

# Secretarial and Office Administration LEVEL – III



## TVET CURRICULUM Based on December, 2021 (V- I) Occupational standard (OS)

March, 2022  
Addis Abeba, Ethiopia

## Preface

The reformed TVET-System is an outcome-based system. It utilizes the needs of the labor market and occupational requirements from the world of work as the benchmark and standard for TVET delivery. The requirements from the world of work are analyzed and documented – taking into account international benchmarking – as occupational standards (OS).

In the reformed TVET-System, curricula and curriculum development play an important role with regard to quality driven comparable TVET-Delivery. The Curricula help to facilitate the training process in a way, that trainees acquire the set of occupational competences (skills, knowledge and attitude) required at the working place and defined in the occupational standards (OS).

This curriculum has been developed by a group of professional experts from different Regional TVET Bureaus, colleges, Industries, Institutes and universities based on the occupational standard for **Secretarial and Office Administration L-III**.

The curriculum development process has been actively supported and facilitated by **Ministry of Labor and Skills**.

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## TVET-Program Design

### 1.1. TVET-Program Title: Secretarial And Office Administration Level III

### 1.2. TVET-Program Description

The Program is designed to develop the necessary knowledge, skills and attitude of the trainees to the standard required by the occupation. The contents of this program are in line with the occupational standard. The Trainees who successfully completed the Program will be qualified to work as a **Secretary and Office Administrator** with competencies elaborated in the respective OS. Graduates of the program will have the required qualification to work in the **LSA** sector in the field of **Secretarial And Office Administration**.

The prime objective of this training program is to equip the Trainees with the identified competences specified in the OS. Graduates are therefore expected to Apply Secretarial Work Procedures, perform office software application, process payroll, purchase goods and services, communicate effectively using the English , communicate using on line system , apply principles of secretarial confidentiality, apply secretarial practice and phonography , organize business travel, prevent and eliminate MUDA.in accordance with the performance criteria and evidence guide described in the OS.

### 1.3. TVET-Program Training Outcomes

The expected outputs of this program are the acquisition and implementation of the following units of competences:

- LSA SOA3 01 1221** Apply Secretarial Work Procedures
- LSA SOA3 02 1221** Perform Office Software application
- LSA SOA3 03 1221** Process payroll
- LSA SOA3 04 1221** Purchase Goods and Services
- LSA SOA3 05 1221** Communicate Effectively Using English
- LSA SOA3 06 1221** Communicate Using Online System
- LSA SOA3 07 1221** Apply principles of secretarial confidentiality
- LSA SOA3 08 1221** Apply Secretarial Practice And Phonography/Stenography
- LSA SOA3 09 1221** Organize Business Travel
- LSA SOA3 10 1221** Prevent and Eliminate MUDA

### 1.4. Duration of the TVET-Program

The Program will have duration of **640 hours** including the on school/ Institution training and on-the-job practice or cooperative training time. Such cooperative training based on realities of the industry, nature of the occupation, location of the TVET institution, and other factors will be considered in the training delivery to ensure that trainees acquire practical and workplace experience.

S. No	Unit Competency	TVET Institution Training		Cooperative Training	Total hours	Remarks
		Theory	Practical			
1.	Apply Secretarial Work Procedures	18	30	12	60	
2.	Perform Office Software application	60	100	40	200	
3.	Process payroll	23	35	12	70	
4.	Purchase Goods and Services	12	20	8	40	
5.	Communicate Effectively Using English	12	14	4	30	
6.	Communicate Using On Line System	12	16	12	40	
7.	Apply principles of secretarial confidentiality	12	14	4	30	
8.	Apply Secretarial Practice and Phonography/Stenography	24	40	16	80	
9.	Organize Business Travel	12	20	8	40	
10.	Prevent and Eliminate MUDA	15	23	12	50	
<b>Totals</b>		<b>200</b>	<b>312</b>	<b>128</b>	<b>640</b>	

### 1.5. Qualification Level and Certification

Based on the descriptors elaborated on the Ethiopian National TVET Qualification Framework (NTQF) the qualification of this specific TVET Program is **Level III**.

The trainee can exit after successfully completing the modules in one level and will be awarded the equivalent institutional certificate on the level completed. However, only institutional certificate of training accomplishment will be awarded.

### 1.6. Target Groups

Any citizen **with or without disability** who meets the entry requirements under items 1.7 and capable of participating in the training activities is entitled to take part in the Program.

### 1.7 Entry Requirements

The prospective participants of this program are required to possess the requirements or directive of the **Ministry of Labor and Skills**.

### 1.8 Mode of Delivery

This TVET-Program is characterized as a formal Program on middle level technical skills. The mode of delivery is co-operative training. The time spent by the trainees in the real work place/ industry will give them enough exposure to the actual world of work and enable them to get hands-on experience.

The co-operative approach will be supported with school-based lecture-discussion, simulation and actual practice. These modalities will be utilized before the trainees are exposed to the industry environment.

Hence based on the nature of the occupation, location of the TVET institutions, and interest of the industry alternative mode of cooperative training such as apprenticeships, internship and traineeship will be employed. In addition, in the areas where industry is not sufficiently available the established production and service centers/learning factories in TVET institutions will be used as cooperative training places. The Training-Institution and identified companies have forged an agreement to co-operate with regard to the implementation of this program.

