

**REPUBLIC OF KENYA**

**COMPETENCY-BASED MODULAR CURRICULUM**

**FOR**

**OFFICE ASSISTANCE**

**LEVEL 4**

**PROGRAM CODE:** **04150554A**

**©2025**

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

**………………………………….**

**P.O. Box …….**

**……………**

**Email:** ………..

**FOREWORD**

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

Reforms in the education sector are necessary to achieve Kenya Vision 2030 and meet the provisions of the Constitution of Kenya 2010. The education sector had to be aligned to the Constitution, and this resulted in the formulation of the Policy Framework for Reforming Education and Training in Kenya (Sessional Paper No. 14 of 2012). A key feature of this policy is the radical change in the design and delivery of TVET training. This policy document requires that training in TVET be competency-based, curriculum development be industry-led, certification be based on demonstration of competence, and the mode of delivery allow for multiple entry and exit in TVET programmes.

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

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

**PRINCIPAL SECRETARY**

**STATE DEPARTMENT FOR TVET**

**MINISTRY OF EDUCATION**

**PREFACE**

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

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

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

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

**CHAIRPERSON OF COUNCIL**

**(QAI)**

**ACKNOWLEDGEMENT**

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

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

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

**COUNCIL SECRETARY**

**TABLE OF CONTENTS**

[FOREWORD i](#_Toc197101519)

[ACKNOWLEDGEMENT iv](#_Toc197101520)

[ABBREVIATIONS AND ACRONYMS vi](#_Toc197101521)

[COURSE OVERVIEW vii](#_Toc197101522)

[MODULE ONE 1](#_Toc197101523)

[**OFFICE CORRESPONDENCE** 2](#_Toc197101524)

[**OFFICE ERRANDS** 9](#_Toc197101525)

[MANAGE CUSTOMER CARE RELATIONS 13](#_Toc197101526)

[INTRODUCTION TO SHORTHAND SKILLS 1 30](#_Toc197101527)

[INTRODUCTION TO OFFICE DOCUMENTS PROCESSING 1 34](#_Toc197101528)

[MODULE TWO 42](#_Toc197101529)

[OFFICE PAPER RECORDS 43](#_Toc197101530)

[COORDINATE OFFICE REPAIRS AND MAINTENANCE 48](#_Toc197101531)

[INTRODUCTION TO SHORTHAND SKILLS 2 53](#_Toc197101532)

[INTRODUCTION TO OFFICE DOCUMENTS PROCESSING 2 59](#_Toc197101533)

[BUSINESS COMMUNICATION 64](#_Toc197101534)

[MANAGE TELEPHONE CALL 70](#_Toc197101535)

# ABBREVIATIONS AND ACRONYMS

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

|  |  |
| --- | --- |
| **CPU** | Central Processing Unit |
| **ICT** | Information Communication Technology |
| **KCPE** | Kenya Certificate of Primary Education |
| **KCSE** | Kenya Certificate of secondary Education |
| **KNQA** | Kenya National Qualifications Authority |
| **PC** | Personal Computer |
| **PPE** | Personal Protective Equipment |
| **SOPs** | Standard Operating Procedures |
| **SSAC** | Sector Skills Advisory Committee |
| **TVET** | Technical and Vocational Education and Training |

# COURSE OVERVIEW

Office Assistance Level 4 qualification consists of competencies that an individual must have to offer office assistance services. It comprises of Office Correspondence, Office Errands, Customer Care Duties, Introduction to Shorthand Skills 1, Introduction to Process Office Documents 1, Office Paper Records, Office Repairs and Maintenance, Introduction to Shorthand Skills 2, Introduction to Process Office Documents 2, Undertake Business Communication and Managing Telephone Calls

Office Assistance Level 4 Qualification include the following core units:

|  |  |  |
| --- | --- | --- |
| **MODULE ONE** | | |
| **UNIT CODE** | **UNIT NAME** | **DURATION**  **(Hours)** |
| 0415 351 09A | Office correspondence | 80 |
| 0415 351 10A | Office errands | 40 |
| 0415 351 11A | Customer care duties | 80 |
| 0415 351 12A | Introduction to shorthand skills 1 | 80 |
| 0415 351 13A | Introduction to process office documents 1 | 80 |
| Sub totals | | 360 |
| **Module two** | | |
| 0415 351 14A | Office paper records | 40 |
| 0415 351 15A | Office facilities  And maintenance | 35 |
| 0415 351 16A | Introduction to shorthand skills 2 | 80 |
| 0415 451 10A | Introduction to process office documents 2 | 80 |
| 0413 351 03A | business communication | 80 |
| 0415 351 18A | telephone calls | 50 |
|  | SUB-TOTAL | 365 |
|  | INDUSTRIAL TRAINING | 320 |
|  | GRAND- TOTAL | 1045 |

**Units of Learning**

The total duration of the course is 1045 hours.

**Entry Requirements**

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

1. Kenya Certificate of Secondary Education (KCSE)

or

1. Equivalent qualifications as determined by TVETA.

**Trainer Qualification**

Qualifications of a trainer for this course include:

1. Level 5 certificate in Office Administration or in a related field
2. License by TVETA.

**ASSESSMENT AND CERTIFICATION**

**Industry Training**

An individual enrolled in this course will be required to undergo Industry training for a minimum period of 320 hours in sector office administration. The industrial training may be taken after completion of all units for those pursuing the full qualification or be distributed equally in each unit for those pursuing part qualification. In the case of dual training model, industrial training shall be as guided by the dual training policy.

