



SYLLABUS

SECRETARIAL PROGRAMMES

ZAMBIA QUALIFICATIONS FRAMEWORK (ZQF) LEVEL 4

LEVEL 4 CERTIFICATE IN OFFICE MANAGEMENT AND SECRETARIAL PRACTICE

PROGRAMME CODE. 464

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ACRONYMS

EHC	Evelyn Hone college
ICT	Information Communication Technology
LBTC	Lusaka Business and Technical College
NIPA	National Institute of Public Administration
PSAZ	Professional Secretaries Association of Zambia
SOTTI	Solwezi Trades Training Institute
TEVET	Technical Education, Vocational and Entrepreneurship Training
TEVETA	Technical Education, Vocational and Entrepreneurship Training Authority
ZQF	Zambia Qualifications Framework

1.0 TECHNICAL EDUCATION, VOCATIONAL AND ENTREPRENEURSHIP TRAINING AUTHORITY (TEVETA)

TEVETA is an institution established under the TEVET Act No. 13 of 1998 read together with TEVET (Amendment) Act No. 11 of 2005, to regulate, coordinate and monitor technical education, vocational and entrepreneurship training in consultation with stakeholders.

TEVETA executes its regulatory function through the provision of services, among others, the development, review and approval of TEVET Curricula in conjunction with stakeholders.

2.0 ACKNOWLEDGEMENTS

TEVETA wishes to express sincere appreciation to the following persons who participated in the review of the **Level 4 Certificate in Office Management and Secretarial Practice programme.**

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3.0 RATIONALE

The secretarial profession has evolved over a period of time from mainly using typewriters as tools for their work to using computers. In like manner, the secretarial studies programme has had to evolve in order to incorporate the changing office environments such as use of mobile applications, emerging technologies, including a shift to adapt and focus on what would enable the secretary to be relevant in assisting the executives concentrate on undertaking strategic functions¹.

The Level 4 Certificate in Office Management and Secretarial Practice has been developed from the review of the Advanced Certificate in Secretarial and Office Management studies programme. The programme has superseded the Advanced Certificate in order to align it to the Zambia Qualifications Framework. This is because a two-year Certificate falls at Level 4 of the framework. Graduates with this qualification are eligible to enter the Diploma with exemptions. To this end, a number of key changes to the programme are highlighted.

Firstly, the programme module on Typewriting has been revised so that the content can reflect the digitalization of document processing in an office. This has been done by changing the focus from the use of typewriters to computers which are now noted to make the process more efficient. Furthermore, due to this addition, the content is designed to be covered in two years with a speed competency of 45WPM and 55WPM at first and second years respectively. This will help trainees to progressively develop their speed and proficiency in computer-based typing and typing tools.

Secondly, a module in Information Communication Technology (ICT) Office Applications has been introduced in the second year to equip the secretary with knowledge in the use of office application tools relevant for today's fast paced

¹ Metier Recruitment, The changing roles of a personal assistant (2017) <https://www.metierrecruitment.com.au/news/the-changing-role-of-a-personal-assitant/19458/> accessed 15 October 2021

world of work. In addition, the module further provides for trainees to be continually kept abreast with latest knowledge in cutting edge technology as it relates to the improvement in proficiency of the personal secretary.

Thirdly, the Shorthand module which previously ran at the first level only, has been revised to run at two levels, in the first and second years respectively. This change has been necessitated by the call from industry and other stakeholders concerning the poor performance of graduates in this skill area and in turn, the quality of personnel in executing tasks that require the use of shorthand. This structure of shorthand content will help trainees to perfect their skills due to having specific content areas to master in a given period.

Finally, the name of the programme has been changed from Certificate in Secretarial and Office Management to the Level 4 Certificate in Office Management and Secretarial Practice. This change will contribute to changing the public perception of which has remained static and has undervalued the contribution of these professionals to society.

In view of the above, the Level 4 Certificate in Office Management and Secretarial Practice has been reviewed and developed to provide the nation with competent personnel to meet the demands of the formal and informal sectors, within and outside of the region.

4.0 PROGRAMME PURPOSE

This programme aims at equipping the trainees with knowledge, skills and appropriate attitudes and competencies to perform the provide assistance to management in an organization efficiently and effectively.

5.0 PROGRAMME LEVEL DESCRIPTOR

A graduate will assume the following competences:

5.1 Foundational Competences

- Possession of specialised knowledge of office management and secretarial practice including underpinning theory in; Computerised document processing and shorthand theory.
- Apply knowledge in office organisational management
- Apply principles of accounting in the completion of tasks
- Apply principles of management in the completion of tasks

5.2 Practical Competences

- Carry out typing of standard office documents at 45/55 wpm
- Carryout transcription of information 80/90 wpm

- Conduct filing and indexing of office documentation
- Use computer applications effectively
- Conduct filing and indexing of office documentation

5.3 Reflexive Competences

- Execute tasks under supervision
- Ability to exercise personal responsibility and decision-making.
- Apply innovation

6.0 PROGRAMME OUTCOMES

On completion of this module the trainee will be able to:

- 6.1 Process business documents using digital devices
- 6.2 Type business documents using digital devices at **45/55 WPM** effectively and efficiently.
- 6.3 Manage the office
- 6.4 Take dictation in shorthand
- 6.5 Transcribe shorthand into long hand
- 6.6 Apply principles of accounts in office management and secretarial practice
- 6.7 Apply entrepreneurial skills
- 6.8 Communicate effectively in the workplace
- 6.9 Carryout basic operations of a computer

- 6.10 Perform management and administrative functions
- 6.11 Use information communication technology to carryout digital processes in the office effectively and efficiently
- 6.12 Apply principles of organization behavior

7.0 PROGRAMME DURATION

The programme duration is two (2) years or 2400 notional learning hours, inclusive of 480 hours (3 months) of Industrial Attachment.

8.0 PROGRAMME OUTLINE

MODULE NO.	MODULE TITLE	DURATION (HOURS)
464-01-A	TYPING 45WPM	270
464-02-A	OFFICE MANAGEMENT	200
464-03-A	SHORTHAND I (60/70 WPM)	290
464-04-A	PRINCIPLES OF ACCOUNTS	200
464-05-A	ENTREPRENEURSHIP	80
464-06-A	COMMUNICATION SKILLS	80
464-07-A	INTRODUCTION TO COMPUTERS	80
	SUBTOTAL	1,200
464-08-B	TYPING 55 WPM	200
464-09-B	FOUNDATION OF MANAGEMENT	100
464-10-B	SHORTHAND II (80/90 WPM)	200
464-11-B	INFORMATION COMMUNICATION TECHNOLOGY	120
464-12-B	ORGANIZATIONAL BEHAVIOUR & MANAGEMENT	100
	INDUSTRIAL ATTACHMENT	480
	SUBTOTAL	1,200

	TOTAL	2,400
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9.0 DELIVERY MODES AND METHODS

9.1 Delivery Mode

- 9.1.1 Full time or conventional Learning
- 9.1.2 Open Distance and Flexible Learning

9.2 Learning Methods

Learning shall constitute:

- 9.2.1 Practical training
- 9.2.2 Group discussions
- 9.2.3 Demonstration
- 9.2.4 Individual projects
- 9.2.5 Audio visual (Simulations, Charts, Video)
- 9.2.6 Field visits

10.0 EDUCATIONAL PATHWAY

The programme will allow candidates to progress through the following qualifications and any other related fields:

- Diploma Office Management and Secretarial Practice

11.0 PROGRAMME EVALUATION

TEVETA shall evaluate the programme as follows:

11.1 Formative evaluation

11.1.1 Purpose: To determine on an on-going basis whether the programme is being implemented as planned and to advise on improvements.

11.1.2 Major areas of Evaluation: Programme aims and objectives/ learning outcomes, trainee's entry requirements, programme content, teaching / learning activities, learning resources.

11.1.3 Evaluation Instruments: Questionnaires, structured interviews, observations, checklists, examinations/test records, participation and attendance in class

11.1.4 Sources of Information: Students, trainers, administrative monitors and records.

11.2 Summative Evaluation

11.2.1 **Major areas of evaluation** – Programme aims and objectives/ learning outcomes, trainees' entry requirements, programme content, learning resources, teaching/learning activities, trainers, assessors, examiners and graduates' performance in employment.

11.2.2 **Evaluation Instruments:** Questionnaires, structured interviews, observations, checklists, records, final integrated Examinations.

11.2.3 **Sources of information:** Trainees, trainers, assessors, examiners, administrators, sponsors, student dropouts, employers, union officials and the general public.

12.0 PROGRAMME ENTRY REQUIREMENTS

12.1 Direct Entry

The minimum entry requirement is a full Grade 12 School Certificate or equivalent with three (3) credits including English and two passes in any other two (2) subjects.

12.2 Mature Age Entry

12.2.1 Level 3 Certificate in Clerical Operations or;

12.2.2 Certificate in Secretarial and Office Management.

12.2.3 Two year relevant industry experience

12.3 Exemptions

12.3.1 Other exemptions will be awarded as per TEVETA guidelines on exemptions and bridging courses on a case by case basis

13.0 TRAINEES' ASSESSMENT

Trainees will be subjected to;

13.1 Assessment Methods

- Assignments
- On site practical
- Class exercises
- Tests

13.2 Assessment Composition

- Continuous Assessment 40%
- Final Examination 60%

- Pass Mark 50%

13.3 Recognition of Prior Learning

Portfolio of evidence verified by an accredited examiner and or assessor must adequately show that prior learning is comparable or equivalent to a recognised qualification of the Zambia Qualification Framework.

This mode of assessment applies in cases of formal or informal prior learning.

*refer to TEVETA Guidelines on Assessments and Certification.

14.0 ATTENDANCE

The candidate must have minimum attendance of 85% to be eligible for the final examinations.

15.0 PROGRESSION REQUIREMENTS

15.1 A trainee who passes all modules prescribed for that year will progress to the following year or graduate in the case of a trainee in his/her final year.

15.2 A trainee failing four (4) or more modules will be required to re-sit the failed modules and pass, before proceeding to the next level. Failure to clear the failed modules, the trainee would not be able to register for the next term

15.3 A trainee failing three (3) or less modules in the end of year examinations shall provisionally be allowed to proceed to the next level subject to clearing the failed modules in subsequent examinations sessions. Failure to re-sit and clear all failed subjects (modules) shall make them ineligible for subsequent registration, and promotional examinations.

16.0 STAFF QUALIFICATIONS

16.1 Qualifications of Trainers

16.1.1 Minimum of Diploma in Office Management and Secretarial Practice programme or related programmes

16.1.2 Teaching qualification from a registered institution

16.1.3 TEVETA accredited trainer.

16.1.4 Minimum of two (2) years relevant industry experience.

16.2 Qualifications of Examiners and Assessors

Assessors should possess a minimum Diploma in Office Management and Secretarial Practice or its equivalent. Practical assessors should possess the Level 4 Certificate in Office Management and Secretarial Practice.

17.0 CERTIFICATION

The Level 4 Certificate in Office Management and Secretarial Practice will be awarded by the Technical Education, Vocational and Entrepreneurship Training Authority (TEVETA) to successful trainees, upon completion of the programme.

18.0. QUALIFICATION REVIEW PERIOD

A qualification at this level shall be reviewed after 4 years from the year of its approval.

MODULE: 464-01-A TYPING 45 WPM		
MODULE PURPOSE: To equip trainees with the knowledge, skills and appropriate attitudes to type and process the business documents using digital devices at 45 WPM effectively and efficiently.	MODULE DURATION: 270 Hours	CREDITS: 27
MODULE LEARNING OUTCOMES: On completion of this module the trainee will be able to: <ol style="list-style-type: none">1. Apply fundamental principles in typing2. Use correction signs in typing3. Use home tab and tools4. Use file tab and tools5. Use insert tab and tools6. Develop typing skills7. Produce material at elementary level Assessment Methods: <ul style="list-style-type: none">• Assignments• Practical• Class Exercises• Tests• Sentence and paragraph drills• Proof reading• Technique review Learning Conditions: Trainee will have access to the following: <ul style="list-style-type: none">• Library• Modules• Internet		

<ul style="list-style-type: none"> • Handouts • Computer Laboratory • Computers • Textbooks • Bond paper • Envelopes • Classroom Furniture • Printer • Invoices • Cheques • Receipts • Staplers • File/File fasteners 			
UNIT A1.1 APPLYING FUNDAMENTAL PRINCIPLES IN TYPING		UNIT DURATION: 30 HOURS	CREDITS: 3
SPECIFIC LEARNING OUTCOMES	LEARNING ACTIVITIES	ASSESSMENT CRITERIA	
1.1.1 Explain the purpose of typing	Explaining the purpose of typing <ul style="list-style-type: none"> • Legibility • Neatness of document • Speed of production 	Purpose of typing explained correctly	
1.1.2 Apply fundamental typing principles	Applying fundamental typing principles <ul style="list-style-type: none"> • Typing posture • Home keys • Fingering • Margin sets 	Fundamental typing principles applied done correctly	

<p>1.1.3 Use the keyboard</p>	<p>Using the keyboard</p> <ul style="list-style-type: none"> • Home keys • Top-Row Keys • Bottom-Row Keys • Fourth-Row Number and Symbol • Backspace Keys • Caps Lock • Shortcut Keys • Space bar • Enter /return key • Shift key • Tab key • Underscoring/underlining 	<p>Keyboard used accurately</p>
<p>1.1.4 Use document orientation and paper sizes</p>	<p>Using document orientation and paper sizes</p> <ul style="list-style-type: none"> ○ Document orientation <ul style="list-style-type: none"> ▪ Portrait ▪ Landscape • Identifying sizes and uses of paper <ul style="list-style-type: none"> ○ Sizes of paper <ul style="list-style-type: none"> ▪ A 1- Architectural drawings ▪ A 3- Legal documents and balance sheets ▪ A 4- Correspondence, agenda, minutes, reports, literacy work and specifications ▪ A 5- Memos, notices ▪ A 6 - Receipts, itineraries, advertisements, acknowledgements notes 	<p>Document orientation and paper sizes used correctly</p>

	<ul style="list-style-type: none"> ▪ A 7- Business cards and labels 	
<p>UNIT A1.2 USING CORRECTION SIGNS IN TYPING UNIT DURATION: 50 HOURS CREDITS: 5</p>		
SPECIFIC LEARNING OUTCOMES	LEARNING ACTIVITIES	ASSESSMENT CRITERIA
1.2.1 Identify types of correction signs	Identifying types of correction signs <ul style="list-style-type: none"> • Operation • Typographical • Punctuation marks 	Types of correction signs identified correctly
1.2.2 Interpret deletion signs	Interpreting deletion signs <ul style="list-style-type: none"> • Deletion instruction <ul style="list-style-type: none"> ○ Deletion mark in text <ul style="list-style-type: none"> ▪ Crossed through ○ Deletion mark in margin • Deletions with replacements <ul style="list-style-type: none"> ○ Text written above or within 	Deletion signs interpreted correctly

	<ul style="list-style-type: none"> ○ Balloon with an arrow 	
1.2.3 Interpret addition signs	<p>Interpreting addition signs</p> <ul style="list-style-type: none"> • Addition instruction • Addition mark in text <ul style="list-style-type: none"> ○ Caret sign ○ Balloon with an arrow • Addition mark in margin <ul style="list-style-type: none"> ○ Caret sign 	Addition signs interpreted correctly
1.2.4 Interpret instructions to typist	<p>Interpreting instructions to typist</p> <ul style="list-style-type: none"> • Instruction to typist <ul style="list-style-type: none"> ○ Written within a balloon ○ Kept apart from the text 	Instructions to typist interpreted correctly
1.2.5 Interpret transpose signs	<p>Interpreting transpose signs</p> <ul style="list-style-type: none"> • Transpose sign • Transpose mark in text <ul style="list-style-type: none"> ○ Reverse the order horizontally ○ Reverse the order vertically 	Transpose signs interpreted correctly
1.2.6 Interpret paragraph signs	<p>Interpreting paragraph signs</p> <ul style="list-style-type: none"> • Paragraph instruction 	Paragraph signs interpreted correctly

	<ul style="list-style-type: none"> ○ New paragraph ○ No new paragraph ● Paragraph signs in text ● Paragraph signs in margin 	
1.2.7 Interpret uppercase and lowercase signs	<p>Interpreting uppercase and lowercase signs</p> <ul style="list-style-type: none"> ● Uppercase instruction <ul style="list-style-type: none"> ○ Uppercase mark in text ○ Uppercase mark in margin ● Lowercase instruction <ul style="list-style-type: none"> ○ Lowercase mark in text ○ Lowercase mark in margin 	Uppercase and lowercase signs interpreted correctly
1.2.8 Interpret the underscoring signs	<p>Interpreting underscoring signs</p> <ul style="list-style-type: none"> ● Underscoring signs <ul style="list-style-type: none"> ○ Underscoring signs in text ○ Underscoring signs in margin 	Underscoring signs interpreted correctly
UNIT A1.3: USING HOME TAB AND TOOLS DURATION: 30 HOURS 3 CREDIT HOURS		
SPECIFIC LEARNING OUTCOMES	LEARNING ACTIVITIES	ASSESSMENT CRITERIA

<p>1.3.1 Apply clipboard tools</p>	<p>Applying clipboard tools</p> <ul style="list-style-type: none"> • Cut • Copy • Paste • Format painter 	<p>Clipboard tools applied correctly</p>
<p>1.3.2 Apply font tools</p>	<p>Applying font tools</p> <ul style="list-style-type: none"> • Increase and reduce font size • Change font type • Change text effects and typography • Create subscript and superscript • Change case type • Format • Changing font color 	<p>Font tools applied correctly</p>
<p>1.3.3 Apply paragraph tools</p>	<p>Applying paragraph tools</p> <ul style="list-style-type: none"> • Apply bullets • Apply numbering • Apply paragraph indenting • Apply line and paragraph spacing • Sort • Apply borders • Apply paragraph alignment 	<p>Paragraph tools applied correctly</p>
<p>1.3.4 Apply style tools</p>	<p>Applying style tools</p> <ul style="list-style-type: none"> • Creating styles • Clear formatting • Apply styles 	<p>Style tools applied correctly</p>
<p>1.3.5 Apply editing tools</p>	<p>Applying editing tools</p> <ul style="list-style-type: none"> • Find 	<p>Editing tools applied correctly</p>

	<ul style="list-style-type: none"> • Replace • Select 	
UNIT A1.4: USING FILE TAB AND TOOLS <u>DURATION:</u> 30 HOURS 3 CREDIT HOURS		
SPECIFIC LEARNING OUTCOMES	LEARNING ACTIVITIES	ASSESSMENT CRITERIA
1.4.1 Apply save, save as, open and close a document	Applying save, save as, open and close a document <ul style="list-style-type: none"> • Save document • Save as • Open document • Close document 	save, save as, open and close applied correctly
1.4.2 Apply info functions	Applying info functions <ul style="list-style-type: none"> • Activate product • Protect document • Check for issues • Manage versions 	info functions applied correctly
1.4.3 Apply print functions	Applying print functions <ul style="list-style-type: none"> • Page setup • Print properties print 	print functions applied correctly

1.4.4 Apply save and send functions	<p>Applying save and send functions</p> <ul style="list-style-type: none"> • Send using mail • Send using E-mail 	save and send functions applied correctly
<u>UNIT A1.5: USING INSERT TAB AND TOOLS</u> <u>DURATION:</u> 30 HOURS 3 CREDIT HOURS		
SPECIFIC LEARNING OUTCOMES	LEARNING ACTIVITIES	ASSESSMENT CRITERIA
1.5.1 Apply pages tools	<p>Applying pages tools</p> <ul style="list-style-type: none"> • Create cover page • Insert blank page • Create page break 	Pages tools applied correctly
1.5.2 Apply tables tools	<p>Apply tables tools</p> <ul style="list-style-type: none"> • Insert tables • Draw tables • Convert table to text • Use table templates • Import/export table to excel 	Table tools applied correctly
1.5.3 Apply illustrations tools	<p>Applying illustrations tools</p> <ul style="list-style-type: none"> • Insert pictures • Insert online pictures • Insert shapes • Insert SmartArt • Insert charts • Take screenshots 	Illustrations tools applied correctly
1.5.4 Apply link tools	<p>Applying link tools</p> <ul style="list-style-type: none"> • Apply hyperlink • Bookmark 	Link tools applied correctly

