersections, Sentences, are identified. 2.9.1 Sustainability 2.9.2 Artificial 2.9.3 Engineering, etc 2.10 drilling new outlines in shorthand 2.10.1 Rules in drilling new outlines in shorthand 2.10.2 Understand principles of shorthand 2.10.3 Start with common words 2.10.4 Practice phonetics 2.10.5 Use word groups and	•

Learning Outcome	Content	Suggested Assessment Methods
	<p>phrasing</p> <p>2.10.6 Repetition and consistency</p> <p>2.10.7 Rules in mastering new outlines in shorthand</p> <p>2.10.8 Understand the basics</p> <p>2.10.9 Study existing outlines</p> <p>2.10.10 Focus on sounds not spellings</p> <p>2.10.11 Identify key consonants/vowels</p> <p>2.10.12 Learn new outlines in small groups</p> <p>2.10.13 Create your own abbreviations</p> <p>2.10.14 Use consistent rules, etc</p> <p>2.11 Strategies to help in speed reading in shorthand</p> <p>2.11.1 Mastering shorthand basics</p> <p>2.11.2 Build fluency through repetition</p> <p>2.11.3 Increase your recognition speed</p> <p>2.11.4 Practice with dictation exercises, etc.</p> <p>2.12 Proofreading in shorthand</p> <p>2.12.1 Familiarize with shorthand rules</p>	

Learning Outcome	Content	Suggested Assessment Methods
	<p>2.12.2 Check for consistency</p> <p>2.12.3 Look for missing words</p> <p>2.12.4 Cross-check common shorthand errors, etc</p> <p>2.13 Transcribing shorthand notes</p> <p>2.13.1 Review the notes thoroughly</p> <p>2.13.2 Decode the shorthand symbols</p> <p>2.13.3 Write out the full text</p> <p>2.13.4 Check for accuracy, etc.</p> <p>2.14 Rules in printing shorthand notes</p> <p>2.14.1 Understand the shorthand system</p> <p>2.14.2 Follow word expansion rules</p> <p>2.14.3 Proper placement of punctuation</p> <p>2.14.4 Accuracy in decoding</p> <p>2.14.5 Maintain clarity and readability,</p> <p>2.14.6 Print out the document, etc</p>	
3. Develop Listening Skills	<p>3.1 Dictation of varied passages</p> <p>3.1.1 A guide on dictation in shorthand</p> <p>3.1.2 Prepare for dictation</p> <p>3.1.3 Listen carefully</p> <p>3.1.4 Write in shorthand</p>	•

Learning Outcome	Content	Suggested Assessment Methods
	<p>3.1.5 Pace yourself</p> <p>3.1.6 Accuracy</p> <p>3.1.7 Review and transcribe</p> <p>3.1.8 Practice regularly</p> <p>3.2 Reading back shorthand passages</p> <p>3.2.1 Individually</p> <p>3.2.2 Collectively</p> <p>3.3 Passages read back at varied speeds quickly and accurately</p> <p>3.3.1 60 words per minute</p> <p>3.3.2 70 words per minute</p> <p>3.3.3 80 words per minute</p> <p>3.4 Transcribing shorthand notes</p> <p>3.4.1 Transcription techniques</p> <p>3.4.2 Passages</p> <p>3.4.3 Short burst dictation</p> <p>3.4.4 Timed dictation and transcription</p> <p>3.4.5 Correct outlines</p> <p>3.4.6 Mailable work</p> <p>3.4.7 Short sentences</p> <p>3.5 Proofreading of shorthand passages done</p> <p>3.5.1 Convert shorthand to full text</p> <p>3.5.2 Check for accuracy</p> <p>3.5.3 Ensure grammar and punctuation is correct, etc</p>	
4. Develop Art Skills	4.1 Speed development	•

Learning Outcome	Content	Suggested Assessment Methods
	<p>4.1.1 60wpm</p> <p>4.1.2 70 wpm</p> <p>4.1.3 Speed reading</p> <p>4.1.3.1 From textbook outlines</p> <p>4.1.3.2 Shorthand own notes</p> <p>4.2 Transcribing</p> <p>4.2.1 Transcribing by hand</p> <p>4.2.2 Transcribing by computer</p> <p>4.3 Editing spelling errors</p> <p>4.3.1 Common shorthand spelling errors</p> <p>4.3.2 Miswriting symbols</p> <p>4.3.3 Omitting symbols</p> <p>4.3.4 Spelling errors</p> <p>4.3.5 Editing spelling errors</p> <p>4.3.6 Review context</p> <p>4.3.7 Check common mistakes</p> <p>4.3.8 Compare with a key or guide</p> <p>4.3.9 Correct with full words</p> <p>4.3.10 Transcriptions proofreading and editing</p> <p>4.3.10.1 Timed dictations</p> <p>4.3.10.2 Assignment</p>	

Learning Outcome	Content	Suggested Assessment Methods
5. Take Shorthand Dictation	5.1. Mailable work <ul style="list-style-type: none"> 5.1.1. Grammar 5.1.2. Punctuation 5.1.3. Spelling 5.2. Transcriptions techniques <ul style="list-style-type: none"> 5.2.1. Passages 5.2.2. Short burst dictation 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 Dictionaries <ul style="list-style-type: none"> 5.3.1. Use of English Dictionaries in shorthand 5.3.2. Abbreviated definitions 5.3.3. Phonetic notation 5.3.4. Common abbreviations 5.3.5. Synonyms and antonyms, etc 5.3.6. Use of shorthand dictionaries 5.3.7. Quick look-up 5.3.8. Abbreviated word forms 5.3.9. Phonetic simplification 5.3.10. Focus of common usage, etc 5.4. Drilling	<ul style="list-style-type: none"> •

Learning Outcome	Content	Suggested Assessment Methods
	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 is taken 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. Take a dictation and transcribe at varied time ranges 5.6.1. 60 wpm 5.6.2. 70 wpm 5.7.Shorthand notes transcription 5.7.1. Transcribe by hand 5.7.2. Transcribe by computer	
6. Transcribe Shorthand Notes	6.1.Taking dictation 6.1.1. 60 wpm 6.1.2. 70 wpm 6.2.Transcription techniques 6.2.1. Short bursts 6.2.2. Timed dictation and transcriptions 6.3.Shorthand passage transcription 6.3.1. 20 minutes 6.3.2. 30 minutes	•