**Assessment for level 3 and 4**

The course shall be assessed formatively and summatively:

1. During formative assessment all performance criteria shall be assessed based on performance criteria weighting.
2. Number of formative assessments shall minimally be equal to the number of elements in a unit of competency
3. Assessment of basic and common competencies shall be integrated in the core units
4. Theoretical assessment shall be integrated in practical assessment and conducted orally in both formative and summative assessments.
5. Theoretical and practical weighting for each unit of learning shall be as follows.
6. 10:90 for units in Module one, module two and module three
7. Formative and summative assessments shall be weighted at 60% and 40% respectively in the overall unit of learning score
8. 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 |

1. 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 assistance level 4, 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 ONE

## **OFFICE CORRESPONDENCE**

**UNIT CODE:** 0415 351 09A

**Relationship to Occupational Standards**

This unit addresses the Unit of Competency: Handle office correspondence

**Duration of Unit:** 80 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 (HOURS)** |
| 1 | Handle incoming mail | **18** |
| 2 | Handle outgoing mail | **27** |
| 3 | Handle electronic correspondence | **20** |
| 4 | Maintain mailroom equipment | **15** |
| **TOTAL 80HRS** | | |

**Learning Outcomes**

|  |  |  |
| --- | --- | --- |
| 1.Handle incoming mail | * 1. Incoming mails      1. Personal mail      2. Business mail, etc.         1. Procedure of opening incoming mail      3. Importance of sorting incoming mail   2. Incoming mail recording      1. Methods of recording incoming mail e.g. manual logs, digital (e-recording), creating a log/database for details such as date, sender, etc      2. Record remittances in a remittance log or database e.g. sender’s name, payment amount, payment method, etc.      3. Steps in manual recording of incoming mail      4. Prepare a mail log   3. Forwarding Incoming mail      1. Delivery to individual desks, department or relevant personnel      2. Methods of distribution e.g. internal mail delivery systems, inter office envelopes, electronic distribution, physical delivery, etc.      3. Mail forwarding, redirection or holding mail until individual returns      4. Lost or undelivered mail      5. Handling mail that requires attention of more than one officer      6. Content confidentiality and integrity in distributing office mail. | * Practical assessments * Projects * Third party reports * Written tests / assessments * Portfolio of evidences |
| 2.Handle outgoing mail | * 1. Outgoing mail      1. Types of outgoing mails         1. Registered         2. Recorded         3. Legal         4. General correspondence, etc.      2. Outgoing mails receiving and sorting. e.g.         1. Content categorization e.g. confidential, sensitive, legal, general correspondence, etc.,         2. Security and privacy – encryption requirements procedures, etc.   2. Outgoing mail recording      1. Mail register i.e. Components of mail register, Importance of mail register etc         1. Methods of recording outgoing mail e.g. manual logs, digital (e-recording)         2. Outgoing mail is recorded in delivery book or log book e.g. sender’s name, recipient name, date of mailing, etc.         3. Essential information to record         4. Steps in manual recording of outgoing mail         5. Steps in digital recording of outgoing mail         6. Send the mail         7. Monitor delivery and status         8. Archive and store the log         9. Regularly review and update the log      2. Importance of manual and digital recording e.g. Proof of mailing, tracking and accountability, etc      3. Challenges associated with various methods of recording outgoing mail   3. Mail envelope addressing      1. Importance addressing mail envelopes      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.      3. Return address      4. Proper format and spacing      5. International mail (follow specific postal guidelines for that country)      6. Special consideration e.g. special instructions, etc.   4. Postage stamps affixing      1. Procedure for affixing stamps      2. Postage metering      3. Purpose of postage stamps      4. Factors influencing postage rates      5. Postage stamps etiquette and best practices   5. Outgoing mail dispatch      1. Methods of dispatching outgoing mail         1. Email         2. Post office         3. Hand delivery         4. Courier services      2. Deadlines for submitting outgoing mail to ensure timely dispatch      3. Identify preferred means of mail dispatch e.g. mail carriers or couriers, etc.      4. Screening outgoing mail for security purposes | * Practical assessments * Projects * Third party reports * Written tests / assessments * Portfolio of evidences |
| 3.Handle electronic correspondence | * 1. Electronic correspondence      1. E-mail      2. Chat box      3. Electronic memos      4. Electronic reports, etc.      5. Importance of e-correspondence      6. Components of e-correspondence      7. Equipment used e-correspondence         1. Computers         2. Smartphones         3. Internal connection, etc      8. Drawbacks of e-correspondence      9. Etiquette of e-correspondence   2. E-correspondence acknowledgement   3. Electronic correspondence sharing      1. Methods of sharing e-correspondence      2. Factors to consider when sharing   e-correspondence   * + 1. Best practices for sharing   e-correspondence   * 1. Physical correspondence scanning      1. Incoming correspondence for   e-circulation   * + 1. Typeset correspondence for signatures, etc.     2. Importance of e-circulation.   1. Scanned correspondence sharing      1. Procedure of sharing the scanned document      2. Hard copies are scanned to convert them into e-correspondence | * Practical assessments * Projects * Third party reports * Written tests / assessments * Portfolio of evidences |
| 4.Maintain mail room equipment | 4.1 Malfunctioning/damaged/loss of mail room equipment reporting   * + 1. Procedure for identifying and documenting malfunctioning /damaged/loss of mail room equipment   1. Mailroom equipment      1. Franking machine      2. Letter opening machine      3. Letter sealing machine      4. Stapler, etc.      5. Role of the mailroom in an organization      6. Mail room equipment use control   2. Mail room equipment servicing record maintenance | * Practical assessments * Projects * Third party reports * Written tests / assessments * Portfolio of evidences |

**Suggested Methods of instruction**

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

**Recommended Resources for 25 trainees**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **S/No.** | **Category/Item** | **Description/ Specifications** | **Quantity** | **Recommended Ratio**  (Item: Trainee) |
| **A** | **Learning Materials** | | | |
|  | Weighing machine | Weighing machine | 5 | 1:5 |
|  | Envelope opener | Envelope opener | 25 | 1:1 |
|  | Paper shredder | Paper shredder | 5 | 1:5 |
|  | External Storage Media | Flash disks, Compact Disks; Re-Writable | 5 | 1:5 |
|  | Smart board (Where Applicable) | LCD or projector | 1 | 1:25 |
|  | 1. In -tray and Out-tray | In -tray and Out-tray | 4 | 1.1 |
| **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** | | | |
|  | Assorted Markers | whiteboard markers and permanent | 5 | 1:5 |
| 10. | Printing Papers | Sizes A4, A3, A2 etc | 5 reams | 1:5 |
| **D** | **Tools And Equipment** | | | |
|  | Computers/Laptops | Any model | 5 | 1:5 |
|  | Printer | Inkjet, LaserJet | 2 | 1:13 |
|  | Computers Software: | •Windows/Linux/Macintosh Operating System  •Microsoft Office Software  •Google Workspace Account  Antivirus Software | 1 | 1:25 |
|  | Whiteboard | Glass, melamine, porcelain | 1 | 1:25 |
|  | Mobile Phones | Smart phones | 5 | 1:5 |