	<ul style="list-style-type: none"> • Cross-reference 	
1.5.5 Apply add-ins	<p>Applying add-ins</p> <ul style="list-style-type: none"> • Browse office store • Insert an add-in • Find and quote related information from Wikipedia 	Add-ins tools applied correctly
1.5.6 Apply comments tools	<p>Applying comments tools</p> <ul style="list-style-type: none"> • Insert comments 	Comments tools applied correctly
1.5.7 Apply header and footer tools	<p>Applying header and footer tools</p> <ul style="list-style-type: none"> • Insert and edit header • Insert and edit footer 	Header and footer tools applied correctly
1.5.8 Apply text tools	<p>Applying text tools</p> <ul style="list-style-type: none"> • Insert text box • Explore quick parts <ul style="list-style-type: none"> ○ Use auto text ○ Explore document properties ○ Use building block organizer • Insert WordArt • Insert drop cap • Add a signature line • Insert date & time • Insert objects 	Text tools applied correctly
1.5.9 Apply symbol tools	<p>Applying symbol tools</p> <ul style="list-style-type: none"> • Insert equations • Insert symbols 	Symbol tools applied correctly

1.5.10 Type column work	Typing column work <ul style="list-style-type: none"> • Unruled tabulation • Ruled tabulation • Column headings (horizontal and vertical) 	Column work typed correctly
UNIT A1.6 DEVELOPING TYPING SKILLS UNIT DURATION: 50 HOURS CREDITS: 5		
SPECIFIC LEARNING OUTCOMES	SPECIFIC LEARNING OUTCOMES	SPECIFIC LEARNING OUTCOMES
1.76.1 Carryout typing drills	Carrying out typing drills <ul style="list-style-type: none"> • Sentences Repetition • Paragraphs repetition 	Typing drills carried out correctly
1.6.2 Identify typing errors	Identifying typing errors <ul style="list-style-type: none"> • Identifying errors <ul style="list-style-type: none"> ○ Overtyping ○ Transposing characters ○ Omitting characters, words, lines or spaces ○ Inserting extra space • Correcting errors <ul style="list-style-type: none"> ○ Spell check ○ Delete key ○ Backspace key • Interpret correction signs in text and at margins 	Typing errors identified correctly

<p>1.6.3 Carryout typing from manuscript</p>	<p>Carrying out typing from manuscript</p> <ul style="list-style-type: none"> • Reading of entire manuscript • Typing from manuscript <ul style="list-style-type: none"> ○ 250 words under 6 minutes ○ Use of abbreviations ○ Correction signs ○ Proofreading ○ Layout styles <ul style="list-style-type: none"> ▪ Blocked ▪ Indented • Typing from typescript 	<p>Typing from manuscript carried out correctly</p>
<p>UNIT A1.7 PRODUCING MATERIAL AT ELEMENTARY LEVEL UNIT DURATION: 50 HOURS CREDITS: 5</p>		
<p>SPECIFIC LEARNING OUTCOMES</p>	<p>LEARNING ACTIVITIES</p>	<p>ASSESSMENT CRITERIA</p>

<p>1.7.1 Type headings and paragraphs</p>	<p>Typing headings and paragraphs</p> <ul style="list-style-type: none"> • Types of headings <ul style="list-style-type: none"> ○ Main headings ○ Shoulder ○ Paragraph ○ Side • Types of paragraphs <ul style="list-style-type: none"> ○ Blocked ○ Indented ○ Hanging • Use of figures and words 	<p>Headings and paragraphs typed correctly</p>
<p>1.7.2 Display materials</p>	<p>Displaying materials</p> <ul style="list-style-type: none"> • Types of centering <ul style="list-style-type: none"> ○ Horizontal ○ Vertical • Types of materials for display <ul style="list-style-type: none"> ○ Itineraries and programmes ○ Invitations ○ Advertisements ○ Notices and Agenda ○ Menus ○ Memorandum ○ Post cards 	<p>Materials displayed correctly</p>
<p>1.7.3 Type correspondence</p>	<p>Typing correspondence</p>	<p>Correspondence typed correctly</p>

	<ul style="list-style-type: none">○ Laying out and typing business letters○ Parts of a business letter○ Printed letterhead○ Styles of laying out a business letter○ Punctuation○ Forms of address○ Preparing business letters with special marks (attention line, urgent, confidential)○ Tear off slips○ Carbon copies○ Enclosures ○ Punctuation ○ Addressing envelopes○ Types of envelopes○ Plain○ Window○ Airmail○ Post office preferred (POP)○ Typing on envelopes	
<p>REFERENCE MATERIALS</p> <p>Drummond, A.M.; Scattergood, I.E. Coles-Mogford, A (1994). <i>Applied Typing and Information Processing</i>. (3rd Edition). Cheltenham: Stanley Nelson Thornes.</p> <p>Mackay, E. (1990). <i>Universal Typing: Advanced Level</i>. Harlow: Longman.</p>		

Newell, A. and Simon, H.A., (2007)., *Computer science as empirical inquiry: Symbols and search*. In *ACM Turing award lectures* (p. 1975). ACM.

Walmsley, W. and Walmsley, E. (1996). *Commercial Typewriting with Text Processing, (11th edition)*. Harlow: Longman.

Williams, B.K., Hutchinson, S.E. and Sawyer, S.C., 2001. *Using information technology: A practical introduction to computers and communications*. Columbus, OH: . McGraw-Hill Higher Education.

MODULE: 464-02-A OFFICE MANAGEMENT		
MODULE PURPOSE: To equip the trainee with knowledge, skills and appropriate attitudes to plan, design and implement tasks in an organisation and its offices effectively and efficiently	MODULE DURATION: 200 Hours	CREDITS: 20
<p>MODULE LEARNING OUTCOMES: On completion of this module the trainee will be able to:</p> <ol style="list-style-type: none"> 1. Describe office organisation 2. Carry out office management and secretarial functions 3. Apply principles of commerce in the office 4. Use communication media 5. Manage information in the office <p>Assessment Methods:</p> <ul style="list-style-type: none"> • Assignments • Exercises • Tests <p>Learning Conditions: Trainee will have access to the following:</p> <ul style="list-style-type: none"> • Library • Internet • Handouts • Organized tours • Text books and notes 		
UNIT A2.1 DESCRIBING OFFICE ORGANISATION UNIT DURATION: 40 HOURS CREDITS:4		
SPECIFIC LEARNING OUTCOMES	LEARNING ACTIVITIES	ASSESSMENT CRITERIA
2.1.1 Describe the office	Describing the office	The office described correctly.

	<ul style="list-style-type: none"> • Definition of an office • Types of office <ul style="list-style-type: none"> ○ Open plan ○ Closed plan 	
2.1.2 Describe the functions of an office	<p>Describing the functions of an office</p> <ul style="list-style-type: none"> ○ Recording information ○ Arranging information ○ Supplying information ○ Storing records ○ Processing information 	Functions of an office described correctly
2.1.3 Explain office organization	<p>Explaining office organisation</p> <ul style="list-style-type: none"> • Definition of office organisation. • Centralised offices <ul style="list-style-type: none"> ○ Advantages ○ Disadvantages • Decentralised offices <ul style="list-style-type: none"> ○ Advantages ○ Disadvantages • Types of organisational systems <ul style="list-style-type: none"> ○ Line ○ Functional ○ Line and staff ○ Committee 	Office organisation explained correctly

<p>2.1.4 Describe organisational structure and human resources</p>	<p>Describing organisational structure and human resources</p> <ul style="list-style-type: none"> • Structure of organisations • Functions of departments • Duties of key staff in departments 	<p>Organisational structure and human resource described correctly</p>
<p>UNIT A2.2 CARRYING OUT OFFICE MANAGEMENT AND SECRETARIAL FUNCTIONS</p> <p>CREDITS:4</p>		<p>UNIT DURATION: 40 HOURS</p>
<p>SPECIFIC LEARNING OUTCOMES</p>	<p>LEARNING ACTIVITIES</p>	<p>ASSESSMENT CRITERIA</p>
<p>2.2.1 Carryout front office duties</p>	<p>Carrying out front office duties</p> <ul style="list-style-type: none"> • Definition of front office <ul style="list-style-type: none"> ○ Description of the location of the reception office • Duties of a receptionist <ul style="list-style-type: none"> ○ Receiving and directing visitors ○ Receiving and directing telephone calls • Qualities of a good receptionist <ul style="list-style-type: none"> ○ High standards of communication skills ○ Courteous ○ Well-informed ○ Tactful ○ Polite ○ Calm ○ Helpful ○ Approachable ○ Neat appearance 	<p>Front office duties carried out correctly</p>

<p>2.2.2 Handle Mail in an office</p>	<p>Handling mail in an office</p> <ul style="list-style-type: none">• Types of mail<ul style="list-style-type: none">○ Registered○ Urgent○ Ordinary○ Private, personal and confidential• Procedure for handling in-coming mail<ul style="list-style-type: none">○ Sorting the mail into categories○ Prioritisation and handling of different categories of mail○ Entry○ Delivery○ Rechecking.• Procedure for handling out-going mail<ul style="list-style-type: none">○ Official signature○ Packaging procedure of letters○ Selection of delivery mode for different categories of letters• Recording of Mail• Use of Mailroom equipment<ul style="list-style-type: none">○ Jogger○ Shredder○ Package tying machine○ Tucking and folding machine○ Rolling and wrapping machine○ Trolleys or baskets○ Rubber stamps○ Collators○ Staplers○ Guillotine○ Letter opening machine	<p>Mail in an office handled correctly</p>
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<p>2.2.3 Perform filing in an office</p>	<p style="text-align: center;">○ Envelope sealing machine</p> <p>Performing filing and reprographic functions</p> <ul style="list-style-type: none"> ● Definition of filing and reprography <ul style="list-style-type: none"> ○ Organisation of filing ○ Central filing ○ Departmental filing ● Methods of filing <ul style="list-style-type: none"> ○ Alphabetical filing ○ Subject filing ○ Geographical filing ○ Numerical filing ○ Chronological filing ● Systems of filing <ul style="list-style-type: none"> ○ Vertical filing ○ Lateral filing ○ Plan filing (horizontal filing) ○ Rotary suspended filing unit ○ Electronic filing ○ Micro film filing ● Considerations for filing system <ul style="list-style-type: none"> ○ Simplicity ○ Accessibility ○ Capability for expansion ○ capability of safeguarding documents ○ Appropriacy for document type ● Filing equipment <ul style="list-style-type: none"> ○ Filing cabinets ○ Shelves ○ Computers ● Documents for filing systems <ul style="list-style-type: none"> ○ File absent cards/'out' guides ○ Cross reference slips ○ Bar code tracking system 	<p>Filing and reprographic functions performed correctly</p>
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	<ul style="list-style-type: none"> ○ Follow-up system 	
2.2.4 Use office equipment	<p>Using office equipment</p> <ul style="list-style-type: none"> ● Reprographic equipment <ul style="list-style-type: none"> ○ Duplicators ○ Copiers ● Paper handling equipment <ul style="list-style-type: none"> ○ Binders ○ Bursters ○ Decollators ○ Laminators 	Office equipment used correctly
2.2.4 Arrange meetings	<p>Arranging Meetings</p> <ul style="list-style-type: none"> ● Types of Meeting <ul style="list-style-type: none"> ○ Annual General Meeting (AGM) ○ Extra-Ordinary AGM ○ Committee Meetings ○ Ad-hoc Meetings ● Meeting documentation <ul style="list-style-type: none"> ○ Notice ○ Agenda ○ Minutes ● Terms used in meetings <ul style="list-style-type: none"> ○ Ad hoc ○ Addendum ○ Addressing the chair ○ Adjournment ○ Amendment ○ Attendance Sheet ○ Casting Vote ○ Closure ○ Dropped motion ○ En bloc ○ In camera ○ Intra vires 	Meetings arranged correctly

	<ul style="list-style-type: none"> ○ Lie on the table ○ Majority ○ Memorandum and articles of association ○ Motion ○ Nem con ○ Next business ○ Point of order ○ Poll ○ Postponement ○ Putting the question ○ Question be now put ○ Quorum ○ Reference back ○ Resolution ○ Rider ○ Right of reply ○ Sine die ○ Standing orders ○ Status quo ○ Sub-committee ○ Ultra vires ○ Unanimous ● Duties of key members of before, during and after meeting <ul style="list-style-type: none"> ○ Chairperson ○ Ordinary members ○ Secretary 	
<p>2.2.5 Make travel arrangements</p>	<p>Making travel arrangements</p> <ul style="list-style-type: none"> ● Types of travel <ul style="list-style-type: none"> ○ In-land travel ○ Foreign travel 	<p>Travel arrangements made correctly</p>

	<ul style="list-style-type: none"> • Requirements for travel <ul style="list-style-type: none"> ○ Dates ○ Itinerary ○ Transportation ○ Accommodation ○ Travel documentation ○ Medical appointments ○ Insurance ○ Handover notes • Identification and description of general sources of information on business trips <ul style="list-style-type: none"> ○ Public libraries ○ Fairs ○ Shows ○ Exhibitions ○ Seminars ○ People ○ Information centres ○ Radios ○ Television and other electronic media ○ National archives ○ Museums ○ Internet 	
<p>2.2.6 Apply personal and business attributes</p>	<p>Applying personal and business attributes</p> <ul style="list-style-type: none"> • Definition of attributes • Application of personal attributes <ul style="list-style-type: none"> ○ Neat appearance ○ Approachable ○ Courteous ○ Observant ○ Well informed ○ Positive ○ Organised 	<p>Personal and business attributes applied correctly</p>

	<ul style="list-style-type: none"> ○ Polite ○ Calm ○ Helpful ○ Adaptable ● Application of business attributes <ul style="list-style-type: none"> ○ High standards of communication skills ○ Efficiency ○ Reliability ○ Tact ○ Punctuality 	
UNIT A2.3 APPLYING PRINCIPLES OF COMMERCE IN THE OFFICE		UNIT DURATION: 40 HOURS
CREDITS:4		
SPECIFIC LEARNING OUTCOMES	LEARNING ACTIVITIES	ASSESSMENT CRITERIA
2.3.1 Identify business transactions	Identifying business transactions <ul style="list-style-type: none"> ● Definition of business transactions ● Types of business transactions. <ul style="list-style-type: none"> ○ Cash transactions ○ Credit transactions 	Business transactions conducted correctly
2.3.2 Use business documents	Using business documents <ul style="list-style-type: none"> ● Definition of business documents ● Types of business documents <ul style="list-style-type: none"> ○ Requisition ○ Enquiry ○ Quotation ○ Order ○ Invoice ○ Advice/Despatch Note ○ Delivery Note 	Business documents used correctly

	<ul style="list-style-type: none"> ○ Goods Received Note ○ Credit Note ○ Debit Note ○ Statement of Account ○ Cheque ○ Receipt ● Significance of business documents <ul style="list-style-type: none"> ○ Backbone of business transactions ○ Used for future reference ○ Type of business transactions 	
2.3.3 Use business terms	<p>Using business terms</p> <ul style="list-style-type: none"> ● Types of business terms <ul style="list-style-type: none"> ○ Cash discount ○ Trade discount ○ Cash with Order (CWO) ○ Cash on Delivery (COD) ○ Free on board (FOB) ○ Cost, Insurance and Freight (CIF) ○ Errors and Omissions Excepted (E&OE) ○ Value Added Tax (VAT) 	Business terms used correctly
2.3.4 Control stock	<p>Controlling stock</p> <ul style="list-style-type: none"> ● Definition of stock control ● Ordering, monitoring, issuing and maintaining stock <ul style="list-style-type: none"> ○ Minimum stock ○ Maximum stock ○ Re-order level 	Stock controlled correctly

	<ul style="list-style-type: none"> ○ Stock control card ● Advantages of stock control ● Computerised stock control ● Inventory 	
<p>2.3.5 Use banking services</p>	<p>Using banking services</p> <ul style="list-style-type: none"> ● Definition of banking ● Type of bank accounts ● Type of cheques ● Banking services <ul style="list-style-type: none"> ○ Standing orders ○ Credit transfer ○ Bank loans ○ Overdrafts ○ Bills of exchange ○ Issue of foreign currency ○ Travellers cheques ○ Drafts ○ Letters of credit ○ Payment and telegraphic transfers ○ Credit cards ○ Bank as an executor ○ Automated Teller machines ○ Direct debit ○ Mortgage ○ Safe deposit ○ E-banking ○ Mobile banking 	<p>Banking services used correctly</p>

UNIT A2.4: USING COMMUNICATION MEDIA UNIT DURATION: 40 HOURS CREDITS:4		
SPECIFIC LEARNING OUTCOMES	LEARNING ACTIVITIES	ASSESSMENT CRITERIA
2.4.1 Use electronic communication services	Using electronic communication services <ul style="list-style-type: none"> • Definition of electronic communication services • Type of electronic communication services <ul style="list-style-type: none"> ○ Email ○ Face book ○ My space ○ Twitter ○ Skype 	Electronic communication services used correctly
2.4.2 Use postal services	Using postal services <ul style="list-style-type: none"> • Definition of postal services • Type of postal services • Special Delivery <ul style="list-style-type: none"> ○ Data post ○ Registered post ○ Recorded delivery ○ Free post ○ Postage forward parcel service ○ International reply coupons ○ Newspapers and magazines ○ Cash on delivery ○ Late posting facility ○ Printed postage impressions ○ Selecta post ○ Private boxes 	Postal services used correctly

	<ul style="list-style-type: none"> ○ Private bags ○ Poste restate ○ Redirection of postal packets ○ Redirection of mail ● Sources of reference on mail services <ul style="list-style-type: none"> ○ Mail guide ○ Comprehensive Guide ○ Address Magazine ○ Services Guide ○ Parcelforce International ○ User Guide ○ Postcode Address file ○ The Post Office Guide ○ Yellow Pages 	
<p>2.4.3 Use telecommunication services</p>	<p>Using telecommunication services</p> <ul style="list-style-type: none"> ● Definition of telecommunication services ● The telephone <ul style="list-style-type: none"> ○ Telephone alphabet ○ Guidelines for answering the telephone and making telephone calls ○ Telephone tones ○ Telephone charges ○ Telephone equipment <ul style="list-style-type: none"> ▪ Switchboards ▪ Automatic call distribution system (ACD) ▪ Telephone-answering machines ▪ Voice bank ▪ Mobile telephones ▪ Pagers ▪ Tannoy Loud speakers 	<p>Telecommunication services correctly</p>

	<ul style="list-style-type: none"> • Telephone services • Sources of information <ul style="list-style-type: none"> ○ The phone book ○ Yellow pages ○ Internet • Telecommunication services for meetings and conferences <ul style="list-style-type: none"> ○ Conference calls ○ Video conferencing 	
UNIT A2.5 MANAGING INFORMATION IN THE OFFICE UNIT DURATION: 40 HOURS CREDITS:4		
SPECIFIC LEARNING OUTCOMES	LEARNING ACTIVITIES	ASSESSMENT CRITERIA
2.5.1 Identify sources of Information	Identifying sources of information <ul style="list-style-type: none"> • Definition of information • Importance of information • Sources of reference in common use 	Sources of Information identified correctly
2.5.2 Present statistical information	Presenting Statistical Information <ul style="list-style-type: none"> • Definition of statistical information • Presentation of statistical information <ul style="list-style-type: none"> ○ Line graphs ○ Bar charts ○ Pie charts ○ Computer graphics ○ Spreadsheets ○ Visual control equipment 	Statistical information presented correctly