Learning Outcome	Content	Suggested Assessment Methods
	<p>6.3.3. 45 minutes</p> <p>6.4. Analyzing errors in shorthand</p> <p>6.4.1. Types of errors</p> <p>6.4.2. Symbol mistakes</p> <p>6.4.3. Missed words or phrases</p> <p>6.4.4. Spelling and punctuation errors</p> <p>6.4.5. Incomplete words, etc</p> <p>6.4.6. Cause of errors</p> <p>6.4.7. Speed issues</p> <p>6.4.8. Lack of focus and attention</p> <p>6.4.9. Lack of practice, etc</p> <p>6.4.10. Correcting the errors</p> <p>6.4.11. Practice specific symbols</p> <p>6.4.12. Slow down when necessary</p> <p>6.4.13. Repetition and drills</p> <p>6.4.14. Listen more carefully</p> <p>6.5. Shorthand assignments given</p> <p>6.5.1. Short forms</p> <p>6.5.2. Phrases</p> <p>6.5.3. sentences</p> <p>6.5.4. Short bursts</p> <p>6.5.5. passages</p>	

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

TVET CDACC UNIT CODE: BUS/CU/OA/CR/02/5/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, 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	
1	Tabulate office documents	80
	totals	80

Learning Outcomes, Content and Suggested Assessment Methods

Learning Outcome	Content	Suggested Assessment Methods
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Learning Outcome	Content	Suggested Assessment Methods
1 Tabulate office documents	<p>5.1 Formatting of office document tabulations</p> <p>5.1.1 Statistical information</p> <p>5.1.2 Reports e.g. sales, weather, etc.</p> <p>5.1.3 Financial statements</p> <p>5.1.4 Academic settings, etc.</p> <p>5.1.5 Office documents tabulations formatting i.e.</p> <p>5.1.6 Centring vertically and horizontally</p> <p>5.1.7 Sorting – sorting rows and columns into ascending or descending order</p> <p>5.1.8 Calculating/computing totals</p> <p>5.1.9 Column headings</p> <p>5.1.10 Merging cell</p> <p>5.1.11 Figure alignment</p> <p>5.1.12 Use table row height feature</p> <p>5.1.13 Use of sum function</p> <p>5.1.14 End notes</p> <p>5.1.15 Multiple tables in one</p> <p>5.2 Office documents tabulation display</p> <p>5.2.1 Importance of clear data presentation in tabulation displays.</p> <p>5.2.2 Best practices for</p>	<ul style="list-style-type: none"> • Practical assessments • Projects • Third party reports • Written tests / assessments • Oral questions • Portfolio of evidences

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

Learning Outcome	Content	Suggested Assessment Methods
	<p>function</p> <p>5.3.6 Saving of tabulated office documents.</p> <p>5.3.7 Printing the final copy.</p> <p>5.4 Tabulated office documents filing</p> <p>5.4.1 Purpose of filing tabulated office documents in an organization.</p> <p>5.4.2 Importance of effective filing of tabulated office documents in an organization.</p> <p>5.4.3 Filing systems of tabulated office documents in an organization i.e. alphabetical, chronological, numerical etc.</p> <p>5.4.4 Preparation of tabulated office documents for filing in an organization.</p> <p>5.4.5 Procedure for filing tabulated office documents in an organization.</p>	

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

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

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, CPU, casing 1.5.2 Input Devices e.g. Pointing, keying, scanning, voice/speech recognition, direct data capture devices.	<ul style="list-style-type: none"> • Practical assessment • Project • Portfolio of evidence • Third party report • Written assessment • Oral assessment

Learning Outcome	Content	Suggested Assessment Methods
	<p>1.5.3 Output Devices e.g. hardcopy output and softcopy output</p> <p>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</p> <p>1.5.5 Computer Ports e.g. HDMI, DVI, VGA, USB type C etc.</p> <p>1.6 Classification of computer software</p> <p>1.7 Operating system functions</p> <p>1.8 Procedure for turning/off a computer</p> <p>1.9 Mouse use techniques</p> <p>1.10 Keyboard Parts and Use Technique</p> <p>1.11 Desktop Customization</p> <p>1.12 File and Files Management using an operating system</p> <p>1.13 Computer Internet Connection Options</p> <p>1.13.1 Mobile Networks/Data Plans</p> <p>1.13.2 Wireless Hotspots</p> <p>1.13.3 Cabled (Ethernet/Fiber)</p> <p>1.13.4 Dial-Up</p> <p>1.13.5 Satellite</p> <p>1.14 Computer external devices management</p> <p>1.14.1 Device connections</p> <p>1.14.2 Device controls (volume controls and display properties)</p>	
2. Solve tasks using Office suite	<p>2.1 Meaning and Importance of Word Processing</p> <p>2.2 Examples of Word Processors</p> <p>2.3 Working with word document</p>	<ul style="list-style-type: none"> • Practical assessment • Project

Learning Outcome	Content	Suggested Assessment Methods
	<p>2.3.1 Open and close word processor</p> <p>2.3.2 Create a new document</p> <p>2.3.3 Save a document</p> <p>2.3.4 Switch between open documents</p> <p>2.4 Enhancing productivity</p> <p>2.4.1 Set basic options/preferences</p> <p>2.4.2 Help resources</p> <p>2.4.3 Use magnification/zoom tools</p> <p>2.4.4 Display, hide built-in tool bar</p> <p>2.4.5 Using navigation tools</p> <p>2.5 Typing Text</p> <p>2.6 Document editing (copy, cut, paste commands, spelling and Grammar check)</p> <p>2.7 Document formatting</p> <p>2.7.1 Formatting text</p> <p>2.7.2 Formatting paragraph</p> <p>2.7.3 Formatting styles</p> <p>2.7.4 Alignment</p> <p>2.7.5 Creating tables</p> <p>2.7.6 Formatting tables</p> <p>2.8 Graphical objects</p> <p>2.8.1 Insert object (picture, drawn object)</p> <p>2.8.2 Select an object</p> <p>2.8.3 Edit an object</p> <p>2.8.4 Format an object</p> <p>2.9 Document Print setup</p> <p>2.9.1 Page layout,</p> <p>2.9.2 Margins set up</p> <p>2.9.3 Orientation.</p>	<ul style="list-style-type: none"> • Portfolio of evidence • Third party report • Written assessment • Oral assessment

Learning Outcome	Content	Suggested Assessment Methods
	<p>2.10 Word Document Printing</p> <p>2.11 Meaning & Importance of electronic spreadsheets</p> <p>2.12 Components of Spreadsheets</p> <p>2.13 Application areas of spreadsheets</p> <p>2.14 Using spreadsheet application</p> <p>2.14.1 Parts of Excel screen: ribbon, formula bar, active cell, name box, column letter, row number, Quick Access Toolbar.</p> <p>2.14.2 Cell Data Types</p> <p>2.14.3 Block operations</p> <p>2.14.4 Arithmetic operators (formula bar (-, +, *, /)).</p> <p>2.14.5 Cell Referencing</p> <p>2.15 Data Manipulation</p> <p>2.15.1 Using Functions (Sum, Average, SumIF, Count, Max, Max, IF, Rank, Product, mode etc)</p> <p>2.15.2 Using Formulae</p> <p>2.15.3 Sorting data</p> <p>2.15.4 Filtering data</p> <p>2.15.5 Visual representation using charts</p> <p>2.16 Worksheet printing</p> <p>2.17 Electronic Presentations</p> <p>2.18 Meaning and Importance of electronic presentations</p> <p>2.19 Examples of Presentation Software</p>	