## **OFFICE ERRANDS**

**UNIT CODE:** 0415 351 10A

**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, collecting organization’s documents, purchasing office supplies and 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 supply | 16 |
| 4 | Maintain evidence of deliveries and purchases done | 10 |
|  | | **TOTAL 40HRS** |

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

|  |  |  |
| --- | --- | --- |
| **Learning Outcome** | **Content** | **Suggested**  **Assessment**  **Methods** |
| 1. Deliver Office Documents | * 1. Standard operating procedures for handling office errands   2. Development of mail delivery plan   3. Mail handling procedures   4. Types of documents for delivery   5. Reading, using and following maps for direction   6. Channels of document delivery   7. Maintaining document delivery record   8. Tools and equipment used in delivery of documents | * Written tests * Observation * Oral questions * Interview * Third party report |
| 1. Collect office documents | * 1. Standard operating procedures for handling office errands   2. Development of mail collection plan   3. Types of document for collection   4. Channels of document collection   5. Maintaining document collection record   6. Tools and equipment used in collection of documents | * Written tests * Interview * Third party report |
| 1. Purchase Office   Supplies | * 1. Basic accounting principles   2. Identification of office requirement   3. Budgeting procedures   4. Developing office supplies budget   5. Handling petty cash   6. Basic principles and procedures of purchasing   7. Basic book keeping   8. Record keeping   9. Basic store keeping procedures   10. Development of store requisition schedule   11. Issuing of office supplies | * Written tests * Third party report |
| 1. Maintain evidence of deliveries and purchases | * 1. Standard operating procedures of maintaining evidence records   2. Maintaining a record of daily delivery   3. Types of evidence records   4. Surrendering of petty cash | * Written tests * Observation * Oral questioning * Interview * Third party report |

**Suggested Methods of instruction:**

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

**Recommended Resources for 25 trainees**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **S/No.** | **Category/Item** | **Description/ Specifications** | **Quantity** | **Recommended Ratio**  (Item: Trainee) |
| **A** | **Learning Materials** | | | |
|  | S12 &S13 forms | S12 &S13 forms | 25 | 1:5 |
|  | Delivery book | Delivery books | 5 | 1:1 |
|  | Petty cash books | Petty cash books | 5 | 1:5 |
|  | External Storage Media | Flash disks, Compact Disks; Re-Writable | 5 | 1:5 |
|  | Receipts books | Receipts books | 5 | 1:5 |
|  | In -tray and Out-tray | In -tray and Out-tray | 4 | 1.1 |
|  | Files | Files | 25 | 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** | | | |
|  | Assorted Markers | whiteboard markers and permanent | 5 | 1:5 |
| 10. | Printing Papers | Sizes A4, A3, A2 etc | 5 reams | 1:5 |
| **D** | **Tools And Equipment** | | | |
|  | Computers/Laptops | Any model | 5 | 1:5 |
|  | Printer | Inkjet, LaserJet | 2 | 1:13 |
|  | Computers Software: | •Windows/Linux/Macintosh Operating System  •Microsoft Office Software | 1 | 1:25 |
|  | Whiteboard | Glass, melamine, porcelain | 1 | 1:25 |
|  | Mobile Phones | Smart phones | 5 | 1:5 |

**CUSTOMER CARE RELATIONS**

**UNIT CODE:** **0415 351 11A**

**Relationship to Occupational Standards**

This unit addresses the Unit of Competency: Manage

Customer Care Relations

**Duration of Unit:** 80 hours

**Unit Description**

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

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

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

|  |  |  |
| --- | --- | --- |
| **Learning Outcome** | **Content** | **Assessment Methods** |
| **Maintain Office Etiquette** | 1.1 Demonstrate professional conduct  1.2 Manage time effectively  1.3 Exercise teamwork  1.4 Handle conflicts  1.5 Apply office technology  1.6 Update self-orientation | * Practical assessments * Projects * Third party reports * Written tests / assessments * Portfolio of evidences |
| **Maintain Office Reception Area** | 2.1 Organize reception area  2.2 Landscape reception area  2.3 Maintain physical environment  2.4 Maintain signage  2.5 Maintain reception equipment | * Practical assessments * Projects * Third party reports * Written tests / assessments * Portfolio of evidences |
| **Handle Organization Visitors** | Receive 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  3.9 Upgrade entertainment resources  3.10 Maintain reference materials  3.11 Record visitors’ feedback | * Practical assessments * Projects * Third party reports * Written tests / assessments * Portfolio of evidences |
| **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 | * 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 | * Practical assessments * Projects * Third party reports * Written tests / assessments * Oral questions * Portfolio of evidences |
| **Maintain Client Records** | 6.1 Create clients’ register  6.2 Record clients’ details  6.3 Create clients’ databank  6.4 Update clients’ records  6.5 Maintain clients’ records  6.6 Safeguard clients’ records | * Practical assessments * Projects * Third party reports * Written tests / assessments * Oral questions * Portfolio of evidences |

**Suggested Delivery Methods**

* Practical’s
* Projects
* Group discussions
* Field trips
* Visit organizations
* Demonstration
* Viewing videos

**List of Recommended Resources for 25 trainees**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **S/No.** | **Category/Item** | **Description/ Specifications** | **Quantity** | **Recommended Ratio**  (Item: Trainee) |
| **A** | **Learning Materials** | | | |
|  | Charts | * Flip Charts * Rules and Regulations | 5 | 1:5 |
|  | Video clips, Audio tapes | MP4, MP3 | 5 | 1:5 |
| **B** | **Learning Facilities & Infrastructure** | | | |
|  | Lecture/Theory Room | (9\* 8 sq. metres) | 1 | 1:25 |
|  | Internet Connection | WI-FI, Dial-Up, Cable, Fixed-wireless, | 1 | 1:25 |
|  | Keyboarding manual |  | 25 | 1:1 |
| **C** | **Consumable Materials** | | | |
|  | Markers | whiteboard markers and permanent markers | 5 | 1:5 |
|  | Stationery | Printing Papers, and Exercise Books Sizes A4, A3, A2 etc | 5 reams | 1:5 |
|  | Files / folders |  | 25 | 1:1 |
|  | Compact disks | Re-writable | 25 | 1:1 |
|  | Flash dis |  |  |  |
| **D** | **Tools And Equipment** | | | |
|  | Computers/Laptops | Any model | 25 | 1:1 |
|  | Projector | LED.LCD, Laser | 1 | 1:25 |
|  | Whiteboard | Glass, melamine, porcelain | 1 | 1:25 |
|  | Staplers |  | 2 | 1:13 |
|  | Paper punch |  | 2 | 1:13 |
|  | Metallic cabinet |  | 1 | 1:25 |
|  | Smart phones |  | 5 | 1:5 |
|  | Scanner |  | 2 | 1:13 |
|  | Photocopier |  | 1 | 1:25 |
|  | Print toners |  | 2 | 1:13 |
|  | 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 1