<p>2.5.3 Maintain confidentiality of information in an office</p>	<p>Maintaining confidentiality</p> <ul style="list-style-type: none"> • Definition of confidentiality • Safeguards for maintaining confidentiality <ul style="list-style-type: none"> ○ Confidentiality procedures ○ Locking confidential documents ○ Classification of confidential documents ○ Tact and diplomacy ○ Reproduction of confidential documents ○ Provision of confidential information over the phone. ○ Shredding of unwanted confidential documents. 	<p>Confidentiality maintained correctly</p>
<p>REFERENCE MATERIALS</p> <p>Arora, S.P. (2009), <i>Office organisation and management</i>. Uttar Pradesh: Vikas Publishing House.</p> <p>Austin, E.,(1982), <i>Senior Secretarial Duties and Office Organization Secretarial services</i>. Philadelphia: Macdonald and Evans.</p> <p>Balraj, D. (1998), <i>Office Management and Commercial Correspondence</i>. Cuttack: Kitab Mahal.</p> <p>Bhatia, R.C. (2012), Duggal, B., <i>Office Management and Commercial Correspondence</i>. New York: Sterling Publishers</p> <p>Bhatia, R.C. (2012), <i>Principles of office management</i>. Wisconsin: Lotus Press.</p> <p>Chopra, R.K. (2009), <i>Administrative office management</i>. Nagpur: Himalaya Publishing House.</p> <p>Mishra R.K. (2007), <i>Personality Development: Transform Yourself.</i>, New Delhi: Rupa Publications.</p> <p>Rao, M.T. (2000), <i>Office Organisation and Management</i>. New Delhi: Atlantic Publishers & Dist.</p> <p>Stroman J., Wilson K. and Wauson J. (2014), <i>Administrative Assistant's and Secretary's Handbook</i>. New York: AMACOM.</p>		

MODULE: 464-03-A SHORTHAND I (60/70 WPM)		
MODULE PURPOSE: To equip the trainee with knowledge, skills and appropriate attitudes to write and transcribe Short hand efficiently and effectively.	MODULE DURATION: 290 Hours	CREDITS: 29
MODULE LEARNING OUTCOMES: On completion of this module the trainee will be able to:		
<ol style="list-style-type: none"> 1. Apply fundamental shorthand principles 2. Drill basic shorthand Alphabet 3. Apply rules for the two forms of R 4. Apply rules for diphthongs 5. Apply rules for Consonant H 6. Apply rules for the S circle 7. Apply rules for Sw circle, Ses circle and loops 8. Apply halving principle 9. Apply rules for downward L and abbreviated W 10. Developing speed at 60/70 WPM 		
Assessment Methods:		
<ul style="list-style-type: none"> • Assignments • Practicals • Exercises • Tests 		
Learning Conditions: Trainee will have access to the following:		
<ul style="list-style-type: none"> • Library • Internet • Handouts • Pencil • Notepad 		
UNIT A3.1	APPLYING FUNDAMENTAL SHORTHAND PRINCIPLES	UNIT DURATION: 30 HOURS CREDITS:3

SPECIFIC LEARNING OUTCOMES	LEARNING ACTIVITIES	ASSESSMENT CRITERIA
3.1.1 Outline the different types of Shorthand	Outlining the different types of shorthand <ul style="list-style-type: none"> • Pitman 2000 • Pitman Script • New Era • Gregg • Faulkner • T line shorthand 	Different types of shorthand outlined correctly
3.1.2 Apply manual Skills	Applying manual skills <ul style="list-style-type: none"> • Skilful holding of pencil • Skilful handling of notebook • Ability to anticipate transcript by indicating display or points for transcript • Dexterity in writing shorthand outlines 	Manual skills applied correctly
3.1.3 Outline distinctive features of Shorthand New Era	Outlining distinctive features of Shorthand New Era <ul style="list-style-type: none"> • Handwriting motion • Pairing of consonants • Position writing • Elimination of vowel writing 	Distinctive features of Shorthand New Era outlined correctly

UNIT A3.2 DRILLING BASIC SHORTHAND ALPHABET UNIT DURATION: 30 HOURS CREDITS:3		
SPECIFIC LEARNING OUTCOMES	LEARNING ACTIVITIES	ASSESSMENT CRITERIA
3.2.1 Identify letters of the Shorthand alphabet	Identifying letters of the Shorthand alphabet <ul style="list-style-type: none"> • English alphabet • Shorthand alphabet 	Letters of the Shorthand alphabet identified correctly
3.2.2 Identify second place vowels	Identifying second place vowels <ul style="list-style-type: none"> • Identifying the first 6 consonants P B T D CH J <ul style="list-style-type: none"> ○ Second place vowels ā, ě, ō and ů ○ Vowel ā ○ Joining consonants ○ Vowel ě • Identifying the second group of consonants- F V TH TH S Z SH ZH <ul style="list-style-type: none"> ○ Curve strokes ○ Vowels ō and ů • Identifying the next 8 consonants- K G M N NG L W Y <ul style="list-style-type: none"> ○ Horizontal strokes ○ Phrases 	Second place vowels identified correctly
3.2.3 Identify first place vowels	Identifying first place vowels <ul style="list-style-type: none"> ○ Vowel long ah ○ Vowel short ă 	First place vowel identified correctly

	<ul style="list-style-type: none"> ○ Vowel long aw ○ Vowel short ǒ 	
3.2.4 Distinguish first place vowels from second place vowels	Distinguishing first place vowels from second place vowels <ul style="list-style-type: none"> ● Position of stroke ● Position of vowel 	First place vowels distinguished from second place vowels correctly
3.2.5 Drill outlines in first position	Drilling the outlines in first position <ul style="list-style-type: none"> ● Horizontal strokes ● Heavy dot ● Light dot ● Heavy dash ● Light dash 	Outlines in first position drilled correctly
3.2.6 Identify third place vowels	Identifying third place vowels <ul style="list-style-type: none"> ● Vowel long ē ● Vowel short ĭ ● Vowel long oo ● Vowel short ǒo 	Third place vowels identified correctly
3.2.7 Distinguish third place vowels from second place and first place vowels	Distinguishing third place vowels from second place and first place vowels <ul style="list-style-type: none"> ● Position of stroke ● Position of vowel 	Third place vowels distinguished from second place and first place vowels correctly

3.2.8 Apply additional rules of third place vowels	<p>Applying additional rules of third place vowels</p> <p>Explaining the relationship between short ĩ and sound y</p> <ul style="list-style-type: none"> • Rules for application of the sound of y <ul style="list-style-type: none"> ○ At the end of a word • Rule for application of horizontal strokes in third vowel position • Rules for dropping vowel ĩ 	Additional rules of third place vowels applied correctly
3.2.9 Practice drilling	<p>Practicing drilling</p> <ul style="list-style-type: none"> • Words • Phrasing • Short forms 	Drilling practiced correctly
UNIT A3.3: APPLYING RULES FOR THE TWO FORMS OF R		UNIT DURATION: 30 HOURS CREDITS:3
SPECIFIC LEARNING OUTCOMES	LEARNING ACTIVITIES	ASSESSMENT CRITERIA
3.3.1 Identifying the two forms of R	<p>Identifying the two forms of R</p> <ul style="list-style-type: none"> • Upward R • Downward R 	Identifying the two forms of R identified correctly
3.3.2 Applying the Upward R	<p>Applying the Upward R</p> <ul style="list-style-type: none"> • Rules for application of upward R <ul style="list-style-type: none"> ○ When R begins a word ○ When a word ends with r-vowel ○ In the middle of the word 	Upward R applied correctly
3.3.3 Applying the Downward R	<p>Applying the Downward R</p> <ul style="list-style-type: none"> • Rules for application of downward R 	Downward R applied correctly

	<ul style="list-style-type: none"> ○ When the word begins with combination vowel-r ○ When r ends a word ○ When words in ore or air 	
3.3.4 Apply additional rules of two forms of R	Applying additional rules of two forms of R <ul style="list-style-type: none"> ● Awkward joining's ● Downward R before m ● Upward R before t, d, ch, j and th. ● Upward after a straight stroke 	Additional rules of two forms of R applied correctly
3.3.5 Practice drilling	Practicing drilling <ul style="list-style-type: none"> ● Words ● Phrasing ● Short forms 	Drilling practiced correctly
UNIT A3.4: APPLYING RULES FOR DIPHTHONGS UNIT DURATION: 30 HOURS CREDITS:3		
SPECIFIC LEARNING OUTCOMES	LEARNING ACTIVITIES	ASSESSMENT CRITERIA
3.4.1 Identifying Diphthongs	Identifying diphthongs <ul style="list-style-type: none"> ● Diphthong i ● Diphthong oi ● Diphthong ow ● Diphthong u 	Diphthongs Identified correctly
3.4.2 Apply diphthongs i and oi	Applying diphthongs i and oi <ul style="list-style-type: none"> ● Position of diphthong ● Position of stroke 	Diphthongs i and oi applied correctly
3.4.3 Apply diphthongs ow and u	Applying diphthongs ow and u <ul style="list-style-type: none"> ● Position of diphthong ● Position of stroke 	Diphthongs i and oi applied correctly
3.4.4 Apply Joined diphthongs	Applying Joined diphthongs	Joined diphthongs applied correctly

	<ul style="list-style-type: none"> • Easy joining's • Contraction of diphthongs 	
3.4.5 Apply Triphones	Applying Triphones <ul style="list-style-type: none"> • Identification triphone • Rule for application of Triphones • Distinctive outlines 	Triphones applied correctly
UNIT A3.5: APPLYING RULES FOR CONSONANT H UNIT DURATION: 20 HOURS CREDITS:2		
SPECIFIC LEARNING OUTCOMES	LEARNING ACTIVITIES	ASSESSMENT CRITERIA
3.5.1 Apply downward H	Applying the Downward H <ul style="list-style-type: none"> • Rules for application of downward H <ul style="list-style-type: none"> ○ H is the only consonant stroke ○ H is followed by k or g ○ Derivatives 	Downward H applied correctly
3.5.2 Apply Upward H	Applying the upward H <ul style="list-style-type: none"> • Rules for application of upward H • H is joined to any other consonant 	Upward H applied correctly
3.5.3 Practice drilling	Practicing drilling <ul style="list-style-type: none"> • Words • Phrasing • Short forms 	Drilling practiced correctly
UNIT A3.6: APPLYING RULES FOR S CIRCLE AND SW AND SES CIRCLE UNIT DURATION: 30 HOURS CREDITS:3		
SPECIFIC LEARNING OUTCOMES	LEARNING ACTIVITIES	ASSESSMENT CRITERIA
3.6.1 Practice S circle	Practicing S circle <ul style="list-style-type: none"> • S and Z sound represented by a circle 	S circle practice correctly

	<ul style="list-style-type: none"> • Rules for using S Circle <ul style="list-style-type: none"> ○ S circle is always read first at the beginning of a word ○ S circle is always read last at the end of a word 	
3.6.2 Apply motion rules	<p>Applying motion rules</p> <ul style="list-style-type: none"> • Written inside curves • Written with a left anti-clockwise motion to straight strokes • Written on the right side of straight down strokes • Written on the upper side of straight horizontal strokes and straight upstrokes • Written on the inside of the angle formed by two straight strokes 	Motion rules applied correctly
3.6.3 Practice short forms	<p>Practicing short forms</p> <ul style="list-style-type: none"> • Short forms • S circle added to short forms 	Short forms practiced correctly
3.6.4 Identify SW and SES circles	<p>Identifying SW and SES circles</p> <ul style="list-style-type: none"> • Characteristics of Ses • Characteristics of Sw 	SW and SES circles identified correctly
3.6.5 Practice Ses circle	<p>Practicing Ses circle</p> <ul style="list-style-type: none"> • Characteristics of Ses circle <ul style="list-style-type: none"> ○ Ses/sez sound represented by a large final Circle 	Ses circle practiced correctly

	<ul style="list-style-type: none"> • Rule for applying ses circle <ul style="list-style-type: none"> ○ The large circle also represents ses in the middle of a word ○ Ses circle is always read last at the end of a word ○ Application of vowels other than short ě between two s's 	
3.6.6 Apply motion rules	<p>Applying motion rules</p> <ul style="list-style-type: none"> • Written inside curves • Written with a left anti-clockwise motion to straight strokes • Written on the right side of straight down strokes • Written on the upper side of straight horizontal strokes and straight upstrokes • Written on the inside of the angle formed by two straight strokes 	Motion rules applied correctly
3.6.7 Practice Sw circle	<p>Practicing Sw circle</p> <ul style="list-style-type: none"> • Sw sound represented by a large final Circle • Rules of sw circle <ul style="list-style-type: none"> ○ Represents sway sound ○ Represents the two s's in phrases 	Sw circle practiced correctly
3.6.8 Practice short forms	<p>Practicing</p> <ul style="list-style-type: none"> • Short forms 	Short forms practiced correctly

	<ul style="list-style-type: none"> Sw circle in Phrases 	
UNIT A3.7: APPLYING RULES FOR LOOPS UNIT DURATION: 30 HOURS CREDITS:3		
SPECIFIC LEARNING OUTCOMES	LEARNING ACTIVITIES	ASSESSMENT CRITERIA
3.7.1 Identify st and str loops	identifying st and str loops <ul style="list-style-type: none"> st str 	st and str loops identified correctly
3.7.2 Practice st loop	Practicing st loop <ul style="list-style-type: none"> St represented by a small loop Represents either a light or heavy final sound 	St loop practiced correctly
3.7.3 Applying the St loop	Applying the St loop <ul style="list-style-type: none"> Rules for application of St loop <ul style="list-style-type: none"> St loop may be written in the middle of a word Written inside curves Written with a left anti-clockwise motion to straight strokes 	St loop applied correctly
3.7.4 Practice Str loop	Practicing Str loop <ul style="list-style-type: none"> Characteristics of str loop <ul style="list-style-type: none"> Str represented by a large final loop 	Str loop practiced correctly
3.7.5 Apply the Str loop	Applying the Str loop <ul style="list-style-type: none"> Rules for application of Str loop 	Str loop applied correctly

	<ul style="list-style-type: none"> ○ Str loop is not used at the beginning of a word ○ Written inside curves ○ Written with a left anti-clockwise motion to straight strokes 	
3.7.6 Practice words	<p>Practicing</p> <ul style="list-style-type: none"> ● Words with Str loops ● S circle added to the Str loop 	Words practiced correctly
UNIT A3.8: APPLYING HALVING PRINCIPLE UNIT DURATION: 30 HOURS CREDITS:3		
SPECIFIC LEARNING OUTCOMES	LEARNING ACTIVITIES	ASSESSMENT CRITERIA
3.8.1 Explain the halving principle	<p>Explaining the halving principle</p> <ul style="list-style-type: none"> ● Definition of halving principle ● Application of halving principle 	Halving principle explained correctly
3.8.2 Apply halving principle to words of one syllable	<p>Applying halving principle to words of one syllable</p> <ul style="list-style-type: none"> ● Halving light stroke ● Halving heavy stroke 	Halving principle applied correctly
3.8.3 Apply halving principle to words of two or more syllable	<p>Applying halving principle to words of two or more syllable</p> <ul style="list-style-type: none"> ● Halving strokes with a following t or d ● Halved strokes in third position written on the line ● Halving Diphthong joined to a stroke 	Halving principle applied correctly

3.8.4 Explain the cases in which halving principle is not applied	Explaining the cases in which halving principle is not applied where <ul style="list-style-type: none"> • Rt and rts are used • halved stroke is not clear • final vowel follows t or d 	Cases in which halving principle is not applied explained correctly
UNIT A3.9: APPLYING RULES FOR DOWNWARD L AND ABBREVIATED W UNIT DURATION: 30 HOURS CREDITS:3		
SPECIFIC LEARNING OUTCOMES	LEARNING ACTIVITIES	ASSESSMENT CRITERIA
3.9.1 Apply rules for writing L	Applying rules for writing L <ul style="list-style-type: none"> • When L is written upward • When L is Written after n or ng 	Rules for writing L applied correctly
3.9.2 Apply downward L when indicating vowels	Applying downward L when indicating vowels where <ul style="list-style-type: none"> • Initial vowel comes before L and L is followed by horizontal stroke • l follows f, v, sk or straight upstroke and vowel does not end the word 	Downward L applied correctly
3.9.3 Use Special outlines	Use Special outlines for <ul style="list-style-type: none"> • Volume • Column • Film 	Special outlines used correctly
3.9.4 Apply rules for Abbreviated W	Applying rules for Abbreviated W <ul style="list-style-type: none"> • Application of abbreviated W 	Rules for Abbreviated W applied correctly

	<ul style="list-style-type: none"> ○ A small initial semicircle written at the beginning of <ul style="list-style-type: none"> ▪ K, g, m ▪ Upward and downward R ○ The semicircle is always read first 	
3.9.5 Explain the cases in which abbreviated W is not applied	<p>Explaining the cases in which abbreviated W is not applied where</p> <ul style="list-style-type: none"> • When a vowel begins a word 	Cases in which abbreviated W is not applied explained correctly
3.9.6 Use special phrases	<p>Using special phrases</p> <ul style="list-style-type: none"> • You were • Which were • Who were • They were • We were 	Special phrases used correctly
<p>UNIT A3.10: DEVELOPING SPEED 60/70 WPM UNIT DURATION: 30 HOURS CREDITS:3</p>		
SPECIFIC LEARNING OUTCOMES	LEARNING ACTIVITIES	ASSESSMENT CRITERIA
3.10.1 Practice dictation of words	<p>Practicing dictation of words</p> <ul style="list-style-type: none"> • 40 wpm • 60 wpm • 70 wpm 	Dictation practice done correctly
3.10.2 Practice dictation of sentences	<p>Practicing dictation of sentences</p> <ul style="list-style-type: none"> • 40 wpm • 60 wpm 	Dictation practice done correctly

	<ul style="list-style-type: none"> • 70 wpm 	
3.10.3 Practice dictation of paragraphs	<p>Practicing dictation of paragraphs</p> <ul style="list-style-type: none"> • 40 wpm • 60 wpm • 70 wpm 	Dictation practice done correctly
3.10.4 Apply Aural Skills	<p>Applying Aural Skills</p> <ul style="list-style-type: none"> • Variation of intonation • Variation of accent • Variation of pitch and volume voice • Variation of pace of speech • Irrelevant noises • Unfamiliar words 	Aural skills applied correctly
3.10.5 Use mental Skills	<p>Using mental Skills</p> <ul style="list-style-type: none"> • Recalling shorthand outlines or to form new ones • Recognizing words • Retaining rapidly spoken words until the hand is ready to write them • Giving some attention to and comprehending the general meaning of what is being said 	Mental skills done correctly

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MODULE: 464-04-A PRINCIPLES OF ACCOUNTS		
MODULE PURPOSE: To equip the trainee with knowledge, skills and appropriate attitudes to apply principles of accounts efficiently and effectively	MODULE DURATION: 200 Hours	CREDITS: 20
<p>MODULE LEARNING OUTCOMES: On completion of this module the trainee will be able to:</p> <ol style="list-style-type: none"> 1. Explain the fundamental principles of accounting 2. Prepare ledger accounts 3. Prepare books of original entry 4. Prepare the trial balance and the suspense accounts 5. Prepare bank reconciliation statements 6. Prepare control accounts 7. Prepare final accounts for sole traders <p>Assessment Methods:</p> <ul style="list-style-type: none"> • Assignments • Practicals • Exercises • Tests <p>Learning Conditions: Trainee will have access to the following:</p> <ul style="list-style-type: none"> • Library • Internet • Handouts • Pencil • Notepad 		
<p>UNIT A4.1 EXPLAINING THE FUNDAMENTAL PRINCIPLES OF ACCOUNTING UNIT DURATION: 20 HOURS CREDITS:2</p>		

SPECIFIC LEARNING OUTCOMES	LEARNING ACTIVITIES	ASSESSMENT CRITERIA
4.1.1 Discuss principles of bookkeeping	Discussing the principles of bookkeeping <ul style="list-style-type: none"> • Principles of book keeping <ul style="list-style-type: none"> ○ Definition book keeping ○ Purpose of book keeping 	Principles of bookkeeping discussed correctly
4.1.2 Explain basic accounting terms	Explaining basic accounting terms <ul style="list-style-type: none"> • Accounting • Assets (tangible and intangible) <ul style="list-style-type: none"> ○ Non-current (Fixed) assets ○ Current assets • Capital • Liabilities <ul style="list-style-type: none"> ○ Non-current (long-term) liabilities ○ Current (short-term) liabilities • Receivables (Debtors) • Payables (Creditors) • Income • Expenses 	Basic accounting terms explained correctly
4.1.3 Distinguish between bookkeeping and financial accounting	Distinguishing between bookkeeping and financial accounting. <ul style="list-style-type: none"> • Definition of bookkeeping • Definition of financial accounting • Differences between bookkeeping and financial accounting 	Bookkeeping and financial accounting distinguished correctly