Learning Outcome	Content	Suggested Assessment Methods
	<p>2.20 Using the electronic presentation application</p> <p>2.20.1 Parts of the PowerPoint screen (slide navigation pane, slide pane, notes, the ribbon, quick access toolbar, and scroll bars).</p> <p>2.20.2 Open and close presentations</p> <p>2.20.3 Creating Slides (Insert new slides, duplicate, or reuse slides.)</p> <p>2.20.4 Text Management (insert, delete, copy, cut and paste, drag and drop, format, and use spell check).</p> <p>2.20.5 Use magnification/zoom tools</p> <p>2.20.6 Apply or change a theme.</p> <p>2.20.7 Save a presentation</p> <p>2.20.8 Switch between open presentations</p> <p>2.21 Developing a presentation</p> <p>2.21.1 Presentation views</p> <p>2.21.1.1 Slides</p> <p>2.21.1.2 Master slide</p> <p>2.21.2 Text</p> <p>2.21.3 Editing text</p> <p>2.21.4 Formatting</p> <p>2.21.5 Tables</p> <p>2.22 Chart</p> <p>2.22.1 Using charts</p> <p>2.22.2 Organization charts</p> <p>2.23 Graphical objects</p> <p>2.23.1 Insert</p> <p>2.23.2 manipulate</p>	

Learning Outcome	Content	Suggested Assessment Methods
	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 Information	3.1 Meaning of Data and information 3.2 Importance and Uses of data and information 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	<ul style="list-style-type: none"> • Observation • Portfolio of Evidence • Project • Written assessment • Practical assessment • Oral assessment

Learning Outcome	Content	Suggested Assessment Methods
	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) 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)	<ul style="list-style-type: none"> ● Observation ● Portfolio of Evidence ● Project ● Written assessment ● Practical assessment ● Oral assessment

Learning Outcome	Content	Suggested Assessment Methods
	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 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	<ul style="list-style-type: none"> ● Observation ● Portfolio of Evidence ● Project ● Written assessment ● Practical assessment ● Oral assessment

Learning Outcome	Content	Suggested Assessment Methods
	5.5.2 The Data Protection Act No. 24 Of 2019	
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 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.	<ul style="list-style-type: none"> • Observation • Portfolio of Evidence • Project • 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	<ul style="list-style-type: none"> • Observation • Oral assessment • Portfolio of evidence • Third party report • Written assessment

Learning Outcome	Content	Suggested Assessment Methods
	<p>7.4.1 What to include</p> <p>7.4.2 Addressing a cover letter</p> <p>7.4.3 Signing off a cover letter</p> <p>7.5 Portfolio of Evidence</p> <p>7.5.1 Academic credentials</p> <p>7.5.2 Letters of commendations</p> <p>7.5.3 Certification of participations</p> <p>7.5.4 Awards and decorations</p> <p>7.6 Interview skills</p> <p>7.6.1 Listening skills</p> <p>7.6.2 Grooming</p> <p>7.6.3 Language command</p> <p>7.6.4 Articulation of issues</p> <p>7.6.5 Body language</p> <p>7.6.6 Time management</p> <p>7.6.7 Honesty</p> <p>7.7 Generally knowledgeable in current affairs and technical area</p>	
8. Explore modern information and communication technology	<p>1.1 Impacts of ICT</p> <p>1.1.1 Positive</p> <p>1.1.2 Negative</p> <p>1.2 Main components of a computer</p> <p>1.2.1 Motherboard</p> <p>1.2.2 Random Access Memory (RAM)</p> <p>1.2.3 Control unit</p> <p>1.2.4 Hard disk</p> <p>1.2.5 Power supply</p> <p>1.2.6 Keyboard</p> <p>1.2.7 Arithmetic logic unit (ALU)</p> <p>1.2.8 Other components of a computer</p>	<ul style="list-style-type: none"> • Practical assessments • Projects • Third party reports • Written tests / assessments • Oral questions • Portfolio of evidences

	<p>system include video cards and sound cards.</p> <p>1.3 Functions of computer main components</p> <p>1.3.1 Input unit</p> <p>1.3.2 Central Processing Unit (CPU)</p> <p>1.3.3 Memory unit</p> <p>1.3.4 Output unit</p> <p>1.3.5 Motherboard</p> <p>1.3.6 Graphical Processing Unit (GPU)</p> <p>1.3.7 Random Access Memory (RAM)</p> <p>1.3.8 Storage device, etc</p> <p>1.4 Steps to shut down a computer</p> <p>1.5 Various technologies used in modern office</p> <p>1.5.1 Automating office tasks</p> <p>1.5.2 The cloud</p> <p>1.5.3 Accommodating a mobile workforce</p> <p>1.5.4 Office management software</p> <p>1.5.5 Computer-aided facility management (CAFM)</p> <p>1.5.6 Activity-based working</p> <p>1.6 Typing techniques</p> <p>1.6.1 Touch typing</p> <p>1.6.2 Hunt and peck</p> <p>1.6.3 Buffering</p>	
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<p>1. Apply computer software skills</p>	<p>2.1 Computer software</p> <p>2.1.1 Operating system (OS)</p> <p>2.1.2 Application software</p> <p>2.1.3 Network software</p> <p>2.1.4 System software</p> <p>2.1.5 Software is different from hardware</p> <p>2.2.Features and functions of Operating Systems</p> <p>2.3.System software and application software</p> <p>2.1 Microsoft office for windows</p> <p>2.1.1 Operating system</p> <p>2.1.2 Processor</p> <p>2.1.3 Memory</p> <p>2.1.4 Hard drive space.</p> <p>2.1.5 Browser</p> <p>2.2 Computer applications</p> <p>2.2.1 Word processors:</p> <p>2.2.2 Spreadsheet software</p> <p>2.2.3 Presentation software</p> <p>2.2.4 Multimedia software</p> <p>2.2.5 Web browsers</p> <p>2.2.6 Email clients</p> <p>2.2.7 Graphics software</p> <p>2.2.8 Media player software</p> <p>2.2.9 Desktop publishing</p> <p>2.2.10 Productivity software</p> <p>, nal mobi</p>	<ul style="list-style-type: none"> • Practical assessments • Projects • Third party reports • Written tests / assessments • Oral questions • Portfolio of evidences
<p>2. Apply online skills</p>	<p>2.1 Social media accounts creation</p> <p>2.1.1 Choose your platform</p> <p>2.1.2 Sign up for an account</p> <p>2.1.3 Verify your email/phone number</p> <p>2.1.4 Set up your profile</p> <p>2.1.5 Start posting content</p>	<ul style="list-style-type: none"> • Practical assessments • Projects • Third party reports • Written tests / assessments • Oral questions • Portfolio of evidences