**UNITCODE:** 0415 351 12A

**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 Outcomes** | **Duration** |
|  | Consolidating shorthand and writing principles | 80 HRS |
| TOTAL | | 80 |

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

| **Learning Outcome** | **Content** | **Suggested Assessment Methods** |
| --- | --- | --- |
| 1. Consolidate shorthand and writing principles | * 1. Shorthand principles      1. Positioning      2. Penmanship e.g. dark strokes, light strokes, stroke direction, etc.   2. Shorthand symbols      1. Strokes/consonants      2. Outlines      3. Dots      4. Dashes      5. Syllables, etc.   3. Word lists, sentences, phrases, intersections, short forms drilling      1. Straight down strokes      2. Second-place dot vowels   4. Rules in shorthand dictation   5. Transcription skills in shorthand      1. Build strong symbol recognition      2. Transcribe immediately after dictation      3. Enhance your listening skills, etc | * Practical assessments * Projects * Third party reports * Written tests / assessments * Oral questions * Portfolio of evidences |

**Suggested Delivery Methods**

* Practical’s
* Projects
* Group discussions
* Field trips
* Visit organizations
* Demonstration
* Viewing videos

**List of Recommended Resources for 25 trainees**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **S/No.** | **Category/Item** | **Description/ Specifications** | **Quantity** | **Recommended Ratio**  (Item: Trainee) |
| **A** | **Learning Materials** | | | |
|  | Charts | * Flip Charts * Rules and Regulations | 5 | 1:5 |
|  | Video clips, Audio tapes | MP4, MP3 | 5 | 1:5 |
| **B** | **Learning Facilities & Infrastructure** | | | |
|  | Lecture/Theory Room | (9\* 8 sq. metres) | 1 | 1:25 |
|  | Internet Connection | WI-FI, Dial-Up, Cable, Fixed-wireless, | 1 | 1:25 |
|  | Keyboarding manual |  | 25 | 1:1 |
| **C** | **Consumable Materials** | | | |
|  | Markers | whiteboard markers and permanent markers | 5 | 1:5 |
|  | Stationery | Printing Papers, and Exercise Books Sizes A4, A3, A2 etc | 5 reams | 1:5 |
|  | Files / folders |  | 25 | 1:1 |
|  | Compact disks | Re-writable | 25 | 1:1 |
|  | Flash dis |  |  |  |
| **D** | **Tools And Equipment** | | | |
|  | Computers/Laptops | Any model | 25 | 1:1 |
|  | Projector | LED.LCD, Laser | 1 | 1:25 |
|  | Whiteboard | Glass, melamine, porcelain | 1 | 1:25 |
|  | Staplers |  | 2 | 1:13 |
|  | Paper punch |  | 2 | 1:13 |
|  | Metallic cabinet |  | 1 | 1:25 |
|  | Smart phones |  | 5 | 1:5 |
|  | Scanner |  | 2 | 1:13 |
|  | Photocopier |  | 1 | 1:25 |
|  | Print toners |  | 2 | 1:13 |
|  | 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 DOCUMENTS PROCESSING 1

**UNIT CODE:** 0415 351 13A

**Unit Duration: 80 Hours**

**Relationship to Occupational Standards**

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

**Unit Description**

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

**Summary of Learning Outcomes**

|  |  |  |
| --- | --- | --- |
| S/No | **Learning Outcomes** | **Duration** |
| 1 | Apply keyboard skills | 40 |
| 2 | Interpret office instructions | 40 |
|  | TOTAL | 80 |

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

| **Learning Outcome** | **Content** | **Suggested Assessment Methods** |
| --- | --- | --- |
| 1. Apply keyboard skills | * 1. QWERTY keyboard layout      1. Functional keys e.g. F1, F2, F3, etc.      2. Numerical keys e.g. 1, 2, 3, =,      3. Alphabetical keys e.g. ASDF      4. Navigation keys e.g. caps lock, shift key,   2. Proper posture and hand positioning      1. Injury prevention      2. Improved comfort and quality of life      3. Increased speed and accuracy      4. Reduced risk of back problems and neck pain, etc   3. Keyboard typing skills      1. Touch typing      2. Blind typing      3. Hand and peck typing, etc. | * Practical assessments * Projects * Third party reports * Written tests / assessments * Oral questions * Portfolio of evidences |
| 2. Interpret office instructions | * 1. Receiving office instructions      1. Font style e.g. Times New Roman, Calibri, etc.      2. Font size, e.g. 12, 14, 16, etc.      3. Style instructions e.g. shoulder headings, paragraph headings, hanging paragraphs, side headings, displaying and in setting numbered/bulleted items.   2. Office instructions recording      1. Defining the instructions – to determine the specific tasks and actions that need to be recorded e.g. document creation, editing formatting reviewing filing or sending.      2. Importance of recording office instructions.      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      4. Including all relevant details e.g. document format, required templates, naming conventions, etc.      5. Organizing instructions logically. i.e. following sequence in which the tasks need to be performed, etc.   3. Typing techniques application      1. Typing speed      2. Accuracy      3. Ergonomics      4. Keyboard shortcuts, etc.   4. Effecting office instructions      1. Purpose of effecting office instructions      2. Familiarizing oneself with the instructions to understand any specific requirements and guidelines mentioned.      3. Organize the documents      4. Verify document integrity – ensure documents are complete and in good condition      5. Follow the given formatting guidelines.      6. Proof read the document for accuracy      7. Process the documents – carry out the necessary actions as outlined in the instructions.      8. Maintain confidentiality – proper security measures are followed      9. Quality – conduct a quality check to ensure that all instructions given have been accurately followed.      10. Seek clarification needed if a part of the instructions is unclear      11. Document and report – keep a record of the processed documents. | * Practical assessments * Projects * Third party reports * Written tests / assessments * Oral questions * Portfolio of evidences |