4.1.4 Use the accounting equation	Using the accounting equation: <ul style="list-style-type: none"> • Definition of accounting equation • Calculation: <ul style="list-style-type: none"> ○ Assets ○ Liabilities ○ Capital 	Accounting equation used correctly
UNIT A4.2 PREPARING LEDGER ACCOUNTS UNIT DURATION: 30 HOURS CREDITS:3		
4.2.1 Classify the ledger accounts	Classification of ledger accounts <ul style="list-style-type: none"> • Definition of the ledger • Types of ledgers <ul style="list-style-type: none"> ○ General ○ Sales/Debtors ○ Purchases/Creditors • Classification of ledger accounts <ul style="list-style-type: none"> ○ Real Accounts ○ Nominal Accounts ○ Personal Accounts 	Ledger prepared correctly
4.2.2 Use the double entry principle to record business transactions	Using the double entry principle to record business transaction: <ul style="list-style-type: none"> • Definition of double entry • Rules of double entry • Record business transactions in the ledger account • Effects of double entry on the accounting equation 	The double entry principle used correctly

4.2.3 Prepare the ledger accounts	Preparing Ledger accounts <ul style="list-style-type: none"> • Entering transactions in ledger accounts • Balancing ledger accounts 	Ledger accounts prepared correctly
UNIT A4.3 PREPARING BOOKS OF ORIGINAL ENTRY UNIT DURATION: 30 HOURS CREDITS:3		
SPECIFIC LEARNING OUTCOMES	LEARNING ACTIVITIES	ASSESSMENT CRITERIA
4.3.1 Identify source documents	Identifying source documents <ul style="list-style-type: none"> • Definition of source documents • Types: <ul style="list-style-type: none"> ○ Inquiry ○ Quotation ○ Order ○ Invoice ○ Delivery note ○ Goods received note ○ Credit note ○ Debit note ○ Cheque stub ○ Deposit and withdraw slips ○ Receipt ○ Statement of account 	Business documents identified correctly
4.3.2 Prepare books of original entry	Preparing books of original entry <ul style="list-style-type: none"> • Definition of subsidiary books • Preparation of subsidiary books <ul style="list-style-type: none"> ○ Sales Day Book 	Subsidiary books prepared correctly

	<ul style="list-style-type: none"> ○ Purchases Day Book ○ Sales Returns Day Book ○ Purchases Returns Day Book ○ General Journal ○ Cash Book ○ Petty Cash Book 	
4.3.3 Post the entries from books of original entry into the ledger	Posting entries to the ledger: <ul style="list-style-type: none"> ● Sales (receivables) ledger ● Purchases (payables) ledger ● Nominal accounts 	Entries from the books of original entry posted correctly
UNIT A4.4 PREPARE THE TRIAL BALANCE AND SUSPENSE ACCOUNTS UNIT DURATION: 30 HOURS CREDITS:3		
SPECIFIC LEARNING OUTCOMES	LEARNING ACTIVITIES	ASSESSMENT CRITERIA
4.4.1 Prepare the trial balance	Preparing the trial balance <ul style="list-style-type: none"> ● Definition of a trial balance ● Extraction of a trial balance <ul style="list-style-type: none"> ○ from lists of balances ○ from books of accounts 	Trial balance prepared correctly
4.4.2 Correct errors in the trial balance	Correcting errors in the trial balance <ul style="list-style-type: none"> ● Definition of accounting errors ● Type of errors <ul style="list-style-type: none"> ○ Errors not affecting the trial balance ○ Errors affecting the trial balance ○ Correction of errors 	Errors identification and correction done correctly
4.4.3 Prepare a suspense account	Preparing a suspense account <ul style="list-style-type: none"> ● Definition of a suspense account ● Preparation of a suspense account 	Suspense account prepared correctly

UNIT A4.5 PREPARE BANK RECONCILIATIONS STATEMENTS UNIT DURATION: 20 HOURS CREDITS:2		
SPECIFIC LEARNING OUTCOMES	LEARNING ACTIVITIES	ASSESSMENT CRITERIA
4.5.1 Prepare revised cash book	Preparing revised cash book <ul style="list-style-type: none"> • Definition of a revised cash book • Comparison of the cash book and bank statement • Preparation of a revised cash book 	Revised cash book prepared correctly
4.5.2 Explain the causes of differences between the cash book and a bank statement	Explaining the causes of differences between cash book and a bank statement: <ul style="list-style-type: none"> • Definition of a bank statement • Causes of differences between cash book and bank statement 	Differences between cash book and bank statement explained correctly
4.5.3 Prepare bank reconciliation statements	Preparing bank reconciliation statements <ul style="list-style-type: none"> • Definition of a bank reconciliation statement • Purpose of bank reconciliation statement <ul style="list-style-type: none"> ○ Internal control purposes ○ Reconciliation of the bank account ○ Identification of the correct bank balance/updating of records ○ Identification of out outstanding cheques and deposits ○ Detection of errors and dishonesty ○ Preparation of bank reconciliation statements 	Bank reconciliation statements prepared correctly

UNIT A4.6 PREPARING CONTROL ACCOUNTS UNIT DURATION: 30 HOURS CREDITS:3		
SPECIFIC LEARNING OUTCOMES	LEARNING ACTIVITIES	ASSESSMENT CRITERIA
4.6.1 Explain the nature and purpose of control accounts	Explaining the nature and purpose of control accounts: <ul style="list-style-type: none"> • Definition of control accounts • Types of control accounts • Purpose of control accounts 	Nature and purpose of control accounts explained correctly
4.6.2 Prepare receivables ledger control account	Preparing the receivables control account: <ul style="list-style-type: none"> • Preparing the receivables control account • Preparing the reconciliation statement (receivables ledger and general ledger) 	Receivable's ledger control account prepared correctly
4.6.3 Prepare the payables ledger control account	Preparing the payables control account: <ul style="list-style-type: none"> • Preparing the payables control account • Preparing the reconciliation statement (payables ledger and general ledger) 	Payable's ledger control account prepared correctly
UNIT A4.7 PREPARE FINAL ACCOUNTS FOR SOLE TRADERS UNIT DURATION: 30 HOURS CREDITS:3		
SPECIFIC LEARNING OUTCOMES	LEARNING ACTIVITIES	ASSESSMENT CRITERIA
4.7.1 Discuss accounting concepts	Discussing accounting concepts <ul style="list-style-type: none"> • Definition of accounting concepts • Type of accounting concepts <ul style="list-style-type: none"> ○ Materiality concept 	Accounting concepts discussed correctly

	<ul style="list-style-type: none"> ○ Prudence concept ○ Consistency concept ○ Money measurement concept ○ Going concern concept ○ Business entity concept ○ Dual aspect concept ○ Matching/Accrual concept ○ Historical concept 	
4.7.2 Prepare final accounts	<p>Preparing final accounts</p> <ul style="list-style-type: none"> ● Definition of final accounts ● Preparation of final accounts <ul style="list-style-type: none"> ○ Statement of profit or loss (trading account) ○ Statement of financial position (Balance Sheet) 	Final accounts prepared correctly
4.7.3 Make adjustments for accruals and prepayments	<p>Making adjustments for accruals and prepayments</p> <ul style="list-style-type: none"> ● Definition of Accruals ● Adjustments for accrued revenue ● Adjustments for accrued expenses ● Definition of prepayments ● Adjustments for prepaid expenses 	Adjustments for accruals and prepayments made correctly
4.7.4 Make adjustments for depreciations	<p>Making adjustments for Depreciation</p> <ul style="list-style-type: none"> ● Definition of depreciation ● Methods of calculating depreciation <ul style="list-style-type: none"> ○ Straight line method ○ Reducing balance method ● Provision for depreciation ● Adjustments for depreciation 	Adjustments for depreciations made correctly

4.7.5 Make adjustments for bad debts	Making adjustments for bad debts <ul style="list-style-type: none">• Definition of bad debts• Provision for bad debts• Adjustments for bad debts	Adjustments for bad debts made correctly
REFERENCE MATERIALS Wood, F. and Robinson, S. (2009) Bookkeeping and Accounts. 7th edition. London, FT Prentice Hall ZiCA (2011) The ZiCA Technician Manual for Financial Accounting. (s.l.): (s.n.) ZiCA (2015) Diploma in Accounting Levels 1 and 2 Student Handbook. London: BPP Learning Media Ltd		

MODULE: 464-05-A ENTREPRENEUSHIP		
MODULE PURPOSE: To equip the trainee with knowledge, skills and appropriate attitudes to effectively and efficiently apply entrepreneurial skills.	MODULE DURATION: 80 HOURS	CREDITS: 8.0
LEARNING OUTCOMES: On completion of this module, trainees will be able to <ol style="list-style-type: none"> 1. Use entrepreneurial concepts 2. Build a positive attitude towards entrepreneurship 3. Demonstrate personal entrepreneurial competences 4. Establish an enterprise 5. Manage an enterprise 6. Grow an enterprise 7. Establish business networks 8. Exit a business 		
UNIT A5.1: USING ENTREPRENEURSHIP CONCEPTS		DURATION: 10 HOURS
CREDITS: 1		
SPECIFIC LEARNING OUTCOME	LEARNING ACTIVITIES	ASSESSMENT CRITERIA
5.1.1 Explain concepts of entrepreneurship	Explaining concepts of entrepreneurship <ul style="list-style-type: none"> • Generic explanation of the terms <ul style="list-style-type: none"> - Enterprise - Entrepreneurs - Entrepreneurship - Enterprise - Entrepreneurial competences • Define new enterprise creation • Differentiate between an Entrepreneur and an Entrepreneur 	Concepts of entrepreneurship explained correctly

5.1.2	Describe different types of entrepreneurs	Describing the different types of entrepreneurs <ul style="list-style-type: none"> Distinguish between pushed and pulled entrepreneurs Explain enterprise, entrepreneurship and the entrepreneur	Different types of entrepreneurs described correctly
5.1.3	Discuss the background to emergence of entrepreneurship	Discussing the background to emergence of entrepreneurship <ul style="list-style-type: none"> Origin of entrepreneurship Motive of entrepreneurship Importance of entrepreneurship to national development 	The background to emergence of entrepreneurship described correctly
5.1.4	Explain the benefits of entrepreneurship	Explaining the benefits of entrepreneurship <ul style="list-style-type: none"> Employment and self-employment Benefits of enterprise development 	The benefits of entrepreneurship explained correctly
UNIT A5.2: BUILDING POSITIVE ATTITUDE TOWARDS ENTREPRENEURSHIP			DURATION: 10 HOURS
CREDITS: 1			
SPECIFIC LEARNING OUTCOMES	LEARNING ACTIVITIES	ASSESSMENT CRITERIA	
5.2.1	Develop positive thinking	Developing positive thinking <ul style="list-style-type: none"> The mind-set of a positive entrepreneur Positive thinking and goal setting 	Developing of positive thinking done correctly
5.2.2	Develop positive ambition	Developing positive ambition <ul style="list-style-type: none"> The psychological preparedness of an entrepreneur 	Developing of positive ambition done correctly
5.2.3	Discuss positive outlook	Discussing positive outlook <ul style="list-style-type: none"> The entrepreneurs psychological preparedness 	Discussing of positive outlook done correctly
5.2.4	Develop constructive ambition	Developing constructive ambition <ul style="list-style-type: none"> Realistic targets Setting realistic targets 	Developing of constructive ambition done correctly

UNIT A5.3: DEMONSTRATING PERSONAL ENTREPRENEURIAL COMPETENCES DURATION: 10 HOURS CREDITS: 1		
SPECIFIC LEARNING OUTCOMES	LEARNING ACTIVITIES	ASSESSMENT CRITERIA
5.3.1 Identify Personal Entrepreneurial Competences (PECs) relating to achievement cluster	Identifying Personal Entrepreneurial Competences relating to Achievement Cluster <ul style="list-style-type: none"> • Practice opportunity seeking and initiative • Practice risk taking • Practice demand for efficiency and quality • Practice persistence • Practice commitment to the work contract 	Personal Entrepreneurial Competences (PECs) relating to achievement cluster identified correctly
5.3.2 Assess Personal Entrepreneurial Competences relating to achievement to planning cluster	Assessing Personal Entrepreneurial Competences relating to Planning Cluster <ul style="list-style-type: none"> • Practice information seeking • Practice goal setting • Practice systematic planning and monitoring and evaluation • Assessing the personal entrepreneurial competences • Answer a self-rating questionnaire/peer assessment • Apply entrepreneurial competences assessment tools (Personal entrepreneurial competences self-rating questionnaires) • Apply peer assessment • Conduct assessment of entrepreneurial competences 	Personal Entrepreneurial Competences relating to achievement to planning cluster assessed correctly Personal Entrepreneurial Competences relating to achievement to power cluster applied correctly

5.3.3 Apply Personal Entrepreneurial Competences relating to achievement to power cluster	Applying personal entrepreneurial competences relating to power cluster <ul style="list-style-type: none"> - Practice persuasion and networking - Practice independence and self-confidence 	Personal Entrepreneurial Competences relating to achievement to power cluster applied correctly.
UNIT A5.4: ESTABLISHING AN ENTERPRISE		DURATION: 10 HOURS
SPECIFIC LEARNING OUTCOMES	LEARNING ACTIVITIES	ASSESSMENT CRITERIA
5.4.1 Identify / generate a business idea	Identifying / generating a business idea <ul style="list-style-type: none"> • Identifying sources of business ideas • Techniques of generating business ideas • Generate a business idea • Conduct an environmental scanning for the business idea • Conduct a feasibility study for the business idea 	A business idea identified / generated correctly
5.4.2 Select the most viable business idea	Selecting the most viable business idea <ul style="list-style-type: none"> • Use a micro screening table <ul style="list-style-type: none"> - State solvent demand - State availability of qualified personnel - State availability of technology/equipment - State availability of raw materials - State competitors - State critical success factors 	The most viable business idea selected correctly
5.4.3 Develop a business opportunity	Identifying a business opportunity <ul style="list-style-type: none"> • Identify sources of business opportunities 	Business opportunity developed correctly

	<ul style="list-style-type: none"> • Outline steps for business opportunity identification • Explain considerations in opportunity selection • Describe opportunity identification dynamics <ul style="list-style-type: none"> - Discuss the need of the society - Discuss capability of the entrepreneur <p>Discuss the resource availability in the environment</p>	
<p>5.4.4 Establish an enterprise</p>	<p>Establishing an enterprise</p> <ul style="list-style-type: none"> • Design of the business <ul style="list-style-type: none"> - Generate a business idea - Conduct a market research - Conduct SWOT analysis • Develop the business <ul style="list-style-type: none"> - Prepare a business plan - Arrange finance (own capital, family, bank) - Find location - Arrange logistics • Managing the business <ul style="list-style-type: none"> - Cost and price - Market the products - Establish record keeping systems - Outline time management schedules - Apply financial management - Conduct stock control - Institute business and private guidelines 	<p>Enterprise established correctly</p>

	<ul style="list-style-type: none"> • Evaluating the business <ul style="list-style-type: none"> - Evaluate financial results - Evaluate business results • Adjust plans 	
UNIT A5.5: CREDITS: 1	MANAGING AN ENTERPRISE	DURATION: 10 HOURS
SPECIFIC LEARNING OUTCOMES	LEARNING ACTIVITIES	ASSESSMENT CRITERIA
5.5.1 Apply principles of human resource management	Applying principles of human resource management <ul style="list-style-type: none"> ○ Define human resources terms ○ Discuss how to recruit, interview, and retain employees more effectively ○ Follow up with new employees in a structured manner ○ Advocate for your employees' health and safety ○ Provide accurate, actionable feedback to employees ○ Act appropriately in situations requiring discipline and termination 	Principles of human resource management applied correctly
5.5.2 Apply principles of financial management	Applying principles of financial management <ul style="list-style-type: none"> ○ Using financial terminology ○ Understand financial statements ○ Identify how to analyse financial statements ○ Understand budgets ○ Outline how to make budgeting easy ○ Understand advanced forecasting techniques ○ Understand how to manage the budget 	Principles of financial management applied correctly

	<ul style="list-style-type: none"> ○ Identify how to make smart purchasing decisions <p>Identify the legal aspects of finance</p>	
5.5.3 Manage business operations	<p>Managing business operations</p> <ul style="list-style-type: none"> ○ Operations strategy and managing change ○ Operations strategy and competitiveness ○ Project schedule development ○ Product design and process selection ○ Process analysis ○ Total Quality Management ○ Supply Chain Management ○ Capacity Management ○ Just-in-Time and Lean Systems ○ Resources Planning Systems ○ Aggregate Planning ○ Forecasting ○ Inventory Control ○ Material Requirement Planning ○ Operations Scheduling 	Business operations managed correctly
5.5.4 Apply principles of marketing management	<p>Applying principles of marketing management</p> <ul style="list-style-type: none"> ○ Define marketing management ○ Formulate the marketing mix ○ Conduct a market research for products and services ○ Evaluate results from the market research ○ Introduce SWOT analysis framework 	Principles of marketing management applied correctly
5.5.5 Use networking	<p>Using networking management information</p> <ul style="list-style-type: none"> ○ Define (informal) networking 	Networking management information applied correctly

<p>management information</p>	<ul style="list-style-type: none"> ○ Describe entrepreneur in a SPIDER web environment ○ Identify kinds of networks ○ State the three basic principles of networking <ul style="list-style-type: none"> ● Implicit networks (informal) ● Explicit networks (Formal) ● Discuss trust ● Discuss maintenance or active participation ● Discuss reciprocity ○ Outline networking rules ○ Set your PEC barometer- networking 	
<p>5.5.6 Adhere to business ethics and values</p>	<p>Adhering to business ethics and values</p> <ul style="list-style-type: none"> ○ Define and understand ethics ○ Understand the benefits of ethics ○ Create strategies to implement ethics at work ○ Recognise social and business responsibility ○ Identify ethical and unethical behavior ○ Learn how to make ethical decisions and lead with integrity 	<p>Business ethics and values adhered to correctly</p>
<p>5.5.7 Fulfil statutory obligations</p>	<p>Fulfilling statutory obligations</p> <ul style="list-style-type: none"> ○ Explain the legal framework for small enterprise ○ Discuss forms of business ○ Outline advantages and disadvantages of different forms of business ○ Discuss registration procedures with PACRA ○ Discuss ZRA Procedure 	<p>Statutory obligations fulfilled correctly</p>

5.5.8	Undertake strategic planning	Undertaking strategic planning <ul style="list-style-type: none"> ○ Define strategic planning ○ Outline the strategic Planning process ○ Outline key performance 	Strategic planning undertaken correctly
5.5.9	Manage credits	Manage procurement of loans: <ul style="list-style-type: none"> ○ Different credit terms ○ interest rates ○ repayment terms 	Credits managed correctly
UNIT A5.6:		GROWING AN ENTERPRISE	DURATION: 10 HOURS
CREDITS: 1			
SPECIFIC LEARNING OUTCOMES		LEARNING ACTIVITIES	ASSESSMENT CRITERIA
5.6.1	Identify possible growth avenues	Identifying growth avenues <ul style="list-style-type: none"> ○ Explain the business life cycle ○ Explain idea generation ○ Explain business launch ○ Explain business growth and expansion ○ Explain business maturity ○ Explain business decline ○ Explain business phase out or re-launch ○ Outline types of growth avenues 	Possible growth avenues identified correctly
5.6.2	Engage professional staff	Engaging professional staff <ul style="list-style-type: none"> ○ Defining recruitment ○ Understanding the selection process ○ Recognising the GROW model and how to set goals ○ Preparing for the interview and question process ○ Identifying and avoiding bias when making offers 	Professional staff engaged correctly

	<ul style="list-style-type: none"> ○ Discovering ways to retain talent and measure growth 	
5.6.3 Manage business performance	<p>Managing business performance</p> <ul style="list-style-type: none"> ○ Define performance management ○ Understand how performance management works and the tools to make it work ○ Learn the three phases of project management and how to assess it ○ Discuss effective goal-setting ○ Learn how to give feedback on performance management ○ Identify Kolb's Learning Cycle ○ Recognise the importance of motivation ○ Develop a performance journal and performance plan 	Business performance managed correctly
5.6.4 Mobilise finance for growth	<p>Mobilising finance for growth</p> <ul style="list-style-type: none"> ○ Explain role of finance in an enterprise ○ Discuss sources of finance for an enterprise ○ State the importance of good financial management 	Finance for growth mobilised correctly
UNIT A5.7: CREDITS: 1	ESTABLISHING BUSINESS NETWORKS	DURATION: 10 HOURS
SPECIFIC LEARNING OUTCOMES	LEARNING ACTIVITIES	ASSESSMENT CRITERIA
5.7.1 Identify networking agenda	<p>Identifying networking agenda</p> <ul style="list-style-type: none"> ○ Importance of networking ○ Establish an enterprise networking web 	Identify networking agenda