	<p>2.1.6 Engage with others</p> <p>2.1.7 Maintain privacy and security</p> <p>3.2. Managing social media accounts</p> <p>3.3.Emails send and received</p> <p>3.4.Emails printing</p> <p>3.5.Virtual meetings tools</p> <p>3.1.1 Google Meet</p> <p>3.1.2 Microsoft outlook (Teams)</p> <p>3.1.3 Zoom</p> <p>3.1.4 Skype</p> <p>3.6.Updating of Software</p> <p>3.1.1 Automatic updates</p> <p>3.1.2 Manual updates</p> <p>3.7.Cloud computing skills</p> <p>3.8.Content search on the internet</p> <p>3.8.1 Websites</p> <p>3.8.2 News articles</p> <p>3.8.3 Pictures</p> <p>3.8.4 Videos</p> <p>3.8.5 Use specific search terms</p> <p>3.8.6 Use quotation marks</p> <p>3.8.7 Use natural language</p>	
3. Apply word processing skills	<p>4.1 Elements of Word processor Window</p> <p>4.1.1 Title bar.</p> <p>4.1.2 Menu Bar.</p> <p>4.1.3 Toolbars.</p> <p>4.1.4 Workspace, etc</p> <p>4.2 Open a new document in a word processor</p> <p>4.3 Launch of Microsoft word processor</p> <p>4.4 Keyboarding Techniques</p> <p>4.1.1 Hand position</p> <p>4.1.2 keyboard.</p>	<ul style="list-style-type: none"> • Practical assessments • Projects • Third party reports • Written tests / assessments • Oral questions • Portfolio of evidences

	<p>4.1.3 Feet position:</p> <p>4.1.4 Eyes, etc</p> <p>4.5 Word processor's main features</p> <p>4.5.1 Text editing</p> <p>4.5.2 Formatting</p> <p>4.5.3 Spell check and grammar check</p> <p>4.5.4 Page layout</p> <p>4.5.5 Document formatting styles</p> <p>4.5.6 Foot notes and end notes, etc</p> <p>4.6 Document printing</p>	
4. Apply presentation skills	<p>5.1 Presentation slide requirements</p> <p>5.1.1 Font</p> <p>5.1.2 Font size</p> <p>5.1.3 Color</p> <p>5.1.4 Text</p> <p>5.1 Design theme and slide layout selection</p> <p>5.1.1 Apply a theme to an existing slide</p> <p>5.1.2 Apply a layout to a new slide</p> <p>5.1.3 Customize a slide layout</p> <p>5.1.4 Reset a layout, etc</p> <p>5.2 Preparing a work-related presentation:</p> <p>5.2.1 Know your audience</p> <p>5.2.2 Prepare thoroughly</p> <p>5.2.3 Anticipate questions</p> <p>5.2.4 Prepare and relax, etc</p> <p>5.3 Manipulating presentations of work-related presentations</p> <p>5.3.1 Playing on emotions</p> <p>5.3.2 Using negative emotions</p> <p>5.3.3 Dictating terms</p> <p>5.3.4 Presenting biased information</p> <p>5.4 Presentation slides printing</p>	<ul style="list-style-type: none"> • Practical assessments • Projects • Third party reports • Written tests / assessments • Oral questions • Portfolio of evidences

<p>5. Apply spreadsheet manipulation skills</p>	<p>6.1.Spreadsheet window elements</p> <p>6.1.1 Name box</p> <p>6.1.2 Ribbon</p> <p>6.1.3 Sheet tabs</p> <p>6.1.4 Row headings</p> <p>6.1.5 Calculated items, etc</p> <p>6.2.New workbook opening</p> <p>6.3.Spreadsheet features</p> <p>6.3.1 Formulas and functions</p> <p>6.3.2 Worksheet</p> <p>6.3.3 Workbook</p> <p>6.3.4 Cell etc</p> <p>6.4.Keyboard techniques</p> <p>6.1.1 Posture</p> <p>6.1.2 Hand position</p> <p>6.1.3 Thumb position</p> <p>6.1.4 Shift key</p> <p>6.1.5 Eyes</p> <p>6.5. Formulae and functions</p> <p>6.5.1 Select a cell</p> <p>6.5.2 Start the formula</p> <p>6.5.3 Add a function</p> <p>6.5.4 Complete the formula</p> <p>6.5.5 Press Enter:</p> <p>6.6. Presenting tables and charts:</p> <p>6.1.1 Label tables</p> <p>6.1.2 Center tables</p> <p>6.1.3 Include a title</p> <p>6.1.4 Identify axes, etc</p> <p>6.2 Printing of a worksheet</p>	<ul style="list-style-type: none"> • Practical assessments • Projects • Third party reports • Written tests / assessments • Oral questions • Portfolio of evidences
<p>6. Apply</p>	<p>7.1 Accounting software concepts</p>	<ul style="list-style-type: none"> • Practical assessments

Accounting Software skills	<p>7.2 Accounting Software Installation</p> <p>7.3 Accounting software features</p> <p>7.3.1 General ledger</p> <p>7.3.2 Accounts payable (AP)</p> <p>7.3.3 Accounts receivable (AR)</p> <p>7.3.4 Invoicing and billing</p> <p>7.3.5 Bank reconciliation</p> <p>7.3.6 Financial reporting</p> <p>7.4 Accounting software functions</p> <p>7.4.1 Recording transactions</p> <p>7.4.2 General ledger management</p> <p>7.4.3 Bank reconciliation</p> <p>7.4.4 Invoicing and billing</p> <p>7.4.5 Payroll processing</p> <p>7.4.6 Tax calculation and filing</p>	<ul style="list-style-type: none"> • Projects • Third party reports • Written tests / assessments • Oral questions • Portfolio of evidences
7. Apply Database Management Software	<p>8.1 Concepts of database management systems</p> <p>8.1.1 Relational database</p> <p>8.1.2 Relational database management system (RDBMS)</p> <p>8.1.3 E. F. Codd: Proposed the relational model of data in 1970.</p> <p>8.1.4 Hierarchical DBMS, etc</p> <p>8.2 Installation of relational database</p> <p>8.3 Components of a relational database basic environment</p> <p>8.4 Functions of a relational database management system</p> <p>8.4.1 Data storage</p> <p>8.4.2 Data retrieval</p> <p>8.4.3 Data manipulation, etc</p> <p>8.5 Open of a new database in Microsoft Access</p> <p>8.6 Relational database objects</p>	<ul style="list-style-type: none"> • Practical assessments • Projects • Third party reports • Written tests / assessments • Oral questions • Portfolio of evidences