**Suggested Delivery Methods**

* Practical’s
* Projects
* Group discussions
* Field trips
* Visit organizations
* Demonstration
* Viewing videos

**List of Recommended Resources for 25 trainees**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **S/No.** | **Category/Item** | **Description/ Specifications** | **Quantity** | **Recommended Ratio**  (Item: Trainee) |
| **A** | **Learning Materials** | | | |
|  | Charts | * Flip Charts * Rules and Regulations | 5 | 1:5 |
|  | Video clips, Audio tapes | MP4, MP3 | 5 | 1:5 |
| **B** | **Learning Facilities & Infrastructure** | | | |
|  | Lecture/Theory Room | (9\* 8 sq. metres) | 1 | 1:25 |
|  | Internet Connection | WI-FI, Dial-Up, Cable, Fixed-wireless, | 1 | 1:25 |
|  | Keyboarding manual |  | 25 | 1:1 |
| **C** | **Consumable Materials** | | | |
|  | Markers | whiteboard markers and permanent markers | 5 | 1:5 |
|  | Stationery | Printing Papers, and Exercise Books Sizes A4, A3, A2 etc | 5 reams | 1:5 |
|  | Files / folders |  | 25 | 1:1 |
|  | Compact disks | Re-writable | 25 | 1:1 |
|  | Flash dis |  |  |  |
| **D** | **Tools And Equipment** | | | |
|  | Computers/Laptops | Any model | 25 | 1:1 |
|  | Projector | LED.LCD, Laser | 1 | 1:25 |
|  | Whiteboard | Glass, melamine, porcelain | 1 | 1:25 |
|  | Staplers |  | 2 | 1:13 |
|  | Paper punch |  | 2 | 1:13 |
|  | Metallic cabinet |  | 1 | 1:25 |
|  | Smart phones |  | 5 | 1:5 |
|  | Scanner |  | 2 | 1:13 |
|  | Photocopier |  | 1 | 1:25 |
|  | Print toners |  | 2 | 1:13 |
|  | Shredding machine |  | 1 | 1:25 |

**References**

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

# MODULE TWO

## OFFICE PAPER RECORDS

**UNIT CODE:** 0415 351 14A

**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. Standard operating procedures for creating file   2. Types of files   3. File classification   4. Establishing a filing system Maintaining office paper record   5. File Coding   6. File indexing   7. File safety and security   8. Information security   9. Handling filled up files   10. File storage | * Written tests * Third party report |
| 1. Identify and retrieve files | * 1. Standard operating procedures for   2. retrieving files   3. Standard operating procedures for releasing files   4. File register   5. Cross referencing of files   6. Recording retrieved files   7. Record management policy | * Written tests * Third party report |
| 1. Monitor file movement | * 1. Standard operating procedures for file preservation   2. Tools for file movement control File movement register   3. File routing system   4. Information security | * Written tests * Third party report |
| 1. Update file records | * 1. Standard operating procedures for updating file records   2. Methods of file disposal   3. File disposal procedure   4. Archiving inactive files   5. Preparing office records report | * Written tests * Third party report |

**Suggested Methods of instruction:**

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

**Suggested Delivery Methods**

* Practical’s
* Projects
* Group discussions
* Field trips
* Visit organizations
* Demonstration
* Viewing videos

**List of Recommended Resources for 25 trainees**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **S/No.** | **Category/Item** | **Description/ Specifications** | **Quantity** | **Recommended Ratio**  (Item: Trainee) |
| **A** | **Learning Materials** | | | |
|  | Charts | * Flip Charts * Rules and Regulations | 5 | 1:5 |
|  | Video clips, Audio tapes | MP4, MP3 | 5 | 1:5 |
| 3. | Assorted folders | Assorted folders | 25 | 1.1 |
| 4. | Envelope opener | Envelope opener | 5 | 1.5 |
| 5. | Staple remover | Staple remover | 5 | 1.5 |
| 6. | Paper pins and clips | Paper pins and clips | 1 box | 1.1 |
| **B** | **Learning Facilities & Infrastructure** | | | |
| * + 1. 1 | Lecture/Theory Room | (9\* 8 sq. metres) | 1 | 1:25 |
|  | Internet Connection | WI-FI, Dial-Up, Cable, Fixed-wireless, | 1 | 1:25 |
|  | Keyboarding manual |  | 25 | 1:1 |
| **C** | **Consumable Materials** | | | |
|  | Markers | whiteboard markers and permanent markers | 5 | 1:5 |
|  | Stationery | Printing Papers, and Exercise Books Sizes A4, A3, A2 etc | 5 reams | 1:5 |
|  | Files / folders |  | 25 | 1:1 |
|  | Compact disks | Re-writable | 25 | 1:1 |
|  | Flash dis |  |  |  |
| **D** | **Tools And Equipment** | | | |
|  | Computers/Laptops | Any model | 25 | 1:1 |
|  | Projector | LED.LCD, Laser | 1 | 1:25 |
|  | Whiteboard | Glass, melamine, porcelain | 1 | 1:25 |
|  | Staplers |  | 2 | 1:13 |
|  | Paper punch |  | 2 | 1:13 |
|  | Metallic cabinet |  | 1 | 1:25 |
|  | Smart phones |  | 5 | 1:5 |
|  | Scanner |  | 2 | 1:13 |
|  | Photocopier |  | 1 | 1:25 |
|  | Print toners |  | 2 | 1:13 |
|  | Shredding machine |  | 1 | 1:25 |

**References**

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

## COORDINATE OFFICE REPAIRS AND MAINTENANCE

**UNIT CODE:** 0415 351 15A

**Relationship to Occupational Standards**

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

**Duration of Unit:** 35 hours

**Unit Description**

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

**Summary of Learning Outcomes**

|  |  |  |
| --- | --- | --- |
| **S/NO.** | **Learning Outcomes** | **DURATION (HOURS)** |
| 1 | Plan and oversee facility repairs and maintenance | **15** |
| 2 | Maintain office hygiene | **10** |
| 3 | Manage keys movement | **10** |
|  |  | **TOTAL 35HRS** |