5.7.2	Identify business networks	Identifying business networks <ul style="list-style-type: none"> ○ Internal networks ○ External networks 	Identify business networks
5.7.3	Join business networks	Joining business networks <ul style="list-style-type: none"> ○ Identify stakeholders and shareholders ○ Outline terms and conditions ○ Evaluate performance 	Join business networks
5.7.4	Attend business forums	Attending business forums <ul style="list-style-type: none"> ○ Define business forum ○ Identify types of business forums ○ Outline the benefits of business forums 	Attend business forums
5.7.5	Evaluate and control business networks	Evaluating and controlling business networks <ul style="list-style-type: none"> ○ Explain how to sustain business networks ○ Assess performance of business networks 	Evaluate and control business networks
UNIT A5.8:		EXITING A BUSINESS	DURATION: 10 HOURS
			CREDITS: 1
SPECIFIC LEARNING OUTCOMES	LEARNING ACTIVITIES		ASSESSMENT CRITERIA
5.8.1	Design exit strategies	Designing exit strategies <ul style="list-style-type: none"> ○ Discuss mergers ○ Discuss acquisitions ○ Discuss debentures ○ Discuss management buy out 	Strategies designed correctly
5.8.2	Design a succession plan	Designing a succession plan <ul style="list-style-type: none"> ○ Define business succession planning and its role in your company ○ Lay the groundwork to develop a succession plan ○ The importance of mentorship ○ Define and use a SWOT analysis to set goals 	Succession plan designed correctly

	<ul style="list-style-type: none"> ○ Create a plan, assign roles, and execute the plan ○ Communicate to develop support and manage change ○ Anticipate obstacles, and evaluate and adapt goals and plans ○ Characterise success 	
<p>5.8.3 Explain estate management</p>	<p>Explaining estate management</p> <ul style="list-style-type: none"> ○ Define estate management ○ Outline types of estate management <p>Explain the enterprise estate management obligations to government</p>	<p>Estate management explained correctly</p>

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MODULE: 464-06-A COMMUNICATION SKILLS		
MODULE PURPOSE: To equip the trainee with knowledge, skills and appropriate attitudes required to effectively and efficiently Communicate in a workplace	MODULE DURATION: 80 Hours	CREDITS: 8 Credit Hours
<p>MODULE LEARNING OUTCOMES: On completion of this module the trainee will be able to:</p> <ol style="list-style-type: none"> 1. Use a library 2. Discuss process of communication 3. Apply study skills 4. Apply correspondence skills 5. Write reports 6. Apply interpersonal skills in an organisation 7. Apply for a Job 8. Using technical English <p>Assessment Methods:</p> <ul style="list-style-type: none"> • Assignments • Practical • Class exercises • Tests <p>Learning Conditions: Trainee will have access to the following:</p> <ul style="list-style-type: none"> • Books • Modules • Library • Internet 		
UNIT A6.1: USING A LIBRARY		
DURATION: 10 HOURS		1 CREDIT HOURS
SPECIFIC LEARNING OUTCOMES	LEARNING ACTIVITIES	ASSESSMENT CRITERIA
6.1.1 Illustrate the filing system	<ul style="list-style-type: none"> • Classifying books according to class works 	Filing system illustrated correctly

	<ul style="list-style-type: none"> • Arranging books alphabetically according to the first three letters of the author's name 	
6.1.2 Identifying the references and dictionaries	<ul style="list-style-type: none"> • Using material within the library • Selected materials in this section are either in short supply or are of special nature e.g. dictionaries. 	References and dictionaries identified correctly
6.1.3 Identify periodicals in the library	<ul style="list-style-type: none"> • Newspapers • Magazines • Current information 	Periodicals identified correctly
6.1.4 Prepare bibliography in any written work	<ul style="list-style-type: none"> • Descriptions of a book • Location in the library • Catalogue 	Bibliography prepared correctly
6.1.5 Use library facilities	<ul style="list-style-type: none"> • Information from books • Book classification and location • Internet 	Library facilities used correctly
UNIT A6.2: DISCUSSING THE PROCESS OF COMMUNICATION <u>DURATION:</u> 10 HOURS 1 CREDIT HOURS		
SPECIFIC LEARNING OUTCOMES	LEARNING ACTIVITIES	ASSESSMENT CRITERIA
6.2.1 Recognize the nature and purpose of communication	<ul style="list-style-type: none"> • Nature and purposes of communication • The Use of English • Choices of communication 	Nature and purpose recognised correctly
6.2.2 Identify the communication process.	<ul style="list-style-type: none"> • Communication circle • Types of communication channels <ul style="list-style-type: none"> ○ Verbal <ul style="list-style-type: none"> ▪ Meetings ▪ Briefings ○ Non Verbal <ul style="list-style-type: none"> ▪ Paralanguage 	Communication process identified correctly

	<ul style="list-style-type: none"> ▪ Kinesics ▪ Proximie ▪ Colour ▪ Time ○ Written <ul style="list-style-type: none"> ▪ Journals ▪ Notices ▪ Memos ▪ Reports 	
6.2.3 Identify barriers to effective communication	<ul style="list-style-type: none"> • Non-verbal signs <ul style="list-style-type: none"> ○ Noise ○ Semantic problem • Poor listening skills <ul style="list-style-type: none"> ○ Poor timing • Prejudgment <ul style="list-style-type: none"> ○ I attitude syndrome • Emotional response <ul style="list-style-type: none"> ○ Information overload 	Barriers to effective communication identified correctly
6.2.4 Apply strategies of effective communication	<ul style="list-style-type: none"> • Extend language knowledge through reading (Read widely) • Listen attentively • Be open minded • Time your communication • Status • Maintain High Standards\ • Obtain feedback 	Strategies of communication applied correctly
6.2.5 Identifying the flow of communication in organization	<ul style="list-style-type: none"> • Vertical <ul style="list-style-type: none"> ○ Upward ○ downward • Horizontal <ul style="list-style-type: none"> ○ Lateral • Diagnosed communication 	Flow of communication identified correctly

UNIT A6.3: APPLYING STUDY SKILLS			<u>DURATION:</u> 10 HOURS	1 CREDIT HOURS
SPECIFIC LEARNING OUTCOMES	LEARNING ACTIVITIES	ASSESSMENT CRITERIA		
6.3.1 Acquire skills for intensive reading	<ul style="list-style-type: none"> • Intensive reading 	Intensive reading skills acquired correctly		
6.3.2 Develop writing skills	<ul style="list-style-type: none"> • Main points from a text • Summarizing paragraphs • Technical description and definitions • Systematic approach to business writing <ul style="list-style-type: none"> ○ Five key rules to business writing <ul style="list-style-type: none"> ▪ Straight to the point ▪ KISS principle ▪ Active and not passive voice ▪ Use the right tone ▪ Use modern language ○ General guidelines in composing business letters <ul style="list-style-type: none"> ▪ Chose simple words Use appropriate tone Be precise Be accurat Check consistency Use initiative Use active and not passive voice Write as you speak 	Writing skills developed correctly		
6.3.3 Develop listening and speaking skills	<ul style="list-style-type: none"> • Presenting an argument • Questioning skills 	Listening skills developed correctly		

UNIT A6.4: APPLYING CORRESPONDENCE SKILLS		DURATION: 10 HOURS	1 CREDIT HOURS
SPECIFIC LEARNING OUTCOMES	LEARNING ACTIVITIES	ASSESSMENT CRITERIA	
6.4.1 Write different types of letters	<ul style="list-style-type: none"> • Formal • Informal 	Different types of letters written correctly	
6.4.2 Respond to memorandum (categorise of formal letters)	<ul style="list-style-type: none"> • Letter of conformation <ul style="list-style-type: none"> ○ Acknowledgement ○ Enquiry ○ Reply to enquiry ○ Complain ○ Adjustment ○ Collection letter ○ Recommendation 	Memorandum responded to correctly (Formal letters categorised correctly)	
6.4.3 Respond to circulars (Characteristics of business letters)	<ul style="list-style-type: none"> • Definition Structure of a business letter <ul style="list-style-type: none"> ○ Opening paragraphs ○ Main body ○ Closing paragraph • Qualities of a business letter <ul style="list-style-type: none"> ○ Paper quality ○ Envelope ○ Type face ○ Logo and Corporate Image ○ General Impression 	Circulars responded to correctly (characteristics if business letters identified correctly)	
UNIT A6.5: WRITING REPORTS		DURATION: 10 HOURS	1 CREDIT HOURS
SPECIFIC LEARNING OUTCOMES	LEARNING ACTIVITIES	ASSESSMENT CRITERIA	
6.5.1 Apply research techniques	<ul style="list-style-type: none"> • Library • Internet 	Research techniques applied correctly	

6.5.2 Write differentiate types of reports	<ul style="list-style-type: none"> • Routine or regular report • Financial report • Equipment maintenance report • Staff appraisal • Specialised commissioned reports • Market research • Market forecasting • Investigation report 	Different types of reports written correctly
6.5.3 Use report format	<ul style="list-style-type: none"> • Different report format 	Report format used correctly
6.5.4 Compose different types of report	<ul style="list-style-type: none"> • Informal • Formal 	Different types of reports composed correctly
6.5.5 Write a proposal	<ul style="list-style-type: none"> • Components of a proposal 	Proposal written correctly
UNIT A6.6: APPLYING INTERPERSONAL SKILLS IN AN ORGANISATION <u>DURATION</u>: 10 HOURS 1 CREDIT HOURS		
SPECIFIC LEARNING OUTCOMES	LEARNING ACTIVITIES	ASSESSMENT CRITERIA
6.6.1 Make consultations	<ul style="list-style-type: none"> • Colleagues • Supervisors • Organisations 	Consultations made correctly
6.6.2 Carry out joint considerations of problems	<ul style="list-style-type: none"> • Importance of joint consideration • Reaching same conclusion • Importance of policy or decision • Favourable attitudes • Moreland better decisions • Suggestions available • More commitment 	Joint consideration carried out correctly

6.6.3 Receive instructions	<ul style="list-style-type: none"> • Receiving of instructions 	Instructions received correctly
6.6.4 Participate in decision making	<ul style="list-style-type: none"> • Leadership exercise • Decisions emerges as the general feeling of the group • Gives opportunity for all members to have a say 	Decision making participated in correctly
6.6.5 Handle customers	<ul style="list-style-type: none"> • Handling of customers 	Customers handled correctly
6.6.6 Get permission	<ul style="list-style-type: none"> • Getting permission • Granting permission 	Permission gotten correctly
UNIT A6.7: APPLYING FOR A JOB		DURATION: 10 HOURS 1 CREDIT HOURS
SPECIFIC LEARNING OUTCOMES	LEARNING ACTIVITIES	ASSESSMENT CRITERIA
6.7.1 Write an application letter	<ul style="list-style-type: none"> • Lay out-blocked/indented • Standard elements 	Application letter written correctly
6.7.2 Write a Curriculum Vitae	<ul style="list-style-type: none"> • Lay out- heading • Personal details • Education background • Referees 	Curriculum Vitae written correctly
6.7.3 Prepare for interviews	<ul style="list-style-type: none"> • Interviewee <ul style="list-style-type: none"> ○ Know your self ○ Company ○ Presentation- (clothes) ○ Know the organisation ○ Prepare appropriate dress code 	Interviews prepared for correctly

	<ul style="list-style-type: none"> ○ Check your documents by going through <ul style="list-style-type: none"> ▪ CV ▪ Application letter ● Interviewer <ul style="list-style-type: none"> ○ Consider <ul style="list-style-type: none"> ▪ Why ▪ Who ▪ Where ▪ When ▪ What ▪ How 	
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UNIT A6.8: USING TECHNICAL ENGLISH	<u>DURATION:</u> 10 HOURS	1 CREDIT HOURS
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SPECIFIC LEARNING OUTCOMES	LEARNING ACTIVITIES	ASSESSMENT CRITERIA
6.8.1 Identify technical tools	<ul style="list-style-type: none"> ● Technical tools 	Technical tools identified correctly
6.8.2 Apply technical instructions	<ul style="list-style-type: none"> ● Job cards ● Operation of tools ● Grammar used 	Technical instructions applied correctly
6.8.3 Use technical descriptions	<ul style="list-style-type: none"> ● Mechanisms ● Processes of tools 	Technical descriptions used correctly

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MODULE: 464-07-A INTRODUCTION TO COMPUTERS		
MODULE PURPOSE: To equip the trainee with knowledge, skills and appropriate attitudes required to effectively and efficiently carry out basic operations of a computer	MODULE DURATION: 80 Hours	CREDITS: 8.0 Credit Hours
<p>MODULE LEARNING OUTCOMES: On completion of this module the trainee will be able to:</p> <ol style="list-style-type: none"> 1. Operate a computer 2. Use the operating system 3. Use word processing for technical report 4. Send and receive an e-mail 5. Use spread sheet 6. Use internet 7. Use power point and project presentation <p>Assessment Methods:</p> <ul style="list-style-type: none"> • Assignments • Practical • Class exercises • Tests <p>Learning Conditions: Trainee will have access to the following:</p> <ul style="list-style-type: none"> • Books • Modules • Library • Internet 		
UNIT A7.1: OPERATING A COMPUTER SYSTEM		DURATION: 20 HOURS 2 CREDIT HOURS
SPECIFIC LEARNING OUTCOMES	LEARNING ACTIVITIES	ASSESSMENT CRITERIA

7.1.1 Handle computer	<ul style="list-style-type: none"> • Switch on and off • Login • Logout 	Computer handled correctly
7.1.2 Identify basic elements of a personal computer	<ul style="list-style-type: none"> • Elements of a Personal Computer • Input and output devices 	Basic elements identified correctly
7.1.3 Handle removable devices	<ul style="list-style-type: none"> • USB • CD • Hard disk 	Removable devices handled correctly
7.1.4 Maintain a Personal Computer	<ul style="list-style-type: none"> • Maintenance procedure <ul style="list-style-type: none"> ○ Servicing ○ Cleaning 	Personal computer maintained correctly
7.1.5 Identify major components of a computer	<ul style="list-style-type: none"> • Software • Hardware 	Major components identified correctly
7.1.6 Adhere to health safety	<ul style="list-style-type: none"> • Environment • Exposure • Electrical connections 	Health and safety adhered to correctly
<u>UNIT A7.2: USING AN OPERATING SYSTEM</u> <u>DURATION: 10 HOURS</u> 1 CREDIT HOURS		
SPECIFIC LEARNING OUTCOMES	LEARNING ACTIVITIES	ASSESSMENT CRITERIA
7.2.1 Use file system	<ul style="list-style-type: none"> • Filing system 	Filing system used correctly
7.2.2 Handle libraries	<ul style="list-style-type: none"> • Handling libraries 	Libraries handled correctly
7.2.3 Install software programs.	<ul style="list-style-type: none"> • Software installation programs 	Software programmes installed correctly

7.2.4 Remove virus on personal Computer system	<ul style="list-style-type: none"> Virus removal procedure 	Virus removed correctly
<u>UNIT A7.3: USING WORD PROCESSING FOR TECHNICAL REPORTS</u> <u>DURATION: 10 HOURS</u> 1 CREDIT HOURS		
SPECIFIC LEARNING OUTCOMES	LEARNING ACTIVITIES	ASSESSMENT CRITERIA
7.3.1 Handle word documents	<ul style="list-style-type: none"> Handling procedure 	Word documents handled correctly
7.3.2 Edit document	<ul style="list-style-type: none"> Editing 	Document edited correctly
7.3.3 Use fonts	<ul style="list-style-type: none"> Usage of fonts 	Font used correctly
7.3.4 Insert features	<ul style="list-style-type: none"> Picture Graphics Spreadsheet 	Features inserted correctly
7.3.5 Handle tables	<ul style="list-style-type: none"> Handling of tables 	Tables handled correctly
7.3.6 Carryout formatting	<ul style="list-style-type: none"> Footer Header 	Formatting carried out correctly
7.3.7 Use grammar	<ul style="list-style-type: none"> Speller Grammar 	Grammar used correctly
7.3.8 Apply indexing	<ul style="list-style-type: none"> Indexing 	Indexing applied correctly
<u>UNIT A7.4: SEND AND RECEIVE E-MAIL</u> <u>DURATION: 10 HOURS</u> 1 CREDIT HOURS		
SPECIFIC LEARNING OUTCOMES	LEARNING ACTIVITIES	ASSESSMENT CRITERIA

7.4.1 Compose e-mail	<ul style="list-style-type: none"> • Internet or Local Area Network (LAN) • Opening the e-mail server • Creation of address book 	Email composed correctly
7.4.2 Send e-mail	<ul style="list-style-type: none"> • Compose command • Use address "To" field • Copy field • Edit command • Document attach command • Send command 	Email sent correctly
7.4.3 Receive e-mail	<ul style="list-style-type: none"> • Open command • Saving e-mail in various formats 	Email received
7.4.4 Reply to e-mail	<ul style="list-style-type: none"> • Use reply command 	Email replied to
7.4.5 Forward e-mail	<ul style="list-style-type: none"> • Use forwarding command 	Email forwarded correctly
7.4.6 Observe etiquette when using e-mail	<ul style="list-style-type: none"> • Email etiquette 	Etiquette observed
<u>UNIT A7.5: USE SPREAD SHEET</u>		<u>DURATION: 10 HOURS</u> <u>1 CREDIT HOURS</u>
SPECIFIC LEARNING OUTCOMES	LEARNING ACTIVITIES	ASSESSMENT CRITERIA
7.5.1 Manage Spreadsheet	<ul style="list-style-type: none"> • Management of spreadsheet 	Spreadsheet managed correctly
7.5.2 Manage Cells and contents	<ul style="list-style-type: none"> • Management of cells and contents 	Cells and contents managed correctly

7.5.3 Handle Rows, columns and content	<ul style="list-style-type: none"> • Handling of rows, columns and content 	Rows, columns and content handled correctly
7.5.4. Handle Sheets and content	<ul style="list-style-type: none"> • Handling sheets and content 	Sheets and content handled correctly
7.5.5 Use arithmetical Functions	<ul style="list-style-type: none"> • Use of functions <ul style="list-style-type: none"> ○ Mathematical ○ Logical statistical 	Arithmetical functions used correctly
7.5.6 Create database	<ul style="list-style-type: none"> • Creation of database / list of data 	Database created correctly
7.5.7 Create Diagrams and Charts	<ul style="list-style-type: none"> • Creation of diagrams and charts 	Diagrams and charts created correctly
UNIT A7.6: USING THE INTERNET		<u>DURATION: 10 HOURS</u> 1 CREDIT HOURS
SPECIFIC LEARNING OUTCOMES	LEARNING ACTIVITIES	ASSESSMENT CRITERIA
7.6.1 Enumerate the benefits of using the Internet	<ul style="list-style-type: none"> • Benefits of using the internet 	Benefits of the internet enumerated correctly
7.6.2 Browse the World Wide Web (www)	<ul style="list-style-type: none"> • Web page addresses • Search engines • Links 	World wide web browsed
7.6.3 Save web pages	<ul style="list-style-type: none"> • Various saving formats (html, text, pdf, word, other formats) 	Web pages saved correctly
7.6.4 Download documents from the Web	<ul style="list-style-type: none"> • Selecting required document or part of it 	Documents downloaded correctly

7.6.5 Observe Rules for using the Internet	<ul style="list-style-type: none"> • Malicious software • Alteration of third-party web pages 	Rules observed correctly
UNIT A7.7: USE POWER POINT AND PROJECT PRESENTATION		<u>DURATION:</u> 10 HOURS 1 CREDIT HOURS
SPECIFIC LEARNING OUTCOMES	LEARNING ACTIVITIES	ASSESSMENT CRITERIA
7.7.1 Create PowerPoint presentation	<ul style="list-style-type: none"> • PowerPoint presentation 	PowerPoint presentation created correctly
7.7.2 Project presentation	<ul style="list-style-type: none"> • PowerPoint presentation 	PowerPoint presentation projected correctly
<p>REFERENCE MATERIALS</p> <p>Newell, A. and Simon, H.A., 2007. <i>Computer science as empirical inquiry: Symbols and search</i> (p. 1975). ACM.</p> <p>Williams, B.K., Hutchinson, S.E. and Sawyer, S.C., 2001. <i>Using information technology: A practical introduction to computers and communications</i>. McGraw-Hill Higher Education.</p> <p>Williams, B.K., Hutchinson, S.E. and Sawyer, S.C., 2001. <i>Using information technology: A practical introduction to computers and communications</i>. McGraw-Hill Higher Education.</p>		