	<p>8.7 Relational database objects of tables, queries, relationships, and reports application</p> <p>8.7.1 Relational database management system (RDBMS)</p> <p>8.7.2 Relational database (RDB)</p> <p>8.7.3 Relational DBMS model, etc</p> <p>8.8 Forms and reports printing</p>	
<p>8. Apply desktop publishing skills</p>	<p>9.1 Differences between word processors and desktop publishing software</p> <p>9.1.1 Document type</p> <p>9.1.2 Level of control</p> <p>9.1.3 Focus</p> <p>9.2 Impact of using DTP in a modern office</p> <p>9.3 Types of publication</p> <p>9.3.1 Journal articles.</p> <p>9.3.2 Books.</p> <p>9.3.3 Encyclopedias.</p> <p>9.3.4 Handbooks, etc.</p> <p>9.4 Principles of standard page layout and text properties</p> <p>9.5 Page size, orientation, and margins setting</p> <p>9.5.1 Microsoft Word</p> <p>9.5.2 Microsoft Publisher</p> <p>9.5.3 Apple Pages</p> <p>9.6 Text Frames Creation</p> <p>9.6.1 InDesign</p> <p>9.6.2 Publisher.</p> <p>9.6.3 Things to know about text frames in DTP</p> <p>9.6.4 Shapes</p> <p>9.6.5 Linking</p> <p>9.6.6 WYSIWYG</p>	<ul style="list-style-type: none"> • Practical assessments • Projects • Third party reports • Written tests / assessments • Oral questions • Portfolio of evidences

	<p>9.6.7 Flexibility</p> <p>9.7. Text and images are manipulated</p> <p>9.7.1 Balance tones</p> <p>9.7.2 Use white space</p> <p>9.7.3 Use white space to separate unrelated information.</p>	
<p>9. Apply basic computer networking skills</p>	<p>10.1. Advantages of Computer Networking</p> <p>10.2. Types of Computer Networks</p> <p>10.2.1 Local Area Networks</p> <p>10.2.2 Wide Area Networks</p> <p>10.2.3 Metropolitan Area Networks</p> <p>10.2.4 Extranet</p> <p>10.2.5 Wireless local area network (WLAN), etc.</p> <p>10.3 Communication media and transmission media Identification.</p> <p>10.3.1 Mobile telecommunication generations</p> <p>10.3.2 Transmission media</p> <p>10.3.3 Transmission mediums.</p> <p>10.4 Simple local area network configuration</p> <p>10.4.1 Wired LAN</p> <p>10.4.2 Wireless LAN (WLAN)</p> <p>10.4.3 Virtual LAN (VLAN)</p>	<ul style="list-style-type: none"> • Practical assessments • Projects • Third party reports • Written tests / assessments • Oral questions • Portfolio of evidences

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	<ul style="list-style-type: none"> • 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:	<ul style="list-style-type: none"> •Windows/Linux/Macintosh Operating System •Microsoft Office Software •Google Workspace Account 	1	1:1

		Antivirus Software		
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

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.	<ul style="list-style-type: none"> • Practical assessments • Projects • Third party reports • Written tests / assessments • Oral questions • Portfolio of evidences
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	<ul style="list-style-type: none"> • Practical assessments • Projects • Third party reports • Written tests / assessments • Oral questions • Portfolio of evidences

Learning Outcome	Content	Suggested Assessment Methods
	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	
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 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	<ul style="list-style-type: none"> • Practical assessments • Projects • Third party reports • Written tests / assessments • Oral questions • Portfolio of evidences

Learning Outcome	Content	Suggested Assessment Methods
	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 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	<ul style="list-style-type: none"> • Practical assessments • Projects • Third party reports • Written tests / assessments • Oral questions • Portfolio of evidences

Learning Outcome	Content	Suggested Assessment Methods
	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. 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	<ul style="list-style-type: none"> • Practical assessments • Projects • Third party reports • Written tests / assessments • Oral questions • Portfolio of evidences

Learning Outcome	Content	Suggested Assessment Methods
	process 5.5.2 Prospecting and 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 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	<ul style="list-style-type: none"> • Practical assessments • Projects • Third party reports • Written tests / assessments • Oral questions • Portfolio of evidences

Learning Outcome	Content	Suggested Assessment Methods
	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	<ul style="list-style-type: none"> • 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/04/5/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	<ul style="list-style-type: none"> • 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 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	<ul style="list-style-type: none"> • Project • Written assessment • Oral assessment • Third party report

Learning Outcome	Content	Suggested Assessment Methods
	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	<ul style="list-style-type: none"> • 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	<ul style="list-style-type: none"> • 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	<ul style="list-style-type: none"> • Project • Written assessment • Oral assessment • Third party report
6. Develop Business Plan	1.1 Business description 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	<ul style="list-style-type: none"> • Written 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	<ul style="list-style-type: none"> • 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
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

References

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- 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

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	1.1 Office policy manuals on safeguarding	• Practical

Learning Outcome	Content	Suggested Assessment Methods
records	<p>office records</p> <p>1.1.1 Importance of office policy manuals on safeguarding office records</p> <p>1.1.2 Types of office records</p> <p>1.1.2.1 Confidential records</p> <p>1.1.2.2 Public records</p> <p>1.1.3 Back-up and disaster recovery</p> <p>1.2 Office records inventory</p> <p>1.2.1 Record identification</p> <p>1.2.2 Record title / description,</p> <p>1.2.3 Record location</p> <p>1.2.4 Date of record creation</p> <p>1.2.5 Record format (physical or digital), Record owner</p> <p>1.2.6 Record retention</p> <p>1.3 Office records movement</p> <p>1.3.1 Purpose</p> <p>1.3.2 Methods</p> <p>1.3.3 Borrowing and returning records</p> <p>1.4 Document follow-up</p> <p>1.5 Official records access control</p> <p>1.6 Control measures of office records upgrade</p>	<p>assessments</p> <ul style="list-style-type: none"> • Projects • Third party reports • Written tests / assessments • Oral questions • Portfolio of evidences
2. Safeguard office e-data and information	<p>2.1 Office data and information receipt</p> <p>2.1.1 Types of office e-data</p> <p>2.1.1.1 Emails</p> <p>2.1.1.2 E-forms</p> <p>2.1.2 Channels for receiving data</p>	<ul style="list-style-type: none"> • Practical assessments • Projects • Third party reports