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

|  |  |  |
| --- | --- | --- |
| **Learning Outcome** | **Content** | **Suggested**  **Assessment**  **Methods** |
| * 1. Plan and Oversee Facility Repairs and maintenance | * 1. Planning for repair and maintenance   2. Identification and reporting of facilities that need repair or maintenance   3. Routine facilities maintenance procedure   4. Preparing routine maintenance schedule   5. Occupation safety and health procedures   6. Tools, equipment and materials needed   7. Supervisory skills | * Written tests * Third party report |
| * 1. Maintain Office Hygiene | * 1. Ideal office environment   2. Cleaning tools and equipment   3. Cleaning product and supplies   4. Methods of cleaning   5. Hygiene and sanitation   6. Safety, health and security in the workplace | * Written tests * Third party report |
| * 1. Manage Keys Movement | * 1. Office access control   2. Office security systems   3. Types of office keys   4. Tools of handling office keys   5. Handling lost office keys   6. Maintaining a record of office keys | * Written tests * Third party report |

**Suggested Methods of instruction:**

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

**List of Recommended Resources for 25 trainees**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **S/No.** | **Category/Item** | **Description/ Specifications** | **Quantity** | **Recommended Ratio**  (Item: Trainee) |
| **A** | **Learning Materials** | | | |
|  | Charts | * Flip Charts * Rules and Regulations | 5 | 1:5 |
|  | Cleaning product and supplies | MP4, MP3 | 5 | 1:5 |
| 3. | Key register | Key register | 25 | 1.1 |
| 4. | Key safe | Key safe | 5 | 1.5 |
| 5. | Cleaning tools and equipment | Cleaning tools and equipment | 5 | 1.5 |
| 6. | Safety boots | Safety boots | 1 box | 1.1 |
|  | Dust coats and Gloves | Dust coats and  Gloves |  |  |
| **B** | **Learning Facilities & Infrastructure** | | | |
| * + 1. 1 | Lecture/Theory Room | (9\* 8 sq. metres) | 1 | 1:25 |
|  | Internet Connection | WI-FI, Dial-Up, Cable, Fixed-wireless, | 1 | 1:25 |
|  | Keyboarding manual |  | 25 | 1:1 |
| **C** | **Consumable Materials** | | | |
|  | Markers | whiteboard markers and permanent markers | 5 | 1:5 |
|  | Stationery | Printing Papers, and Exercise Books Sizes A4, A3, A2 etc | 5 reams | 1:5 |
|  | Files / folders |  | 25 | 1:1 |
|  | Compact disks | Re-writable | 25 | 1:1 |
|  | Flash disk |  |  |  |
| **D** | **Tools And Equipment** | | | |
|  | Computers/Laptops | Any model | 25 | 1:1 |
|  | Projector | LED.LCD, Laser | 1 | 1:25 |
|  | Whiteboard | Glass, melamine, porcelain | 1 | 1:25 |
|  | Staplers |  | 2 | 1:13 |
|  | Paper punch |  | 2 | 1:13 |
|  | Metallic cabinet |  | 1 | 1:25 |
|  | Smart phones |  | 5 | 1:5 |
|  | Scanner |  | 2 | 1:13 |
|  | Photocopier |  | 1 | 1:25 |
|  | Print toners |  | 2 | 1:13 |
|  | 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 2

**UNITCODE:** 0415 351 16A

**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**

|  |  |  |
| --- | --- | --- |
| **Sr. No** | **Learning Outcomes** | **DURATION** |
| **1.** | Developing vocabulary extension | 80 Hrs. |
| TOTAL | | 80 |

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

| **Learning Outcome** | **Content** | **Suggested Assessment Methods** |
| --- | --- | --- |
| 1. Develop vocabulary extension | * 1. Application of vocabulary in shorthand      1. Create a core vocabulary list      2. Use stand abbreviations and short forms      3. Prioritize high frequency words      4. Regularly update and review vocabularies, etc   2. New words, Phrases, short forms, Intersections, Sentences, are identified.      1. Sustainability      2. Artificial      3. Engineering, etc   3. drilling new outlines in shorthand      1. Rules in drilling new outlines in shorthand      2. Understand principles of shorthand      3. Start with common words      4. Practice phonetics      5. Use word groups and phrasing      6. Repetition and consistency      7. Rules in mastering new outlines in shorthand      8. Understand the basics      9. Study existing outlines      10. Focus on sounds not spellings      11. Identify key consonants/vowels      12. Learn new outlines in small groups      13. Create your own abbreviations      14. Use consistent rules, etc   4. Strategies to help in speed reading in shorthand      1. Mastering shorthand basics      2. Build fluency through repetition      3. Increase your recognition speed      4. Practice with dictation exercises, etc.   5. Proofreading in shorthand      1. Familiarize with shorthand rules      2. Check for consistency      3. Look for missing words      4. Cross-check common shorthand errors, etc   6. Transcribing shorthand notes      1. Review the notes thoroughly      2. Decode the shorthand symbols      3. Write out the full text      4. Check for accuracy, etc.   7. Rules in printing shorthand notes      1. Understand the shorthand system      2. Follow word expansion rules      3. Proper placement of punctuation      4. Accuracy in decoding      5. Maintain clarity and readability,      6. Print out the document, etc. | * Practical assessments * Projects * Third party reports * Written tests / assessments * Oral questions * Portfolio of evidences (POE) |