MODULE: 464-08-B TYPING 55 WPM		
MODULE PURPOSE: To equip trainees with the knowledge, skills and appropriate attitudes to type and process the business documents using digital devices at 55 WPM effectively and efficiently.	MODULE DURATION: 200 Hours	CREDITS: 20
MODULE LEARNING OUTCOMES: On completion of this module the trainee will be able to: <ol style="list-style-type: none">1. Developing typing skills and speed drills from manuscripts at 55 WPM2. Produce business forms and document3. Type correspondence documents4. Use design tab and tools5. Use page layout tab and tools <p>Assessment Methods:</p> <ul style="list-style-type: none">• Assignments• Practical• Class Exercises• Tests• Sentence and paragraph drills• Proof reading• Technique review <p>Learning Conditions: Trainee will have access to the following:</p> <ul style="list-style-type: none">• Library• Modules• Internet• Handouts• Laboratory• Computers• Textbooks		

<ul style="list-style-type: none"> • Bond paper • Envelopes • Furniture • Printer • Invoices • Cheques • Receipts • Staplers • File/File fasteners 		
<p>UNIT B8.1 DEVELOPING TYPING SKILLS AND SPEED DRILLS FROM MANUSCRIPTS AT 55 WPM UNIT DURATION: 40 HOURS CREDITS: 4</p>		
SPECIFIC LEARNING OUTCOMES	LEARNING ACTIVITIES	ASSESSMENT CRITERIA
8.1.1 Identify types of correction signs	Identifying types of correction signs <ul style="list-style-type: none"> • Operation • Typographical • Punctuation marks 	Types of Correction signs identified correctly
8.1.2 Interpret space signs	Interpreting space signs <ul style="list-style-type: none"> • Space instruction <ul style="list-style-type: none"> ○ Space signs in text • No space instruction <ul style="list-style-type: none"> ○ No space signs in text 	Space signs interpreted correctly
8.1.3 Interpret grammatical and spelling errors	Interpreting grammatical and spelling errors	Grammatical and spelling errors interpreted correctly

	<ul style="list-style-type: none"> • Grammatical and spelling instruction <ul style="list-style-type: none"> ○ Word encircled • Grammatical and spelling signs in text • Grammatical and spelling signs in margin 	
8.1.4 Interpret words That are not clear in the text	<p>Interpreting word not clear in the text</p> <ul style="list-style-type: none"> • Clear word sign in margin 	Word not clear in text interpreted correctly
8.1.5 Interpret additional signs	<p>Interpreting additional signs</p> <ul style="list-style-type: none"> • Additional instruction <ul style="list-style-type: none"> ○ Bold ○ Italics ○ Align • Additional mark in text • Additional mark in margin 	Additional signs interpreted correctly
8.1.6 Type manuscript and speed drills	<p>Typing from manuscript and speed drills</p> <ul style="list-style-type: none"> • Reading of entire manuscript • Typing from manuscript <ul style="list-style-type: none"> ○ Words under minutes 	Manuscript and speed drills typed correctly
8.1.7 Interpret abbreviations	<p>Interpreting abbreviations</p> <ul style="list-style-type: none"> • Interpreting abbreviations • Typing abbreviations in manuscripts in full 	Abbreviations interpreted correctly
<p>UNIT B8.2 PRODUCE BUSINESS FORMS AND DOCUMENT UNIT DURATION: 40 HOURS CREDITS: 4</p>		

<p>8.2.1 Prepare different types of forms</p>	<p>Preparing different types of forms</p> <ul style="list-style-type: none"> • Describe business forms and documents • Prepare business forms <ul style="list-style-type: none"> ○ Business forms ○ Employment forms ○ Application forms • Documents <ul style="list-style-type: none"> ○ Curriculum Vitae 	<p>Different types of forms prepared correctly</p>
<p>8.2.2 Prepare letters with continuation sheets</p>	<p>Preparing letters with continuation sheets</p> <ul style="list-style-type: none"> • Blocked • Semi blocked • Lay out and type personal letters <ul style="list-style-type: none"> ○ Parts of a personal letter ○ Styles of laying out a personal letters 	<p>Letters with continuation sheets prepared correctly</p>
<p>8.2.3 Display materials</p>	<p>Displaying materials</p> <ul style="list-style-type: none"> • Types of centering <ul style="list-style-type: none"> ○ Horizontal ○ Vertical • Types of materials for display <ul style="list-style-type: none"> ○ Itineraries ○ Programmes 1-4 paged ○ Organizational chart ○ Invitations ○ Menus 	<p>Materials displayed correctly</p>

	<ul style="list-style-type: none"> ○ Post cards 	
<p>UNIT B8.3 TYPING DIFFERENT TYPES OF CORRESPONDENCE UNIT DURATION: 40 HOURS CREDITS: 4</p>		
8.3.1 Type correspondence	<p>Typing correspondence</p> <ul style="list-style-type: none"> • Definition of correspondence • Types of correspondence <ul style="list-style-type: none"> ○ Minutes ○ Official letters ○ Circulars ○ Form letters 	Correspondence typed correctly
8.3.2 Display of tabulation	<p>Displaying tabulation</p> <ul style="list-style-type: none"> • Headings <ul style="list-style-type: none"> ○ Horizontal ○ Vertical ○ Diagonal ○ Multiple line column headings ○ Sub-divided headings 	Tabulation displayed correctly
<p>UNIT B8.4: USING DESIGN TAB AND TOOLS DURATION: 40 HOURS CREDITS: 4</p>		
SPECIFIC LEARNING OUTCOMES	LEARNING ACTIVITIES	ASSESSMENT CRITERIA

8.4.1 Apply Document formatting tools	Applying Document formatting tools <ul style="list-style-type: none"> • Selecting style sets • Changing theme color • Customizing theme color • Changing theme fonts • Changing line and paragraph spacing • Changing general document outlook • Setting default document outlook 	Document formatting tools applied correctly
8.4.2 Apply Document page background tools	Applying document page background tools <ul style="list-style-type: none"> • Insert watermark • Change page color 	Document page background tools applied correctly
UNIT B8.5: USING PAGE LAYOUT TAB AND TOOLS DURATION: 40 HOURS CREDITS: 4		
SPECIFIC LEARNING OUTCOMES	LEARNING ACTIVITIES	ASSESSMENT CRITERIA
8.5.1 Apply page setup tools	Applying page setup tools <ul style="list-style-type: none"> • Adjust page margins • Change page orientations • Choose pager size • Adding or removing columns • Inserting page and section break • Showing line numbers • Changing hyphenation 	Page setup tools applied correctly

8.5.2 Apply paragraph tools	<ul style="list-style-type: none"> • Applying indenting • Applying spacing 	Paragraph tools applied correctly
8.5.3 Apply arrange tools	<ul style="list-style-type: none"> • Positioning objects • Wrapping text • Bringing images forward • Bringing images backwards • Displaying the selection pane • Aligning objects • Grouping objects • Rotating objects 	Arrange tools applied correctly

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MODULE: 464-09-B FOUNDATION OF MANAGEMENT		
MODULE PURPOSE: To equip the trainee with knowledge, skills and appropriate attitudes to apply fundamental principles of management and administrative efficiently and effectively	MODULE DURATION: 100 Hours	CREDITS: 10
<p>MODULE LEARNING OUTCOMES: On completion of this module the trainee will be able to:</p> <ol style="list-style-type: none"> 1. Explain the role of managers and theories of management 2. Discuss the conceptual framework of management 3. Explain the nature of business units 4. Discuss the role of human resource management 5. Apply different leadership approaches <p>Assessment Methods:</p> <ul style="list-style-type: none"> • Assignments • Practicals • Exercises • Tests <p>Learning Conditions: Trainee will have access to the following:</p> <ul style="list-style-type: none"> • Library • Internet • Handouts • Pencil • Notepad 		
UNIT B9.1 EXPLAINING THE ROLE OF MANAGERS AND THEORIES OF MANAGEMENT UNIT DURATION: 20 HOURS CREDITS:2		
SPECIFIC LEARNING OUTCOMES	LEARNING ACTIVITIES	ASSESSMENT CRITERIA

<p>9.1.1 Explain nature of management</p>	<p>Explaining the nature of management.</p> <ul style="list-style-type: none"> • Definition of management • Role of a manager • Fiduciary responsibility 	<p>Nature of management explained correctly</p>
<p>9.1.2 Discuss the theory of scientific management</p>	<p>Discussing the theory of scientific Management</p> <ul style="list-style-type: none"> • Development of True Science of work • Elements of Scientific Management <ul style="list-style-type: none"> ○ Work study techniques ○ Use of pay incentives ○ Micro designing of jobs ○ Time and motion study 	<p>Theory of scientific management discussed correctly</p>
<p>9.1.3 Identify the Human Relations Movement</p>	<p>Identifying the Human Relations movement</p> <ul style="list-style-type: none"> • Human relations theory • The Hawthorne experiments • Social value for worker • Relations between management and workers 	<p>Human Relations Movement identified correctly</p>
<p>9.1.4 Discuss functional management</p>	<p>Discussing functional management</p> <ul style="list-style-type: none"> • Meaning • Henri Fayol's principles of management • Max Weber and bureaucracy <ul style="list-style-type: none"> ○ Meaning of bureaucracy ○ Advantages of bureaucracy ○ Challenges of bureaucracy 	<p>Functional management discussed correctly</p>

<p>9.1.5 Explain the modern influences on management</p>	<p>Explaining the modern influences on management</p> <ul style="list-style-type: none"> • Peter Drucker and Management by Objectives • Henry Mintzberg <ul style="list-style-type: none"> ○ The management roles • Rosabeth Moss Kanter <ul style="list-style-type: none"> ○ Frontiers of management 	<p>Modern influences on management outlined correctly</p>
<p>UNIT B9.2 DISCUSSING THE CONCEPTUAL FRAMEWORK OF MANAGEMENT UNIT DURATION: 20 HOURS CREDITS:2</p>		
<p>SPECIFIC LEARNING OUTCOMES</p>	<p>LEARNING ACTIVITIES</p>	<p>ASSESSMENT CRITERIA</p>
<p>9.2.1 Explain the roles and functions of a manager</p>	<p>Explaining the roles and functions of a manager</p> <ul style="list-style-type: none"> • Planning • Organising • Staffing • Directing • Controlling 	<p>Roles and functions of a manager explained correctly</p>
<p>9.2.2 Explain fundamentals of planning and organizing</p>	<p>Explaining fundamentals of planning and organising</p> <ul style="list-style-type: none"> • definition of planning • Elements of planning • Importance of planning • Definition of organising • Importance of organising 	<p>Fundamentals of planning and organizing explained correctly</p>

9.2.3 Discuss staffing and motivation	<p>Discussing staffing and motivation</p> <ul style="list-style-type: none"> • Definition of staffing • Importance of staffing • Meaning of motivation • Motivational theories <ul style="list-style-type: none"> ○ Content theories ○ Maslow’s hierarchy of needs theory ○ Herzberg’s two factor theory ○ McGregor’s theory X and theory Y ○ Process theories 	Staffing and motivation discussed correctly	
9.2.4 Explain the importance of coordination and control	<p>Explaining coordination and control</p> <ul style="list-style-type: none"> • Definition of coordination • Importance of coordination • Definition of control • Importance of control 	Coordination and control explained correctly	
9.2.5 Explain the importance of directing	<p>Explaining Directing</p> <ul style="list-style-type: none"> • Definition of Directing • Importance of directing 	Directing explained correctly	
UNIT B9.3 EXPLAINING THE NATURE OF BUSINESS UNITS		UNIT DURATION: 20 HOURS	CREDITS:2
SPECIFIC LEARNING OUTCOMES	LEARNING ACTIVITIES	ASSESSMENT CRITERIA	
9.3.1 Explain the nature of firms/business units	<p>Explaining nature of firms/business units</p> <ul style="list-style-type: none"> • Definition of a firm/business unit • Objectives of firms • Profit maximisation 	Nature of firms/business units stated correctly	

	<ul style="list-style-type: none"> • Survival 	
9.3.2 Identify types of business units	<p>Identifying types of Business Units</p> <ul style="list-style-type: none"> • Sole trader <ul style="list-style-type: none"> ○ Definition ○ Advantages ○ Disadvantages • Partnerships <ul style="list-style-type: none"> ○ Definition ○ Features ○ Advantages ○ Disadvantages • Private Limited Companies <ul style="list-style-type: none"> ○ Definition ○ Concept of stakeholders ○ Advantages ○ Disadvantages • Public Limited Companies <ul style="list-style-type: none"> ○ Definition ○ Concept of stakeholders ○ Advantages ○ Disadvantages • Cooperatives <ul style="list-style-type: none"> ○ Definition ○ Features ○ Benefits ○ Limitations 	Types of business units identified correctly

<p>9.3.3 Evaluate organisation structures</p>	<p>Evaluating organisation structures</p> <ul style="list-style-type: none"> • Meaning of organisation structure • Types of organisation structures <ul style="list-style-type: none"> ○ Simple structure ○ Functional structure ○ Divisional structure ○ Matrix structure • Importance of organisation structures <ul style="list-style-type: none"> ○ Span of control ○ Chain of command 	<p>Organisation structures evaluated correctly</p>
<p>UNIT B9.4 EXPLAINING THE ROLE OF HUMAN RESOURCE MANAGEMENT UNIT DURATION: 20 HOURS CREDITS:2</p>		
<p>SPECIFIC LEARNING OUTCOMES</p>	<p>LEARNING ACTIVITIES</p>	<p>ASSESSMENT CRITERIA</p>
<p>9.4.1 Explain the nature and scope of human resource management</p>	<p>Explaining nature and scope of human resource management.</p> <ul style="list-style-type: none"> • Definition of human resource management • The importance of a human resource management at a work place 	<p>Nature and scope of human resource management explained correctly</p>
<p>9.4.2 Explain the objectives of human resource management.</p>	<p>Explaining the objectives of human resource management</p> <ul style="list-style-type: none"> • Objectives of human resource management 	<p>Objectives of human resource management explained correctly</p>

<p>9.4.3 Explain human resource management activities.</p>	<p>Explaining human resource management activities.</p> <ul style="list-style-type: none"> • Recruitment and selection • Training and development • Appraising the human resources 	<p>Human resource management activities explained correctly</p>
<p>UNIT B9.5: APPLYING DIFFERENT LEADERSHIP APPROACHES UNIT DURATION: 20 HOURS CREDITS:2</p>		
<p>SPECIFIC LEARNING OUTCOMES</p>	<p>LEARNING ACTIVITIES</p>	<p>ASSESSMENT CRITERIA</p>
<p>9.5.1 Discuss trait approach to leadership</p>	<p>Discussing the trait approach to leadership</p> <ul style="list-style-type: none"> • Definition of leadership • Definition of trait <ul style="list-style-type: none"> ○ Arguments against the trait approach to leadership ○ Blake and Mouton’s managerial grid 	<p>Trait approach to leadership discussed correctly</p>
<p>9.5.2 Explain behavioural approach to leadership</p>	<p>Explaining behavioral approach to leadership</p> <ul style="list-style-type: none"> • Tannenbaum and Schmidt leadership continuum • The ashridge management college model 	<p>Behavioural approach to leadership explained correctly</p>
<p>9.5.3 Explain the contingency leadership approach</p>	<p>Explaining the contingency leadership approach</p> <ul style="list-style-type: none"> • Fiedler’s psychologically close and psychologically distant style • John Adair action centered leadership 	<p>Contingency leadership approach explained correctly</p>

9.5.4 Discuss the path-goal theory	Discussing the path – goal theory <ul style="list-style-type: none">• Expectancy theory• Implications of path-goal theory	Path-goal theory discussed correctly
REFERENCE MATERIALS Bratton, J. and Gold, J. (2007) <i>Human Resource Management: Theory and Practice</i> 4th edition. London, Palgrave Macmillan. Handy, C. (1993) <i>Understanding Organisations</i> . 4th edition. London, Penguin. Mullins, L. (2010) <i>Management and Organisational Behaviour</i> . 9th edition. London, FT Prentice Hall		

MODULE: 464-10-B SHORTHAND II (80/90 WPM)		
MODULE PURPOSE: To equip the trainee with knowledge, skills and appropriate attitudes to take down and transcribe Shorthand efficiently and effectively.	MODULE DURATION: 200 Hours	CREDITS: 20
<p>MODULE LEARNING OUTCOMES: On completion of this module the trainee will be able to:</p> <ol style="list-style-type: none"> 1. Apply Double Consonants 2. Apply N and F/V hooks 3. Apply –Shun hook 4. Apply rules for Compound Consonants; tick and dot H 5. Apply rules for Halving and Doubling 6. Apply rules for Prefixes and Suffixes 7. Apply rules for Diphones; Medial W; Sh, R and S 8. Apply rules for Figures; Compound Words; Intersections 9. Develop speed 80/90 wpm <p>Assessment Methods:</p> <ul style="list-style-type: none"> • Assignments • Practicals • Exercises • Tests <p>Learning Conditions: Trainee will have access to the following:</p> <ul style="list-style-type: none"> • Library • Internet • Handouts • Pencil • Notepad 		
UNIT B10.1 APPLYING DOUBLE CONSONANTS	UNIT DURATION: 20 HOURS	CREDITS:2

SPECIFIC LEARNING OUTCOMES	LEARNING ACTIVITIES	ASSESSMENT CRITERIA
10.1.1 Identify double consonants	Identifying Double consonants <ul style="list-style-type: none"> • PI Series • Pr Series 	Double consonants identified correctly
10.1.2 Apply PI Series	Applying PI Series <ul style="list-style-type: none"> • PI represented by a small beginning hook • Written on the circle side of straight down strokes k and g Placing Vowel Signs <ul style="list-style-type: none"> • Vowel signs are placed to them just as placed to single consonants Applying S circle in PI series <ul style="list-style-type: none"> • S circle is written inside the hook of the PI series 	Pr Series applied correctly
10.1.3 Apply Pr Series	Applying Pr Series <ul style="list-style-type: none"> • PI represented by a small initial hook • Written on the non-circle side of straight down strokes k and g • Application of S circle in Pr series <ul style="list-style-type: none"> ○ Circle/loop written on the same side as the hook, r is included ○ Hook and circle are shown in the middle of a word. 	Pr Series applied correctly

	<ul style="list-style-type: none"> ○ When skr or sgr follows t or d 	
10.1.4 Apply special use of double consonants in curves	<p>Special Use of Double Consonants</p> <ul style="list-style-type: none"> ● After or before the double consonants, a dot vowel maybe indicated by writing a small circle ● Dash vowel/diphthong shown by writing the vowel sign or diphthong sign through, or at the beginning or end of the stroke ● Characteristics of Double Consonant-Curves <ul style="list-style-type: none"> ○ A small initial hook written inside of curves ○ Forms double consonant strokes fr, vr ○ A big initial hook written inside of curves forms the double consonants fl, vl 	Special use of double consonants in curves applied correctly
UNIT B10.2 APPLYING N AND F/V HOOKS UNIT DURATION: 20 HOURS CREDITS:2		
SPECIFIC LEARNING OUTCOMES	LEARNING ACTIVITIES	ASSESSMENT CRITERIA

10.2.1 Identify N hook	<p>Identifying N hook</p> <ul style="list-style-type: none"> • A small final hook • Written on the inside of curves adds n 	N hook identified correctly
10.2.2 Apply the rules on N hook	<p>Applying the rules on N hook</p> <ul style="list-style-type: none"> • Written with a right clockwise motion at the end of all straight strokes • Final r, when hooked, is usually written upward 	Rules on N hook applied correctly
10.2.3 Identify F/V hook	<p>Identifying F/V hook</p> <ul style="list-style-type: none"> • A small final hook • Written with a left anticlockwise motion at the end of all straight strokes adds f or v 	F/V hook identified correctly
10.2.4 Apply the rules on F/V Hook	<p>Applying the rules on F/V Hook</p> <ul style="list-style-type: none"> • There is no f or v hook to curves • A finally hooked is halved to indicate a following t or d • V and N are used in the middle of a word when they join easily to strokes 	Rules on F/V Hook applied correctly
10.2.5 Apply rules for s circle in f or v hook	<p>Applying rules for s circle in f or v hook</p> <ul style="list-style-type: none"> • Written the f/v hook • Circle written on the same side of a straight stroke as the n hook • Written inside an n hook adds a final sound s or z only 	Rules for s circle in f or v hook applied correctly