Learning Outcome	Content	Suggested Assessment Methods
	<p>2.2 Office data and information classification</p> <p>2.3 Digital records passwords</p> <p>2.4 Access to data and information control</p> <p>2.5 Confidentiality of data and information maintenance</p> <p>2.5.1 Types of data requiring confidentiality measures in an organization.</p> <p>2.6 Integrity of data and information maintenance</p> <p>2.6.1 Importance of integrity of e-data and information in organization.</p> <p>2.6.2 Principles of data integrity in an organization</p> <p>2.6.3 Threats to e-data integrity in an organization i.e human errors, malware and cyber-attacks, data corruption</p> <p>2.6.4 Strategies to mitigate threats to e-data integrity in an organization.</p> <p>2.7 Ethical issues on confidentiality maintenance</p> <p>2.7.1 Importance of ethics in e-data management with regard to confidentiality.</p> <p>2.7.2 Ethical foundations of confidentiality in e-data</p>	<ul style="list-style-type: none"> • Written tests / assessments • Oral questions • Portfolio of evidences •

Learning Outcome	Content	Suggested Assessment Methods
	<p>management.</p> <p>2.7.3 Differentiate between privacy and confidentiality and their moral importance.</p> <p>2.7.4 Ethical data practices to proactively protect confidentiality</p> <p>2.8 Disposal of confidential documents</p> <p>2.8.1 Emptying of the recycle bin</p> <p>2.8.2 Clearing history e.g. cookies</p> <p>2.8.3 Changing passwords</p> <p>2.8.4 Signing out social platforms</p> <p>2.8.5 Shredding physical documents and using secure file deletion methods for digital files</p>	
3. Safeguard office equipment	<p>3.2 Office equipment inventory maintenance</p> <p>3.2.1 Furniture</p> <p>3.2.2 Computers and peripherals</p> <p>3.2.3 Communication equipment</p> <p>3.2.4 Security equipment</p> <p>3.2.5 Office appliances</p> <p>3.3 Office equipment manuals</p> <p>3.3.1 Types</p> <p>3.3.2 User manuals</p> <p>3.3.3 Service guides</p> <p>3.4 Office equipment access control</p> <p>3.5 Office equipment uses control.</p> <p>3.6 Office equipment maintenance</p>	<ul style="list-style-type: none"> • Practical assessments • Projects • Third party reports • Written tests / assessments • Oral questions • Portfolio of evidences

Learning Outcome	Content	Suggested Assessment Methods
4. Control office access	<p>4.1 Office access risks</p> <p>4.1.1 Unauthorized physical access</p> <p>4.1.2 Tailgating</p> <p>4.1.3 Social engineering</p> <p>4.1.4 Weak physical security control</p> <p>4.1.5 Lost or stolen access credentials</p> <p>4.2 Office access control measures</p> <p>4.1.1 High-quality locks</p> <p>4.1.2 Numbered or coded keys</p> <p>4.1.3 Access cards or badges</p> <p>4.1.4 Biometric systems e.g. fingerprints, etc</p> <p>4.3 Office access control measures auditing</p> <p>4.3.1 Types of office access control systems to audit</p> <p>4.3.1.1 Physical access control systems keycards, biometric scanners, security personnel Logical Access Control, Remote Access Systems, Visitor Management Systems etc.</p> <p>4.3.1.2 Tools and techniques for auditing</p> <p>4.4 Office access corrective measures</p>	<ul style="list-style-type: none"> • Practical assessments • Projects • Third party reports • Written tests / assessments • Oral questions • Portfolio of evidences
5. Report security incidences	<p>5.1 Security incidents recording</p> <p>5.2 Analyzing Security incidents</p> <p>5.2.1 Categorization.</p> <p>5.2.2 Frequency and time analysis</p> <p>5.2.3 Location analysis</p> <p>5.2.4 Root cause analysis</p>	<ul style="list-style-type: none"> • Practical assessments • Projects • Third party reports • Written tests /

Learning Outcome	Content	Suggested Assessment Methods
	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	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	<ul style="list-style-type: none"> • 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
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	<ul style="list-style-type: none"> • 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 2.3.2 Morning shifts 2.3.3 Afternoon shifts	<ul style="list-style-type: none"> • Practical assessments • Projects • Third party

Learning Outcome	Content	Suggested Assessment Methods
	<p>2.3.4 Shift rotation</p> <p>2.3.5 Part-time shifts</p> <p>2.3.6 Compressed worksheets</p> <p>2.3.7 Overtime shifts.</p> <p>2.4 Office work tools identification</p> <p>2.4.1 Ways of identifying office work tools</p> <p>2.4.2 Assess organizational needs</p> <p>2.4.3 Categorize required tools</p> <p>2.4.4 Evaluate existing tools</p> <p>2.4.5 Research new tools</p> <p>2.4.5.1 Market research</p> <p>2.4.5.2 Vendor demos</p> <p>2.5 Office work distribution</p> <p>2.5.1 Approaches to carrying out office work distribution</p> <p>2.5.2 Assess workload</p> <p>2.5.3 Understand team strengths</p> <p>2.5.4 Create a distribution plan</p> <p>2.5.5 Set clear expectations</p>	<p>reports</p> <ul style="list-style-type: none"> • Written tests / assessments • Oral questions • Portfolio of evidences
3. Supervise office workflow	<p>3.1 Office workflow</p> <p>3.1.1 Task identification</p> <p>3.1.2 Task assignment</p> <p>3.1.3 Prioritization</p> <p>3.1.4 Planning</p> <p>3.1.5 Communication</p> <p>3.1.6 Execution</p> <p>3.2 Responsibilities assigning</p> <p>3.2.1 Assess skills and interests</p> <p>3.2.2 Define clear responsibilities</p>	<ul style="list-style-type: none"> • Practical assessments • Projects • Third party reports • Written tests / assessments • Oral questions • Portfolio of evidences

Learning Outcome	Content	Suggested Assessment Methods
	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	
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 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	<ul style="list-style-type: none"> • Practical assessments • Projects • Third party reports • Written tests / assessments • Oral questions • Portfolio of evidences

Learning Outcome	Content	Suggested Assessment Methods
	<p>4.3.2 Discussing the progress, challenges etc.</p> <p>4.3.3 Identifying opportunities to incorporate mentoring discussions and learning experiences</p> <p>4.3.4 Exercising active listening and constructive feedback, etc.</p> <p>4.4 Unsurpassed practices after benchmarking</p> <p>4.5 Monitoring and evaluation of junior staff mentorship</p> <p>4.6 Report on junior staff mentorship program</p>	
5. Appraise junior staff	<p>1.1 Junior staff performance timeline</p> <p>1.1.1 Components of performance timeline</p> <p>1.1.1.1 On-boarding phase (0 – 3 months)</p> <p>1.1.1.2 Orientation</p> <p>1.1.1.3 Goal setting</p> <p>1.1.1.4 Training</p> <p>1.1.2 Mid-year review (3 – 6 months)</p> <p>1.1.2.1 Performance check-in</p> <p>1.1.2.2 Feedback session</p> <p>1.1.2.3 Adjust goals</p> <p>1.1.3 Development activities (6 – 9 months)</p> <p>1.1.4 Annual performance review (9 – 12 months)</p> <p>1.1.5 Goal setting for next year (end of year)</p> <p>1.1.6 Implementation steps</p> <p>1.2 Goal setting</p> <p>1.2.1 Utilize the SMART criteria</p> <p>1.2.1.1 Specific</p> <p>1.2.1.2 Measurable</p>	<ul style="list-style-type: none"> • Practical assessments • Projects • Third party reports • Written tests / assessments • Oral questions • Portfolio of evidences

Learning Outcome	Content	Suggested Assessment Methods
	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	<ul style="list-style-type: none"> • 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.