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

**UNIT CODE:** 0415 451 10A

**Unit Duration: 80 Hours**

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

**Unit Description**

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

**Summary of Learning Outcomes**

|  |  |  |
| --- | --- | --- |
| S/No | **Learning Outcomes** | Duration (Hrs) |
| 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** |
| --- | --- | --- |
| Prepare office manuscripts | 1.1 Formatting Office Manuscripts  1.1.1 Identify standard manuscript components (title page, headings, paragraphs, margins)  1.1.2 Apply consistent font styles, sizes, and line spacing  1.1.3 Use formatting tools such as alignment, bullet points, and numbering  1.1.4 Adjust layout settings including page orientation and section breaks  1.2 Producing Office Manuscripts  1.2.1 Enter content accurately using keyboarding skills  1.2.2 Edit and revise text for grammar, clarity, and consistency  1.2.3 Use templates and styles for efficiency and standardization  1.2.4 Finalize documents through proofreading and spell check tools  1.3 Filing Office Manuscripts  1.3.1 Label and organize documents using appropriate naming conventions  1.3.2 Store digital manuscripts in designated folders and backup systems  1.3.3 File printed manuscripts in physical storage using indexing systems  1.3.4 Maintain document version control and retrieval records | * Practical assessments * Projects * Third party reports * Written tests / assessments * Oral questions * Portfolio of evidences |
| 1.Produce business letters | * 1. Base letter template typing      1. Prepare the base letter template on a word processing program.      2. Contents of the base letter template i.e. Letter head (Senders’ Address), Company’s Logo, watermark, Reference Number, Date, Recipients (inside address), Salutation, Subject Heading, Main Content (Body), Recipients (inside address), Complimentary close, Enclosures etc.      3. Types of business letters e.g. enquiry letters, Sales letters, Order letters, Complaint letters, etc.      4. Layout of business letters i.e. Sender’s address, Reference, Date, inside address, special marks/notations such as confidential, personal or private, postscript, etc.      5. Arrangements of parts of a business letter in a logical order.   2. Business letters Mail Merging      1. Designing a standard base letter template      2. Data source preparation      3. Insert merge fields in the base letter template at the appropriate locations where the variable information should appear      4. Merging process      5. Review and completing the merge      6. Save the merged letters      7. Benefits of mail merging   3. Envelopes addressing      1. Different sizes of envelopes.      2. Design the envelope layout in word processing software i.e. recipients name, address, code, city etc.      3. Typing the return address      4. Insert the merge fields in the envelope template at the appropriate locations      5. Complete the merge      6. Importance of clarity and legibility in addressing envelopes.   4. Mailable business letters production      1. High-quality paper      2. Standard paper size      3. Formatting of business letters i.e. Bold, Italic, Underline, Font size, Left-alignment, Right-alignment, Centering, Block, Indented, Displays, Insets, Justification, Page size, Page margins, Page borders, Page numbering e.t.c.      4. Understanding the various proofreaders’ marks used in a business letter e.g. Stet, run on, insert, delete, NP (New paragraph) etc.      5. Insertion of the Post Script (PS) at the end of a complete letter.      6. Saving the business letter.      7. Printing e.g. font style and size, etc.   5. Business letters filing      1. Purpose of business letters in an organization.      2. Importance of proper documentation and filing of copies of business letters.      3. Filing systems i.e. alphabetical, chronological, numerical etc.      4. Procedures for filing copies of business letters. | * Practical assessments * Projects * Third party reports * Written tests / assessments * Oral questions * Portfolio of evidences |

**Suggested Delivery Methods**

* Practical’s
* Projects
* Group discussions
* Field trips
* Visit organizations
* Demonstration
* Viewing videos

**List of Recommended Resources for 25 trainees**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **S/No.** | **Category/Item** | **Description/ Specifications** | **Quantity** | **Recommended Ratio**  (Item: Trainee) |
| **A** | **Learning Materials** | | | |
|  | Charts | * Flip Charts * Rules and Regulations | 5 | 1:5 |
|  | Video clips, Audio tapes | MP4, MP3 | 5 | 1:5 |
| **B** | **Learning Facilities & Infrastructure** | | | |
|  | Lecture/Theory Room | (9\* 8 sq. metres) | 1 | 1:25 |
|  | Internet Connection | WI-FI, Dial-Up, Cable, Fixed-wireless, | 1 | 1:25 |
|  | Keyboarding manual |  | 25 | 1:1 |
| **C** | **Consumable Materials** | | | |
|  | Markers | whiteboard markers and permanent markers | 5 | 1:5 |
|  | Stationery | Printing Papers, and Exercise Books Sizes A4, A3, A2 etc | 5 reams | 1:5 |
|  | Files / folders |  | 25 | 1:1 |
|  | Compact disks | Re-writable | 25 | 1:1 |
|  | Flash dis |  |  |  |
| **D** | **Tools And Equipment** | | | |
|  | Computers/Laptops | Any model | 25 | 1:1 |
|  | Projector | LED.LCD, Laser | 1 | 1:25 |
|  | Whiteboard | Glass, melamine, porcelain | 1 | 1:25 |
|  | Staplers |  | 2 | 1:13 |
|  | Paper punch |  | 2 | 1:13 |
|  | Metallic cabinet |  | 1 | 1:25 |
|  | Smart phones |  | 5 | 1:5 |
|  | Scanner |  | 2 | 1:13 |
|  | Photocopier |  | 1 | 1:25 |
|  | Print toners |  | 2 | 1:13 |
|  | Shredding machine |  | 1 | 1:25 |

**References**

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

## BUSINESS COMMUNICATION

**UNIT CODE:** 0413 351 03A

**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 workplace meeting and reports.

**Summary of Learning Outcomes**

|  |  |  |
| --- | --- | --- |
| **S/No** | **ELEMENTS** | **DURATION (HRS)** |
| 1 | Administer Communication channels | 12 |
| 2 | Implement types of communication | 15 |
| 3 | Implement service charter | 7 |
| 4 | Safeguarding confidentiality of information | 12 |
| 5 | Apply group communication skills | 10 |
| 6 | Coordinate communication on social media platforms | 14 |
| 7 | Prepare work place meetings | 10 |
|  | **SUB TOTAL** | **80** |

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

| **Learning Outcome** | **Content** | **Suggested Assessment Methods** |
| --- | --- | --- |
| 1. Administer Communication channels | 1. Communication process 2. Principles of effective communication 3. Channels/medium/modes of communication 4. Factors to consider when selecting a channel of communication 5. Barriers to effective communication 6. Flow/patterns of communication 7. Sources of information 8. Organizational policies 9. Record keeping | * Written tests * Observation * Oral questions * Third party report * Portfolio of Evidence |
| 1. Implement types of communication | * 1. Written Communication      1. Types of written communication      2. Elements of communication      3. Organization requirements for written communication   2. Non- Verbal      1. Utilize body language and      2. Gestures      3. Apply body posture      4. Apply workplace dressing code   3. Oral Communication      1. Types of oral communication pathways      2. Effective questioning techniques      3. Interviews      4. Workplace etiquette      5. Active listening | * Written tests * Observation * Oral questions * Third party report * Portfolio of Evidence |
| 1. Implement service charter | * 1. Introduction to service charter   2. Importance of service charter | * Oral questioning * Observation * Written report |
| 1. Safeguarding confidentiality of information | * 1. Introduction to confidentiality   2. Importance of confidentiality   3. Classification of information   4. Methods of securing information   5. Challenges of safeguarding confidentiality in human resource communication   6. Advantages and disadvantages of safeguarding confidentiality. | * Oral questioning * Observation * Written report |
| 1. Coordinate communication on social media platforms | * 1. Introduction to social media platforms   2. Importance/uses of social media platforms in an organization   3. Social media ethical issues   4. Social media monitoring tools   5. Advantages and disadvantages of social media platforms | * Oral questioning * Observation * Written questions * Project |
| 1. Prepare work place meetings | * 1. Introduction to minute taking   2. Types of meetings   3. Structure of meetings      1. Notice      2. Agenda      3. Preparation of other relevant documents      4. Minute formats | * Oral questioning * Observation * Oral presentation * Written report * Project |
| 1. Prepare workplace report | * 1. Introduction to report writing      1. Definition      2. Principles e.g. conciseness, clarity etc   2. Importance of reports   3. Forms and types of reports      1. Oral reports      2. Written reports      3. Recorded etc   4. Reports formats      1. Letter format      2. Memo format   5. Reports preparation | * Oral questioning * Observation * Written report * Project |