10.2.6 Practice drilling	Practicing drilling <ul style="list-style-type: none"> • Words • Phrasing • Short forms 	Drilling practiced correctly
UNIT B10.3 APPLYING –<i>Shun</i> HOOK UNIT DURATION: 20 HOURS CREDITS:2		
SPECIFIC LEARNING OUTCOMES	LEARNING ACTIVITIES	ASSESSMENT CRITERIA
10.3.1 Identify Shun hook	Identifying Shun hook <ul style="list-style-type: none"> • A large final hook • Written inside curves 	Shun hook identified correctly
10.3.2 Apply rules of the Shun hook	Applying rules of Shun hook <ul style="list-style-type: none"> • Shun hook occurs in the middle of a word • Written on the opposite side to an initial circle/hook to balance the outline • Written away from the curve, to balance outline • Written on the right side of t, d, or j • Written on the side opposite to the last vowel 	Rules of Shun hook correctly
10.3.3 Identify S-Shun	Identifying S-Shun <ul style="list-style-type: none"> • Represented by a small curl • Follows the s circle or the ns circle 	S-Shun identified correctly
10.3.4 Apply rules of the S-shun	Applying rules of the S-shun <ul style="list-style-type: none"> • Position of the vowel 	Rules of the S-shun applied correctly

	<ul style="list-style-type: none"> • Final s circle inside curl to indicate an s or an ns • Halving 	
10.3.5 Practice drilling	Practicing drilling <ul style="list-style-type: none"> • Words • Short forms • Transcription 	Drilling practiced correctly
UNIT B10.4: APPLYING COMPOUND CONSONANTS UNIT DURATION: 20 HOURS CREDITS:2		
SPECIFIC LEARNING OUTCOMES	LEARNING ACTIVITIES	ASSESSMENT CRITERIA
10.4.1 Identify Compound Consonants	Identifying compound consonants <ul style="list-style-type: none"> • 6 compound consonants <ul style="list-style-type: none"> ○ KW ○ GW ○ MP, MB ○ LR ○ RR ○ WH 	Compound consonants identified correctly
10.4.2 Apply rules of the compound consonants	Applying rules of the compound consonants <ul style="list-style-type: none"> • Use of ler • Use of rer 	Rules of the Compound Consonants identified correctly
10.4.3 Identify wh and whl	Identifying wh and whl <ul style="list-style-type: none"> • Wh <ul style="list-style-type: none"> Small initial hook Prefixes w to upward l Hooks are read first 	Wh and Whl identified correctly

	<ul style="list-style-type: none"> • Whl Large initial hook Prefixes wh to upward l Hooks are read first 	
10.4.4 Apply Tick and Dot H	<p>Applying Tick and Dot H</p> <ul style="list-style-type: none"> • Use of a small tick • Use of a light dot 	Tick and dot H applied correctly
10.4.5 Explain the cases in which consonants are omitted	<p>Explaining the cases in which consonants are omitted</p> <ul style="list-style-type: none"> • Lightly sounded medial t after circle s • Lightly sounded consonants 	Cases in which consonants are omitted explained correctly.
10.4.6 Practice drilling	<p>Practicing drilling</p> <ul style="list-style-type: none"> • Words • Transcription 	Drilling practiced correctly
UNIT B10.5: APPLYING HALVING AND DOUBLING PRINCIPLE UNIT DURATION: 20 HOURS CREDITS:2		
SPECIFIC LEARNING OUTCOMES	LEARNING ACTIVITIES	ASSESSMENT CRITERIA
10.5.1 Apply Halving Principle	<p>Applying Halving Principle</p> <ul style="list-style-type: none"> • M and n halved and thickened • Downward l and downward r halved and thickened • Final lt and rt 	Halving Principle applied correctly

<p>10.5.2 Apply Doubling Principle</p>	<p>Applying Doubling Principle</p> <ul style="list-style-type: none"> • Curved strokes are doubled in length to indicate a following tr, dr, or Thr • to add tr to l stroke <ul style="list-style-type: none"> ○ L stroke standing alone ○ L stroke with a final s circle • to straight strokes to indicate tr, dr, or Thr <ul style="list-style-type: none"> ○ When it follows another stroke or circle s ○ When it has a finally joined diphthong or a final hook • to syllable –ture • to add final –er to mp and mb • to add final kr or gr to ng • to add the words their, there, other, or dear • Relationship to past tense 	<p>Doubling Principle applied correctly</p>
<p>10.5.3 Use special phrases</p>	<p>Using special phrases</p> <ul style="list-style-type: none"> • In order that • In order to • Rather than • Not later than 	<p>Special phrases used correctly</p>

	<ul style="list-style-type: none"> • No longer than • This letter 	
10.5.4 Practice drilling	Practicing drilling <ul style="list-style-type: none"> • Words • Transcription 	Drilling practiced correctly
UNIT B10.6: APPLYING PREFIXES AND SUFFIXES UNIT DURATION: 20 HOURS CREDITS:2		
SPECIFIC LEARNING OUTCOMES	LEARNING ACTIVITIES	ASSESSMENT CRITERIA
10.6.1 Apply rules for prefixes	Applying rules for prefixes <ul style="list-style-type: none"> • Rules for prefixes <ul style="list-style-type: none"> ○ Prefix con, or com- ○ Con-, com-, cum-, or cog- in the middle of a word or phrase ○ Accom-, or accommo- ○ Intro ○ Magna-, magni- or magne ○ Self- ○ Trans- ○ In- before str or skr or upward H ○ Negative words 	Rules for prefixes applied correctly
10.6.2 Use special outlines	Using special outlines <ul style="list-style-type: none"> • Commerce • Commission 	Special outlines used correctly
10.6.3 Apply rules for suffixes	Applying rules for suffixes <ul style="list-style-type: none"> • Using the dot ing <ul style="list-style-type: none"> ○ After downward r and light straight down stroke ○ After a shortform 	Rules for suffixes applied correctly

	<ul style="list-style-type: none"> • Using the light dash ings- • Suffix –ment • Suffix –mental-ly-ity • -fulness and –lessness • -ship • -lity or –rity • -logical-ly • -ly 	
10.6.4 Practice drilling	Practicing drilling <ul style="list-style-type: none"> • Words • Phrasing • Short forms 	Drilling practiced correctly
UNIT 10.7: APPLYING DIPHONES UNIT DURATION: 30 HOURS CREDITS:3		
SPECIFIC LEARNING OUTCOMES	LEARNING ACTIVITIES	ASSESSMENT CRITERIA
10.7.1 Identify Diphones	Identifying Diphones <ul style="list-style-type: none"> • Two consecutive vowels produced in two separate syllables • Represented by angular signs • Relationship to dot vowel and dash vowel 	Diphones identified correctly
10.7.2 Apply rules for Diphones	Applying rules for Diphones <ul style="list-style-type: none"> • Sign for consecutive vowel 	Diphone rules applied correctly
10.7.3 Apply Media W	Applying Medial W	Medial W applied correctly

	<ul style="list-style-type: none"> Representation of medial W by a semi-circle A left semi-circle A right semi-circle 	
10.7.4 Apply Upward SH	<p>Applying Upward SH</p> <ul style="list-style-type: none"> Special cases where SH is written upward for better outline 	Upward SH applied correctly
10.7.5 Apply Stroke R	<p>Applying Stroke R</p> <ul style="list-style-type: none"> Upward R after two down strokes Downward R after two straight upstrokes 	Stroke R applied correctly
10.7.6 Apply Stroke S	<p>Applying Stroke S</p> <ul style="list-style-type: none"> Use of full stroke s after Triphone Where the final syllable –ous is immediately preceded by a diphthong 	Stroke S applied correctly
10.7.7 Practice drilling	<p>Practicing drilling</p> <ul style="list-style-type: none"> Words Phrasing Short forms Transcription 	Drilling practiced correctly
<p>UNIT B10.8: APPLYING PRINCIPLES FOR FIGURES, COMPOUND WORDS AND INTERSECTIONS UNIT DURATION: 30 HOURS CREDITS:3</p>		
SPECIFIC LEARNING OUTCOMES	LEARNING ACTIVITIES	ASSESSMENT CRITERIA

10.8.1 Outline figures	<p>Outlining figures</p> <ul style="list-style-type: none"> • One to seven and nine • Round numbers • Ordinary Arabic Numerals 	Figures outlined correctly
10.8.2 Outline Compound words	<p>Outlining Compound words</p> <ul style="list-style-type: none"> • Here • There • Where 	Compound words outlined correctly
10.8.3 Practice Intersections	<p>Practicing intersections</p> <ul style="list-style-type: none"> • One stroke through another stroke • Adaptation of stroke 	Intersections practiced correctly
10.8.4 Practice short forms	<p>Practicing short forms</p> <ul style="list-style-type: none"> • Short forms • Phrases 	Short forms practiced correctly
<p>UNIT B10.9: DEVELOPING SPEED 80/90 WPM UNIT DURATION: 30 HOURS CREDITS:3</p>		
SPECIFIC LEARNING OUTCOMES	LEARNING ACTIVITIES	ASSESSMENT CRITERIA
10.9.1 Practice dictation of words	<p>Practicing dictation of words</p> <ul style="list-style-type: none"> • 80 wpm • 90 wpm 	Dictation of words practiced correctly
10.9.2 Practice dictation of sentences	<p>Practicing dictation of sentences</p> <ul style="list-style-type: none"> • 80 wpm 	Dictation of sentences practiced correctly

	<ul style="list-style-type: none"> • 90 wpm 	
10.9.3 Practice dictation of paragraphs	Practicing dictation of paragraphs <ul style="list-style-type: none"> • 80 wpm • 90 wpm 	Dictation of paragraphs practiced correctly

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MODULE: 464-11-B INFORMATION AND COMMUNICATION TECHNOLOGY OFFICE APPLICATIONS		
MODULE PURPOSE: To equip the trainee with knowledge, skills and appropriate attitudes required to enable secretaries to use information communication technology to carryout digital processes in the office effectively and efficiently.	MODULE DURATION: 120 Hours	CREDITS: 12 Credit Hours
<p>MODULE LEARNING OUTCOMES: On completion of this module the trainee will be able to:</p> <ol style="list-style-type: none"> 1. Select information communication technology applications for use in an office 2. Manage Information applications for decision making 3. Describe platforms for data communication applications. 4. Apply office information applications 5. Explain Information application in a business 6. Use an Enterprise Resource Planning (ERP) in an organization 7. Discuss emerging issues in Information Communication Technology <p>Assessment Methods:</p> <ul style="list-style-type: none"> • Assignments • Practical • Class exercise • Tests <p>Learning Conditions: Trainee will have access to the following:</p> <ul style="list-style-type: none"> • Books • Modules • Library • Internet • Computer laboratory 		
UNIT B11.1: SELECTING INFORMATION COMMUNICATION TECHNOLOGY APPLICATIONS IN AN OFFICE DURATION: 10 HOURS 1 CREDIT HOURS		

SPECIFIC LEARNING OUTCOMES	LEARNING ACTIVITIES	ASSESSMENT CRITERIA
11.1.1 Identify office Information Communication Technology functions for office management	Identifying office Information Communication Technology functions for office management <ul style="list-style-type: none"> ○ Emailing tasks ○ Data analysis ○ Data presentation ○ Data/information communication 	office applications for business identified correctly
11.1.2 Using office application	Using office applications:- <ul style="list-style-type: none"> ● Data presentation <ul style="list-style-type: none"> ○ PowerPoint ○ Slideshare ○ Google slides ● Data analysis <ul style="list-style-type: none"> ○ SPSS ○ Excel ○ Google sheets ● Social media for communication <ul style="list-style-type: none"> ○ Whatsapp ○ Facebook ○ Twitter ○ LinkedIn ○ Instagram ● Emailing tasks <ul style="list-style-type: none"> ○ Gmail ○ outlook ○ yahoo mail 	office application used correctly
11.1.3 Determine the usefulness of office application	Determining the usefulness of office applications: <ul style="list-style-type: none"> ● Open application against licensed application ● User friendliness 	The usefulness of office applications determined correctly

	<ul style="list-style-type: none"> • Compatibility • Affordability 	
<p>UNIT B11.2: MANAGING INFORMATION APPLICATIONS FOR DECISION MAKING <u>DURATION</u>: 20 HOURS 2 CREDIT HOURS</p>		
SPECIFIC LEARNING OUTCOMES	LEARNING ACTIVITIES	ASSESSMENT CRITERIA
11.2.1 Describe applications for decision making in an office	<p>Describing applications for decision making in an office</p> <ul style="list-style-type: none"> • Types of applications <ul style="list-style-type: none"> ○ Transaction processing applications ○ Management information applications ○ Intelligent support applications ○ Office automation applications 	Applications for decision making in an office described correctly
11.2.2 Manage applications in an office	<p>Managing applications in an office</p> <ul style="list-style-type: none"> • Intelligent support applications <ul style="list-style-type: none"> ○ Decisions support applications ○ Executive information applications ○ Artificial intelligence and expert applications • Office automation applications <ul style="list-style-type: none"> ○ Word processing ○ Electronic mail ○ Voice mail ○ Audio conferencing ○ Video conferencing ○ Computer conferencing ○ Tele conferencing ○ Facsimile transmission ○ Desktop publishing ○ Video task 	Applications in an office managed correctly

	<ul style="list-style-type: none"> ○ Imaging ○ Multimedia applications 	
11.2.3 Identify suitable hardware for office applications	<p>Identifying suitable hardware for office applications</p> <ul style="list-style-type: none"> • Basics of data representation • Types of computers • Basic components of a computer • Factors considered when purchasing a computer 	Suitable hardware for office applications identified correctly
UNIT B11.3: DESCRIBING PLATFORMS FOR DATA COMMUNICATION APPLICATIONS <u>DURATION:</u> 20 HOURS 2 CREDIT HOURS HOURS		
SPECIFIC LEARNING OUTCOMES	LEARNING ACTIVITIES	ASSESSMENT CRITERIA
11.3.1 Describe types of platforms for data communication applications	<p>Describing types of platforms for data communication applications</p> <ul style="list-style-type: none"> • Media <ul style="list-style-type: none"> ○ Virtual ○ Real time 	Data communication application platforms described correctly
11.3.2 Identify hardware for data communication applications	<p>Identifying hardware for data communication applications</p> <ul style="list-style-type: none"> • Host Compute • Front-end processor • Modem • Multiplexer • Switch • Bridge and gateway • Bus 	Hardware for applications identified correctly

11.3.3 Discuss network management	Discussing network management <ul style="list-style-type: none"> • Network planning • Network control • Network manager • Electronic Data Interchange(EDI) 	Network management discussed correctly
UNIT B11.4: APPLYING OFFICE APPLICATIONS DURATION: 20 HOURS 2 CREDIT HOURS		
SPECIFIC LEARNING OUTCOMES	LEARNING ACTIVITIES	ASSESSMENT CRITERIA
11.4.1 Identify the nature of an office	Identifying the nature of an office <ul style="list-style-type: none"> • Types office workers found in the office <ul style="list-style-type: none"> ○ Managers ○ Staff professionals ○ Line professionals ○ Secretaries ○ Clerical personnel • Evolution of office systems 	Nature and scope of the nature of an office identified correctly
11.4.2 Examine information flow in offices and office systems	Examining information flow in offices and office systems <ul style="list-style-type: none"> • Office automation • Offices and office systems 	Information flow in offices and office system examined correctly
11.4.3 Apply office automation systems	Applying office automation systems <ul style="list-style-type: none"> • Types of office automation systems <ul style="list-style-type: none"> ○ Document management systems ○ Communication systems ○ Teleconferencing systems ○ Office support systems 	Office automation systems function applied correctly

<p>11.4.4 Describe Document Management Applications</p>	<p>Describing Document Management Applications</p> <ul style="list-style-type: none"> • Word processing • Desktop publishing 	<p>Document Management applications described correctly</p>
<p>11.4.5 Use communication Systems</p>	<p>Using communication Systems</p> <ul style="list-style-type: none"> • Electronic Data Interchange: • Benefits of EDI • Electronic mail • Email package facilities:- • Notification of receipt/reading. • Mailing and Distribution Lists. • Forward or reply. • File attachments. • Folders. • Filters. • Electronic mail services. • Voice mail • Facsimile • Internet • Extranets. • Universal resource locator (URL) • Web search engines. • Plug-ins 	<p>Communication Systems used correctly</p>
<p>11.4.6 Use Teleconferencing Applications</p>	<p>Using Teleconferencing Applications</p> <ul style="list-style-type: none"> • Audio conferencing • Video conferencing • In-house Television • Telecommuting 	<p>Teleconferencing Applications used correctly</p>

<p>11.4.7 Demonstrate proper usage of office support applications</p>	<p>Demonstrating proper usage of Office Support Applications</p> <ul style="list-style-type: none"> • Groupware • Desktop organizers • Computer aided design • Electronic Bulletin Boards 	<p>Competence in an office support systems demonstrated correctly</p>
<p>11.4.8 Develop preliminary competence in an integrated office</p>	<p>Developing preliminary competence in an integrated office</p> <ul style="list-style-type: none"> • The hardware and software products of several vendors. • Text, graphics, voice and video data. • Various types of computers networks and network elements <ul style="list-style-type: none"> ○ LAN ○ WAN ○ PBX ○ intelligent copier systems ○ Gateways to large mainframes and/or remote commercial databases. 	<p>Competence in an integrated office developed correctly</p>
<p>UNIT B11.5: EXPLAINING MANAGEMENT INFORMATION SYSTEMS IN BUSINESS <u>DURATION:</u> 20 HOURS 2 CREDIT HOURS</p>		
<p>SPECIFIC LEARNING OUTCOMES</p>	<p>LEARNING ACTIVITIES</p>	<p>ASSESSMENT CRITERIA</p>
<p>11.5.1 Discuss functional areas of business</p>	<p>Discussing functional areas of business</p> <ul style="list-style-type: none"> • Manufacturing • Quality control • Marketing • Accounting and finance • Human resources • External environment <ul style="list-style-type: none"> ○ Operating environments 	<p>Preliminary competence in functional areas of business developed correctly</p>

	<ul style="list-style-type: none"> ▪ Consumer ▪ Suppliers ▪ Competitors ▪ Distributors ○ Remote environment <ul style="list-style-type: none"> ▪ Economics ▪ Social ▪ Political ▪ Technological ▪ Industry concerns • Data bank • Decision making • Other areas of the firm • Feedback mechanism 	
<p>11.5.2 Explain manufacturing information applications</p>	<p>Explaining manufacturing information applications</p> <ul style="list-style-type: none"> • Types manufacturing information applications <ul style="list-style-type: none"> ○ Product design ○ Production ○ Agile manufacturing • Sources of Manufacturing Information <ul style="list-style-type: none"> ○ Product data. ○ Inventory data. ○ Vendor data. ○ Personnel data ○ Union data. ○ Engineering specifications. ○ Internal marketing data. 	<p>Manufacturing information applications explained correctly</p>

	<ul style="list-style-type: none"> • Advantages of Manufacturing Information System 	
<p>11.5.3 Explain marketing information systems</p>	<p>Explaining marketing information system</p> <ul style="list-style-type: none"> • Input of Marketing Information Systems <ul style="list-style-type: none"> ○ Transaction processing data: ○ Marketing research data. ○ Marketing intelligence data: ○ External environment data: in market, ○ Strategic plan • Outputs of marketing information systems <ul style="list-style-type: none"> ○ Product planning ○ Place planning ○ Promotion ○ Price ○ Budget allocation ○ Sales forecast • Advantages of Marketing Information System 	<p>Marketing information systems explained correctly</p>