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	<ul style="list-style-type: none"> • Practical assessments • Projects • Third party reports • Written tests / assessments

Learning Outcome	Content	Suggested Assessment Methods
	<p>1.1.3.4. Project managers</p> <p>1.1.4. Receiving notice instructions</p> <p>1.3 Meeting notice preparation</p> <p>1.2.1. Define the purpose of meeting</p> <p>1.2.2. Determine key details</p> <p>1.4 Invitation letter preparation</p> <p>1.3.1. Prepared and signed by secretary</p> <p>1.5 Agenda preparation</p> <p>1.4.1. Identify key topics to be discussed</p> <p>1.4.2. Prioritize items</p> <p>1.4.3. Allocate time for each topic</p> <p>1.4.4. Assign responsibilities</p> <p>1.4.5. Include opening and closing items</p> <p>1.4.6. Review and distribute</p> <p>1.6 Feedback</p> <p>1.5.1. Feedback includes</p> <p>1.5.2. Gathering feedback</p>	<ul style="list-style-type: none"> • Oral questions • Portfolio of evidences • Role play
2. Prepare meeting venue	<p>2.1 Meeting venue identification</p> <p>2.1.1. Capacity</p> <p>2.1.2. Location</p> <p>2.2 Meeting venue cleaning coordination</p> <p>2.3 Furniture for a meeting</p> <p>2.3.1. Types of furniture</p> <p>2.3.2. Seating arrangement</p> <p>2.4 Conducive environment provisions e.g. Lighting, Ventilation, Temperature, Safety and health regulations, Noise control, etc</p> <p>2.4.1. Importance of having a conducive meeting environment</p>	<p>7 Practical assessments</p> <p>8 Projects</p> <p>9 Third party reports</p> <p>10 Written tests / assessments</p> <p>11 Oral questions</p> <p>12 Portfolio of evidences</p>

Learning Outcome	Content	Suggested Assessment Methods
	<p>2.4.2. Aspects to consider when labeling a meeting venue</p> <p>2.5 Meeting venue labeling</p> <p>2.5.1. Importance of labeling meeting venue i.e accessibility, easy navigation, etc</p> <p>2.5.2. Procedure for labeling meeting venue</p> <p>2.6 Meeting venue instructions requirements</p> <p>2.6.1. Clarity and transparency i.e. proper communication</p> <p>2.6.2. Compliance and standardization</p> <p>2.6.3. Professionalism and accountability</p> <p>2.6.4. Sitting arrangement (protocol observation), etc.</p>	
3. Prepare reference materials	<p>3.1 List of participant's preparations</p> <p>3.1.1. Determine meeting purpose</p> <p>3.1.2. Identify key participants</p> <p>3.1.3. Collect names and details, etc</p> <p>3.2 Signed minutes</p> <p>3.2.1 Locate previous minutes</p> <p>3.2.2 Verify signatures</p> <p>3.2.3 Format the document</p> <p>3.2.4 Distribute minutes</p> <p>3.3 Copies of signed minutes preparation</p> <p>3.3.1. Prepare the document</p> <p>3.3.2. Format the minutes</p> <p>3.3.3. Create copies</p> <p>3.3.4. Circulation of copies of signed minutes</p> <p>3.4 Reference materials preparation</p>	<p>13 Practical assessments</p> <p>14 Projects</p> <p>15 Third party reports</p> <p>16 Written tests / assessments</p> <p>17 Oral questions</p> <p>18 Portfolio of evidences</p>

Learning Outcome	Content	Suggested Assessment Methods
	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 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	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
	<p>4.7 Registration of participants</p> <p>4.7.1. Steps to handle registration of participants in a meeting</p> <p>4.8 Meals and refreshments service</p> <p>4.8.1. What to consider when serving meals and refreshments in a meeting</p> <p>4.8.2. Plan the menu</p> <p>4.8.3. Choose service style</p> <p>4.8.4. Coordinate with catering</p> <p>4.8.5. Logistics and setup</p> <p>4.8.6. Designate a serving area</p> <p>4.8.7. Setup</p> <p>4.8.8. Timing</p> <p>4.8.9. Communication</p> <p>4.8.10. Follow-up</p>	
5 Take meeting minutes	<p>5.1 Meeting reference materials</p> <p>5.1.1 What to consider when obtaining meeting reference materials</p> <p>5.1.2 Identify required materials</p> <p>5.1.3 Coordinate with participants</p> <p>5.1.4 Utilize collaborative tools</p> <p>5.1.5 Distribute materials etc.</p> <p>5.2 Attendance status recording</p> <p>5.2.1. Methods for recording attendance</p> <p>5.3 Meeting proceedings</p> <p>5.3.1 Types of meeting proceedings</p> <p>5.3.2 Steps to consider to effectively record meeting proceedings</p>	<p>25 Practical assessments</p> <p>26 Projects</p> <p>27 Third party reports</p> <p>28 Written tests / assessments</p> <p>29 Oral questions</p> <p>30 Portfolio of evidences</p>

Learning Outcome	Content	Suggested Assessment Methods
	<p>5.4 Meeting resolutions confirmation</p> <p>5.4.1 Steps to follow when confirming passed resolutions in a meeting</p> <p>5.5 Reports, notes and reference materials gathering</p> <p>5.5.1 Guidelines to gather reference materials after the meeting</p>	
6 Clear meeting venue	<p>6.1 Meeting materials sorting</p> <p>6.1.1 What to consider when sorting meeting materials basing on confidentiality</p> <p>6.2 Filing loose documents</p> <p>6.2.1 Steps to consider when filing loose documents</p> <p>6.3 Meeting equipment collection and storing</p> <p>6.3.1 Checklist for collecting meeting materials</p> <p>6.3.2 Tips for organizing and storing meeting equipment</p> <p>6.2. Hospitality services equipment and materials clearing</p> <p>6.2.1. Step-by-step guide to clearing hospitality services equipment and materials</p> <p>6.3. Waste materials disposal</p> <p>6.3.1. Guideline for disposing of waste materials according to OSHA</p> <p>6.4. Meeting venue cleaning and locking</p> <p>6.4.1. Guidelines to cleaning the meeting venue after the meeting</p> <p>6.4.2. Steps to follow to ensure the meeting venue is locked after the meeting</p>	<ul style="list-style-type: none"> • Practical assessments • Projects • Third party reports • Written tests / assessments • Oral questions • Portfolio of evidences