**Suggested Methods of instructions**

* Instructor led facilitation of theory
* Demonstration by trainer
* Practical work by trainee
* Viewing of related videos
* Project
* Group discussions

**List of Recommended Resources for 30 trainees**

**Tools, Equipment and Materials**

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

TELEPHONE CALL

UNIT CODE: 0415 351 18A

**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. Answering incoming calls      1. Telephone etiquette         1. Identification         2. Tone         3. Greetings Courtesy         4. Diplomacy         5. Professionalism         6. Promptness      2. Significance of phone calls in customer service         1. Effective communication         2. Building relationships         3. Customer service and support         4. Crisis management, etc      3. Types of incoming calls         1. Customer service calls         2. Sales and inquiries         3. Technical support calls         4. Internal communication calls, etc.      4. Procedure of answering incoming calls         1. Be prompt         2. Greet the caller         3. Listen actively         4. Identify purpose of call, etc      5. Call center operations         1. Call center types         2. Inbound call centers         3. Outbound call centers         4. Blended call centers      6. Components of call center operations         1. Telephony system         2. Customer relationship system         3. Call scripts         4. Agent training         5. Quality assurance   2. Incoming calls assessment      1. Assess identification of the caller      2. Assess importance of the call      3. Assess urgency of the call      4. Assess relevance of the call   3. Making Outgoing calls      1. Types of Outgoing calls         1. Sales calls         2. Customer support calls         3. Debt collection calls         4. Market research calls, etc      2. Significance of outgoing calls         1. Professional communication         2. Customer engagement and retention         3. Marketing and promotion, etc      3. Procedure of handling outgoing calls      4. Best practices for outgoing calls   4. Recording telephone message      1. Essentials of message recording      2. Role of a message recorder      3. consequences of inaccurate message-taking   5. Call options actions      1. Call routing      2. Call forwarding      3. Voicemai | * Practical assessments * Projects * Third party reports * Written tests / assessments * Oral questions * Portfolio of evidences |
| 2. Maintain caller register | * 1. Caller details recording      1. Caller’s name      2. Contact information      3. Date and time of the call      4. Reason for call, etc.   2. Recording calls action      1. Tracking call outcomes      2. Categorizing calls      3. Importance of follow-ups and reminders      4. Caller Register Data Entry Best Practices      5. Procedure of updating call Logs   3. Confidentiality of information in call register preservation      1. Data encryption      2. Access control      3. Limit access      4. Authentication      5. Audit trails      6. Data minimization      7. Secure storage and backup   4. Mechanisms of Caller Register Access      1. Key Aspects of caller register access      2. Caller Register Access Mechanism Practice      3. Role of call Register | * Practical assessments * Projects * Third party reports * Written tests / assessments * Oral questions * Portfolio of evidences |
| 3. Maintain Communication Equipment | * 1. Communication Equipment      1. Telephone      2. Computer      3. Mobile phones      4. VoIP phones      5. Headsets      6. Videoconferencing equipment      7. Intercom systems, etc      8. Components of Communication System         1. Information source         2. Transmitter         3. Transmission medium         4. Receiver         5. Destination         6. Channel, etc   2. Communication Equipment Uses      1. Telecommunications      2. Broadcasting      3. Internet access      4. Emergency services, etc   3. Cleaning communication equipment      1. Cleaning Procedure for each equipment      2. General tips for cleaning communication equipment         1. Avoid excessive moisture         2. Check manufacturer’s instructions         3. Be gentle         4. Regular cleaning   4. Safe storage of communication equipment      1. Safe storage procedures for each communication equipment      2. General storage guideline         1. Keep in a dry environment         2. Avoid direct sunlight         3. Temperature control         4. Protection from dust and debris         5. Secure placement | * Practical assessments * Projects * Third party reports * Written tests / assessments * Oral questions * Portfolio of evidences |

**Suggested Delivery Methods**

* Practical’s
* Projects
* Group discussions
* Field trips
* Visit organizations
* Demonstration
* Viewing videos

**List of Recommended Resources for 25 Trainees**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **S/No.** | **Category/Item** | **Description/ Specifications** | **Quantity** | **Recommended Ratio**  (Item: Trainee) |
| **A** | **Learning Materials** | | | |
|  | Charts | * Flip Charts * Rules and Regulations | 5 | 1:5 |
|  | Video clips  Audio tapes | MP4, MP3 | 5 | 1:5 |
|  | Newspapers and Handouts | Daily | 25 | 1:1 |
|  | Business Journals | Annual, Monthly, Daily | 25 | 1:1 |
|  | CCTV Camera |  | 1 | 1:25 |
| **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 | 5 | 1:5 |
|  | 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 | 1:25 |
|  | Whiteboard | Glass, melamine, porcelain | 1 | 1:25 |
|  | Staplers |  | 2 | 1:13 |
|  | Paper punch |  | 2 | 1:13 |
|  | Metallic cabinet |  | 1 | 1:25 |
|  | Suggestion box |  | 1 | 1:25 |
|  | Smart phones |  | 5 | 1:5 |
|  | Biometric Scanner |  | 1 | 1:5 |
|  | Switchboard |  | 1 | 1:25 |
|  | Appointment book |  | 1 | 1:25 |
|  | Diary |  | 5 | 1:5 |
|  | Reception desk |  | 1 | 1:25 |
|  | 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