<p>11.5.4 Explain Financial and accounting information systems</p>	<p>Explaining financial and accounting information systems</p> <ul style="list-style-type: none"> • Types of financial and accounting information systems • General ledger system • Asset management systems • Order entry systems • Accounts receivable and accounts payable • Inventory control system • Payroll systems • Operational decisions support systems <ul style="list-style-type: none"> ○ Cash management systems. ○ Capital budgeting system. ○ Investment management systems. • Integrated Financial and accounting systems 	<p>Financial and accounting information systems explained correctly</p>
<p>UNIT B11.6 USING AN ENTERPRISE RESOURCE PLANNING APPLICATION DURATION: 20 HOURS 2 CREDIT HOURS</p>		
<p>SPECIFIC LEARNING OUTCOMES</p>	<p>• LEARNING ACTIVITIES</p>	<p>ASSESSMENT CRITERIA</p>
<p>11.6.1 Describe Enterprise modelling</p>	<p>Describing Enterprise modeling</p> <ul style="list-style-type: none"> ○ Information ○ Material ○ Money ○ Control ○ Intangibles 	<p>Enterprise modeling described correctly</p>

	<ul style="list-style-type: none"> ▪ Customer satisfaction and quality 	
11.6.2 Explain the roles of Enterprise Resource Planning (ERP)	<p>Explaining the roles of Enterprise Resource Planning (ERP)</p> <ul style="list-style-type: none"> • Role of information technology in enterprise modeling • Flow of information 	ERP explained correctly
11.6.3 Use Enterprise Resource Planning in an office	<p>Using Enterprise Resource Planning in an office</p> <ul style="list-style-type: none"> • Selection of ERP • ERP software package (sap) • Advantages • Disadvantages 	ERP used correctly
<p>UNIT B11.7: DISCUSSING EMERGING ISSUES IN INFORMATION COMMUNICATION TECHNOLOGY <u>DURATION: 10 HOURS</u> 1 CREDIT HOURS</p>		
SPECIFIC LEARNING OUTCOMES	<ul style="list-style-type: none"> • SPECIFIC LEARNING OUTCOMES 	SPECIFIC LEARNING OUTCOMES
11.7.1 Discuss cyber crimes	<p>Discussing cyber crimes</p> <ul style="list-style-type: none"> • Definition of cybercrime • Classification of cybercrimes • Prevention of cybercrime 	Cybercrimes discussed correctly
11.7.2 Describe Incorrect use of Information Communication Technology s	<p>Identifying Wrong use of Information Communication Technology s</p> <ul style="list-style-type: none"> • personal risk factors, • Psychological factors. <ul style="list-style-type: none"> ○ depression ○ anxiety ○ aggression ○ impulsivity ○ low self-esteem 	Wrong use of Information Communication Technology s identified correctly

<p>11.7.3 Observe office safety guidelines</p>	<p>Observing office safety guidelines</p> <ul style="list-style-type: none"> • Identify Emergence of safety and other issues <ul style="list-style-type: none"> ○ There should be no trailing wires. food and drink should not be placed near a machine. ○ Electrical sockets must not be overloaded. ○ There must be adequate space around the machine. ○ Heating and ventilation must be suitable. ○ Lighting must be suitable with no glare or reflections. 	<p>Office safety practiced correctly</p>
<p>11.7.4 Discuss the effect of ICT's on society</p>	<p>Discussing the effect of ICTs on society</p> <ul style="list-style-type: none"> • Positive effects <ul style="list-style-type: none"> ○ Social cohesion ○ Connectedness • Adverse effects <ul style="list-style-type: none"> ○ Isolation ○ Exclusion ○ Antisocial behaviour 	<p>Effect of ICTs on society discuss the correctly</p>
<p>11.7.5 Use virtual applications</p>	<p>Using virtual applications</p> <ul style="list-style-type: none"> • Google applications <ul style="list-style-type: none"> ○ Google docs ○ Google sheets ○ Google forms ○ Google meet ○ Google drive • Conferencing tools <ul style="list-style-type: none"> ○ Zoom ○ Teams 	<p>Virtual applications used correctly</p>

- Skype

REFERENCE MATERIALS

Newell, A. and Simon, H.A., 2007. *Computer science as empirical inquiry: Symbols and search* (p. 1975). ACM.

Williams, B.K., Hutchinson, S.E. and Sawyer, S.C., 2001. *Using information technology: A practical introduction to computers and communications*. McGraw-Hill Higher Education.

MODULE: 464-12-B ORGANISATIONAL BEHAVIOUR		
MODULE PURPOSE: To equip the trainee with knowledge, skills and appropriate attitudes to apply principles of organization behaviour effectively and efficiently	MODULE DURATION: 100 HOURS	CREDITS:10
<p>MODULE LEARNING OUTCOMES: On completion of this module the trainee will be able to:</p> <ol style="list-style-type: none"> 1. Explain the nature and scope of organizational behaviour 2. Analyse foundations of individual behavior and organizational effectiveness 3. Analyse groups and interpersonal behaviour 4. Explain the influence of power, politics and conflict in organizations 5. Describe motivation 6. Explain leadership theories and organisational processes <p>Assessment Methods:</p> <ul style="list-style-type: none"> • Assignments • Practical • Class exercises • Tests <p>Learning Conditions: Trainee will have access to the following:</p> <ul style="list-style-type: none"> • Library • Internet • Handouts 		
UNIT C12.1 EXPLAINING THE NATURE AND SCOPE OF ORGANIZATIONAL BEHAVIOUR UNIT DURATION: 10 HOURS CREDITS: 1		
SPECIFIC LEARNING OUTCOMES	LEARNING ACTIVITIES	ASSESSMENT CRITERIA

<p>12.1.1 Explain the nature and scope of organizational behaviour</p>	<ul style="list-style-type: none"> • Explaining the nature and scope of organizational behaviour <ul style="list-style-type: none"> ○ Definitions of concepts in organizational behaviour ○ Nature of organizational behaviour <ul style="list-style-type: none"> ▪ Features (characteristics) of Organizational behaviour ▪ Key elements of organizational behaviour ▪ Contributing disciplines to organizational behaviour ▪ Historical Background of organizational behaviour 	<p>Nature of organisational behaviour well explained</p>
<p>12.1.2 Explain models of organizational behaviour</p>	<ul style="list-style-type: none"> • Explaining models of organizational behaviour <ul style="list-style-type: none"> ○ Autocratic ○ Custodial ○ Supportive ○ Collegial 	<p>Models of organisational behaviour well explained</p>
<p>12.1.3 Discuss basic approaches to organizational behaviour</p>	<ul style="list-style-type: none"> • Discussing the basic approaches to Organizational Behaviour <ul style="list-style-type: none"> ○ Human Resource approach ○ Productivity approach ○ Contingency approach ○ Systems approach • Organizational effectiveness 	<p>Basic approached to organisational behaviour discussed correctly</p>

	<ul style="list-style-type: none"> ○ Definition of organizational effectiveness 	
<p>UNIT C12.2 ANALYZING FOUNDATIONS OF INDIVIDUAL BEHAVIOR AND ORGANIZATIONAL EFFECTIVENESS DURATION: 20 HOURS CREDITS: 2</p>		
SPECIFIC LEARNING OUTCOMES	LEARNING ACTIVITIES	ASSESSMENT CRITERIA
12.2.1 Analyze foundations of individual behaviour and organizational effectiveness.	<ul style="list-style-type: none"> ● Analyzing foundations of individual behaviour and organizational effectiveness <ul style="list-style-type: none"> ○ Personality <ul style="list-style-type: none"> ▪ Meaning of personality ▪ Development of personality ▪ Personality theories ▪ Personality traits ○ Perception <ul style="list-style-type: none"> ▪ Nature and importance ▪ Perception process ▪ Perceptual errors ▪ Social perception ▪ Managing perception 	Foundations of individual behaviour and organisational behaviour analysed correctly
12.2.2 Explain the learning process	<ul style="list-style-type: none"> ● Explaining the learning process <ul style="list-style-type: none"> ○ Definition of learning ○ Process of learning ○ Learning theories <ul style="list-style-type: none"> ▪ Classical conditioning ▪ Operant conditioning ▪ Cognitive learning 	Learning process explained well

	<ul style="list-style-type: none"> ▪ Social learning 	
12.2.3 Explain attitudes and values	<ul style="list-style-type: none"> • Explaining attitudes and values <ul style="list-style-type: none"> ○ Definition of attitude ○ Definition of values ○ Components of an attitude ○ Attitude formation ○ Types of work attitudes ○ Changing work attitudes ○ How to improve job satisfaction in the workplace • Work Stress <ul style="list-style-type: none"> ○ Types of stress ○ Sources of stress ○ Consequences of stress ○ Organizational and individual coping strategies 	Attitudes and values well explained
UNIT C12.3 ANALYZING GROUP AND INTERPERSONAL BEHAVIOR DURATION: 20 HOURS CREDITS: 2		
SPECIFIC LEARNING OUTCOMES	LEARNING ACTIVITIES	ASSESSMENT CRITERIA
12.3.1 Analyze group and interpersonal behavior	<ul style="list-style-type: none"> • Analyzing group and interpersonal behavior and its impact on the organization. <ul style="list-style-type: none"> ○ Concept of group and significance of group behaviour ○ Why groups form ○ Types of work groups ○ Characteristics of work groups <ul style="list-style-type: none"> ▪ Group composition ○ Models of group development 	Interpersonal behaviour analysed correctly

	<ul style="list-style-type: none"> ▪ Tuckman's stages of group development ▪ Cog's ladder of group development ▪ Tubb's Systems model 	
12.3.2 Explain group decision making	<ul style="list-style-type: none"> • Explain group decision making <ul style="list-style-type: none"> ○ Definition of group decision making ○ Group decision making styles ○ Strategies for improving decision making in groups and teams 	Group decision making explained correctly
12.3.3 Discuss roles of teams	<ul style="list-style-type: none"> • Discussing roles of teams <ul style="list-style-type: none"> ○ Types of teams ○ Team roles ○ Team building 	Discuss roles of terms
<p>UNIT C12.4: EXPLAINING THE INFLUENCE OF POWER, POLITICS AND CONFLICT IN ORGANIZATIONS DURATION: 10 HOURS CREDITS: 1</p>		
SPECIFIC LEARNING OUTCOMES	LEARNING ACTIVITIES	ASSESSMENT CRITERIA
12.4.1 Explain the influence of power and politics in organizations	<ul style="list-style-type: none"> • Explaining the influence of power and politics in organizations <ul style="list-style-type: none"> ○ Definition of power ○ Definition of politics ○ Power bases ○ Power tactics ○ Political tactics 	Influence of power and politics in organisations explained well
12.4.2 Discuss the types of power and political strategies	<ul style="list-style-type: none"> • Discussing the types of power and politics <ul style="list-style-type: none"> ○ Types of power <ul style="list-style-type: none"> ▪ Coercive 	Types of power and political strategies well explained

	<ul style="list-style-type: none"> ▪ Legitimate ▪ Reward ▪ Referent ▪ Expert ○ Political strategies <ul style="list-style-type: none"> ▪ Strategic replacements ▪ Exhibiting confidence ▪ Controlling access ▪ Winning coalition ▪ Expertise and personal stature ▪ Restriction of communication ▪ Use of research data 	
12.4.3 Explain the influence of conflicts in organizations	<ul style="list-style-type: none"> • Explaining the influence of conflicts in organizations <ul style="list-style-type: none"> ○ Meaning of conflict ○ Nature of conflict ○ Types of conflict ○ Sources of inter- group conflict ○ Conflict process ○ Conflict Management strategies 	Influence and conflicts in organisations well explained
UNIT C12.5 DESCRIBING MOTIVATION		
DURATION: 20 HOURS		CREDITS: 2
SPECIFIC LEARNING OUTCOMES	LEARNING ACTIVITIES	ASSESSMENT CRITERIA
12.5.1 Describe content theories of motivation	<ul style="list-style-type: none"> • Describing content theories of motivation <ul style="list-style-type: none"> ○ Definition of motivation theories ○ Importance of motivation theories. ○ Content Theories of Motivation 	Content and theories of motivation described correctly

	<ul style="list-style-type: none"> ▪ Maslow’s hierarchy of needs ▪ Herzberg’s Two Factor Theory ▪ McGregor’s theory X and theory Y ▪ Alderfer’s erg theory ▪ Mclelland’s needs achievement theory 	
12.5.2 Describe process theories of motivation	<ul style="list-style-type: none"> • Describing process theories of motivation <ul style="list-style-type: none"> ○ Process Theories of Motivation <ul style="list-style-type: none"> ▪ Equity theory of motivation ▪ Vroom’s expectancy model ▪ Porter and Lawler expectancy model ▪ Goal Setting theory 	Process and theories of motivation described correctly
12.5.3 Describe the techniques of motivation	<ul style="list-style-type: none"> • Describing the techniques of motivation <ul style="list-style-type: none"> ○ Financial Incentives <ul style="list-style-type: none"> ▪ Wages ▪ Salaries, ▪ Bonus ▪ Prize ▪ Income on investment and dividend ○ Non-financial Incentives <ul style="list-style-type: none"> ▪ Job rotation ▪ Job enrichment ▪ Autonomy 	Motivation of techniques well described

UNIT C12.6: EXPLAINING LEADERSHIP THEORIES AND ORGANISATIONAL PROCESSES USED IN ORGANISATIONS		
DURATION: 20 HOURS CREDITS: 2		
SPECIFIC LEARNING OUTCOMES	LEARNING ACTIVITIES	ASSESSMENT CRITERIA
12.6.1 Explain leadership theories	<ul style="list-style-type: none"> • Explaining leadership theories <ul style="list-style-type: none"> ○ Definition of leadership concepts ○ Leadership Theories <ul style="list-style-type: none"> ▪ Trait Theories ▪ Behavior theories ▪ Situational or contingency theories ▪ Transformational leadership 	Leadership theories well explained
12.6.2 Explain organisational processes	<ul style="list-style-type: none"> • Explaining organisational processes <ul style="list-style-type: none"> ○ Organizational design <ul style="list-style-type: none"> ▪ Types of organization design ▪ Behavioral implications of organization design ○ Organizational change <ul style="list-style-type: none"> ▪ Cause for change ▪ Why change is resisted ▪ Managing change. ○ Organization culture <ul style="list-style-type: none"> ▪ How is culture created ▪ How is culture sustained 	Organisational processes well explained
12.6.3 Explain emerging challenges in organizations	<ul style="list-style-type: none"> • Explaining emerging challenges in organizations <ul style="list-style-type: none"> ○ Managing Workforce Diversity ○ Responding to Globalization 	Emerging challenges in organisations well explained

REFERENCE MATERIALS

Cole, G.A. (2004) Management Theory and Practice, London: Letts Educational

APPENDIX I: JOB PROFILE

Job Profile for Level 4 Certificate in Office Management and Secretarial Practice

Part A:

Job Title: Secretary

Other Possible Titles:

- Office secretary

ZAMSTATS Occupational Std. Code: N/A

Target Curriculum and Qualification: Level 4 Certificate in Office Management and Secretarial Practice

Economic Sectors in which the Job is mainly practiced:

- All sectors

Part B:

1.0 Job Purpose: To perform the office management and secretarial practices of an office effectively and efficiently.

2.0 Key or Typical Roles/ Responsibilities and tasks/ activities:

2.1 Typing business document

- Use word processing applications
- Typing 55 words per minute

2.2 Demonstrate competence in shorthand

- Use of Pitman's New Era Shorthand

- Drill 120 words per minute

2.3 Manage business documents

- Demonstrate knowledge of filing systems
- Develop filing systems for easy updating and retrieval
- Update records with new files and information
- Maintain efficient filing and record management
- Input different kinds of data into an electronic system by data entry
- Store paperwork in secure designated storage
- Manage file requests and log books
- Check incoming paperwork and make copies before distributing
- Making copies for redistribution
- Follow confidentiality policies to safeguard data and information

2.4 Manage office communication

- Sorting incoming mail
- Prepare outgoing mail
- Receive incoming calls
- Redirecting calls to appropriate office
- Communicate with clients

2.5 Carryout accounting tasks

- Prepare petty cash requisitions
- Undertake basic bookkeeping tasks
- Issue invoices and checks
- Prepare stores office requisitions

2.6 Perform office practices and procedures

- Take minutes of meetings and dictation
- Monitor inventory of office supplies
- Report stock shortages
- Demonstrate office hospitality
- Maintain general office orderliness and consumables

2.7 Use office equipment effectively

- Use of computer
- Use office photocopier
- Use office scanner
- Carry out routine maintenance of equipment

2.8 Using Information Communication Technology Office Applications

- Word processing applications
- Database applications
- Presentation applications
- Spreadsheet
- Desktop publishing
- Conferencing applications

3.0 Equipment, Tools and Consumable Materials (What equipment, materials and tools are needed to perform this Job).

3.1 Equipment

- Computer
- Printer
- Scanner
- Copier
- Projector and screen
- Phones

- Office Furniture
- Audio and video recorders
- Shredding machine
- Binding machine

3.2 Tools

- Letter opener
- Guillotine
- Perforator
- Office trays
- Stapler /staples

3.3 Consumable Materials

- Pens
- Paper
- Makers
- Pencils
- Staples
- Tonner/ink
- Paper clips
- Note pads
- Note books
- Hardcover Books
- Box Files/folders

4.0 Quality of Process and Product/Service:

4.1 Quality of Process.

- Compliance to health and safety rules

- Observance of office services timelines
- Correct procedure for filing
- Effective use of office consumables
- Taking notes in shorthand

4.2 Quality of Product/Service

- Documents produced according to specification
- Dictation is transcribed correctly
- Conducive work environment
- Tasks performed efficiently
- Clean and working office equipment
- Readily available consumables

5.0 Dilemmas/Challenges and complexities for Job holder

5.1 Dilemmas/Challenges (that the job holder faces in his/her work)

- Failure to maintain work life balance
- Risks of injuries
- Comprehensions and application of latest innovations in technology
- Harassment
- Lack of office equipment and consumables
- Lack of support from the supervisors
- Working remotely due to natural factors affects effectiveness, efficiency, and confidentiality and work quality
- Lack of continuous staff development

5.2 Alternative Choices (Solutions) to dilemmas and complexities

- Follow the standard working hours
- Capacity building to adapt to technological change Advances
- Use appropriate tools and equipment
- Improve communication structures and working space

6.0 Parties involved/interacting with the Job holder

6.1 Internal/within the organisation

- Management
- Fellow workers

6.2 External/outside the organisation.

- Suppliers
- Clients

7.0 Working Conditions/Environment

- Offices
- Air conditioned room
- Good lighting environment
- Well ventilated rooms

8.0 Physical demands on the body:

- Physical fitness
- Good eyesight
- Good hearing

9.0 Practicing License Requirements (if any)

- Registered member of the Professional Body for secretaries

10.0 Required Knowledge

- Shorthand
- Typing
- Basic Accounting
- Office management
- Organisational behaviour

- Entrepreneurship
- Communication Skills
- Computer application

Word processing applications

- Ms Word
- Word press
- Google docs
- Open office writer

Database applications

- Ms Access
- MySQL Database
- PostgreSQL

Presentation applications

- PowerPoint
- Google Slides. ...
- Keynote

Spreadsheet

- Excel
- LibreOffice Calc
- Google sheets

Desktop publishing

- **Publisher**
- Libre Office Writer
- Libre Office Draw

Conferencing applications

- Zoom meeting
- Teams
- Google meet

11.0 Abilities/ skills of the Job Holder

- Entrepreneurial skills
- Analytical skills
- Shorthand skill
- Typing skill
- Interpersonal skills
- Self-motivation
- Level of creativity for new opportunities
- Strong negotiation and influencing skills
- Ability to communicate confidently both through speaking and writing

12.0 Important Values/Attitudes

- Etiquette
- Self-motivation
- Personal organisation
- Tact and diplomacy
- Initiative
- Confidentiality

- Honest
- Sober
- Punctual
- Responsible
- Accountable
- Hardworking
- Alertness
- Observant
- Sensitive

13.0 Employment patterns

13.1 Salaried Employment Career Pathway

With experience and training one may progress from office secretary to executive secretary or personal assistant

13.2 Entrepreneur/Self-Employed Career Pathway

- Consultancy in data entry services
- Tutoring
- Owning data entry cafe

14.0 National Employment Outlook and related Policy/Investment Trends

- Vision 2030
- 7NDP
- Demand for multi-skilled personnel