Learning Outcome	Content	Suggested Assessment Methods
7. Prepare meeting minutes	<p>7.1. Meeting minutes reviewing</p> <p>7.1.1. Steps to follow in reviewing meeting minutes after the meeting</p> <p>7.2. Meeting minutes' comparison</p> <p>7.2.1 What to consider when comparing meeting minutes with committee executives</p> <p>7.2.1.1. Confirm attendance</p> <p>7.2.1.2. Review decisions and actions</p> <p>7.2.1.3. Verify key discussions</p> <p>7.2.1.4. Cross-check dates and deadlines</p> <p>7.2.1.5. Highlight differences</p> <p>7.2.1.6. Solicit feedback</p> <p>7.2.1.7. Final review</p> <p>7.2.1.8. Typing minutes of the meeting.</p> <p>7.3 Procedure for typing the minutes</p> <p>7.3.1 Title of the meeting</p> <p>7.3.2 Attendees</p> <p>7.3.3 Absent</p> <p>7.3.4 Call to order</p> <p>7.3.5 Approval of previous minutes</p> <p>7.3.6 Agenda items, etc</p> <p>7.4 Meeting minutes proofreading</p> <p>7.4.1 Steps to proofread meeting minutes</p> <p>7.2. Minutes draft production and sharing</p>	<ul style="list-style-type: none"> • Practical assessments • Projects • Third party reports • Written tests / assessments • Oral questions • Portfolio of evidences

Learning Outcome	Content	Suggested Assessment Methods
	<p>7.5.1. Reasons for producing minutes' draft and sharing with chairperson</p> <p>7.3. Chairperson's comments</p> <p>7.6.1. Steps chairpersons follow to incorporate comments into the minutes</p> <p>7.4. Signing and circulating minutes</p> <p>7.1.1. Reasons why minutes are signed</p> <p>7.1.2. Steps to follow to circulate minutes to members</p> <p>7.5. Signed minutes filing</p> <p>7.8.1. Steps for filing a copy of minutes</p> <p>7.8.2. Reasons for filing a copy of minutes</p> <p>7.6. Action plan preparation</p> <p>7.9.1. Approach towards preparing action plan based on meeting minutes</p> <p>7.9.2. Review the minutes</p> <p>7.9.3. Outline the action plan</p> <p>7.9.4. Detail the steps</p> <p>7.9.5. Format the action plan</p> <p>7.9.6. Review and finalize</p> <p>7.9.7. Monitor the progress</p> <p>7.9.8. Document and share</p> <p>7.9.9. Distribute the plan</p> <p>7.9.10. File for future reference</p>	
8. Organize virtual meeting	<p>8.2. Social platforms for virtual meetings</p> <p>8.2.1. Conference calls, etc.</p> <p>8.2.2. Steps in creating social platforms for virtual meeting</p>	<ul style="list-style-type: none"> • Practical assessments • Projects

Learning Outcome	Content	Suggested Assessment Methods
	<p>8.3. Invitations for virtual meetings</p> <p>8.2.1. Procedure for sending invitations with notice for virtual meeting</p> <p>8.4. Link and login credential sharing</p> <p>8.3.1. Determine meeting details</p> <p>8.3.2. Procedure for sharing meeting link and login credentials</p> <p>8.4. Meeting agenda sharing</p> <p>8.4.1. Create the agenda</p> <p>8.4.2. Format the agenda</p> <p>8.4.3. Draft the communication</p> <p>8.4.4. Include guidelines</p> <p>8.4.5. Send the agenda</p> <p>8.5. Meeting attendance confirmation</p> <p>8.5.1. Pop-ups</p> <p>8.5.2. Confirmation links</p> <p>8.5.3. Chat box, etc.</p> <p>8.5.4. Guidelines for virtual meeting attendance confirmation</p> <p>8.6. Meeting reminders</p> <p>8.6.1. Importance of sending reminder for virtual meetings</p> <p>8.7. Participants logging in</p> <p>8.7.1. Set up the meeting</p> <p>8.7.2. Prepare a participant list</p> <p>8.7.3. Use platform's features</p> <p>8.7.4. Manually track attendance</p> <p>8.7.5. Utilize attendance reports</p> <p>8.7.6. Follow-up</p>	<ul style="list-style-type: none"> • Third party reports • Written tests assessments • Oral questions • Portfolio of evidences

Learning Outcome	Content	Suggested Assessment Methods
	<p>8.8. Virtual meeting etiquette e.g. Mute audio, Raise hands, Video chats, Appreciation features, etc.</p> <p>8.8.1. Importance of virtual meeting etiquette</p>	

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
<ul style="list-style-type: none"> • 1 Desktop computers and accessories 	Scheduling tools – appointment book
<ul style="list-style-type: none"> • Internet connection 	Flip charts
<ul style="list-style-type: none"> • 1 Projector 	2 packets of assorted colors of whiteboard marker pens
<ul style="list-style-type: none"> • 5 Printers 	Writing materials
<ul style="list-style-type: none"> • 1 Whiteboard 	Printing papers
<ul style="list-style-type: none"> • Mobile phones 	Reception desk
<ul style="list-style-type: none"> • 1 switchboard 	
<ul style="list-style-type: none"> • 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			
22.	Charts	<ul style="list-style-type: none"> • Flip Charts • Rules and Regulations 	5	1:5
23.	CCTV Camera		1	1:25
B	Learning Facilities & Infrastructure			
24.	Lecture/Theory Room	(9* 8 sq. metres)	1	1:25
25.	Meeting room		1	1:25
26.	Conference chairs		25	1:1
27.	Conference tables		5	1:5

28.	Internet Connection	WI-FI, Dial-Up, Cable, Fixed-wireless,	1	1:25
C	Consumable Materials			
29.	Markers	whiteboard markers and permanent markers	5	1:5
30.	Stationery	Printing Papers, and Exercise Books Sizes A4, A3, A2 etc	5 reams	1:5
31.	Files / folders		25	1:1
D	Tools And Equipment			
32.	Computers/Laptops	Any model	5	1:5
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.	Suggestion box		1	1:25
38.	Smart phones		5	1:5
39.	Scanner		1	1:25
40.	Shredding machine		1	1:25

References

- Books from business authors
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- Industry/workplace codes of practice
- Customer requirements

- Marketing needs report
- Occupational standards