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### 1.9. TVET-Program Structure

Unit of Competence	Module Code & Title	Training Outcomes	Duration (In Hours)
<a href="#"><u>LSA SOA3 01 1221</u></a> Apply Secretarial Work Procedures	<a href="#"><u>LSA SOA3 M01 0322</u></a> Applying Secretarial Work Procedures	<ul style="list-style-type: none"> <li>• Perform duties and responsibility of secretary</li> <li>• Personal qualities of secretary</li> <li>• Perform team work</li> <li>• Manage stress</li> </ul>	60
<a href="#"><u>LSA SOA3 02 1221</u></a> Perform Office Software application	<a href="#"><u>LSA SOA3 M 02 0322</u></a> Performing Office Software application	<ul style="list-style-type: none"> <li>• Select and prepare resources</li> <li>• Design document</li> <li>• Produce document</li> <li>• Finalize document</li> </ul>	200
<a href="#"><u>LSA SOA3 03 221</u></a> Process payroll	<a href="#"><u>LSA SOA3 M 03 0322</u></a> Processing payroll	<ul style="list-style-type: none"> <li>• Record payroll data</li> <li>• Prepare payroll</li> <li>• Handle payroll enquiries</li> </ul>	70
<a href="#"><u>LSA SOA3 04 1221</u></a> Purchase Goods and Services	<a href="#"><u>LSA SOA3 M 04 0322</u></a> Purchasing Goods and Services	<ul style="list-style-type: none"> <li>• Understand purchasing and own requirements</li> <li>• Make purchases</li> <li>• Receive purchases</li> </ul>	40
<a href="#"><u>LSA SOA3 051221</u></a> Communicate Effectively Using the English Language	<a href="#"><u>LSA SOA3 M 05 0322</u></a> Communicating Effectively Using the English Language	<ul style="list-style-type: none"> <li>• Communicate workplace information</li> <li>• Analyze communication process</li> <li>• Communicate actively</li> <li>• Identify and use paralanguage</li> <li>• Lead workplace discussion</li> </ul>	30

<a href="#"><u>LSA SOA3 061221</u></a>	Communicate Using On Line System	<a href="#"><u>LSA SOA3 M 06 0322</u></a>	Communicating Using Online System	<ul style="list-style-type: none"> <li>• Implement procedures to send and receive electronic mail</li> <li>• Manage electronic mail</li> <li>• Collaborate online</li> </ul>	40
<a href="#"><u>LSA SOA3 071221</u></a>	Apply principles of secretarial confidentiality	<a href="#"><u>LSA SOA3 M 07 0322</u></a>	Applying principles of secretarial confidentiality	<ul style="list-style-type: none"> <li>• Work within accepted codes of conduct</li> <li>• Follow confidentiality and privacy procedures</li> <li>• Follow security procedures</li> </ul>	30
<a href="#"><u>LSA SOA3 081221</u></a>	Apply Secretarial Practice and Phonography/Stenography	<a href="#"><u>LSA SOA3 M 08 0322</u></a>	Applying Secretarial Practice and Phonography /Stenography	<ul style="list-style-type: none"> <li>• Note taking, transcription, revision of grammalogues, simple phrases and special contractions</li> <li>• Practice of seen dictation exercises at the speed of 50 words per minute</li> <li>• Practice of unseen dictation exercises at the speed of 40 words per minute</li> </ul>	80
<a href="#"><u>LSA SOA3 091221</u></a>	Organize Business Travel	<a href="#"><u>LSA SOA3 M 09 0322</u></a>	Organizing Business Travel	<ul style="list-style-type: none"> <li>• Organize business itinerary for domestic and overseas travel</li> <li>• Make travel arrangements</li> <li>• Arrange credit facilities</li> </ul>	40
<a href="#"><u>LSA SOA3 10 221</u></a>	Prevent and Eliminate MUDA	<a href="#"><u>LSA SOA3 M 10 0322</u></a>	Preventing and Eliminating MUDA	<ul style="list-style-type: none"> <li>• Prepare for work.</li> <li>• Identify Muda and problem</li> <li>• Analyze causes of a problem.</li> <li>• Eliminate Muda and assess effectiveness of the solution.</li> <li>• Prevent occurrence of wastes and sustain operation.</li> </ul>	50

\*The time duration (Hours) indicated for the module should include all activities in and out of the TVET institution.

### 1.10 Institutional Assessment

Two types of evaluation will be used in determining the extent to which training outcomes are achieved. The specific training outcomes are stated in the modules. In assessing them, verifiable and observable indicators and standards shall be used.

The **formative assessment** is incorporated in the training modules and form part of the training process. Formative evaluation provides the trainee with feedback regarding success or failure in attaining training outcomes. It identifies the specific training errors that need to be corrected, and provides reinforcement for successful performance as well. For the teacher, formative evaluation provides information for making instruction and remedial work more effective.

**Summative Evaluation** the other form of evaluation is given when all the modules in the program have been accomplished. It determines the extent to which competence have been achieved. And, the result of this assessment decision shall be expressed in the term of institutional Assessment implementation guidelines..

Techniques or tools for obtaining information about trainees' achievement include oral or written test, demonstration and on-site observation.

### 1.11 TVET Teachers Profile

The trainers conducting this particular TVET Program are **A Level** and who have satisfactory practical experiences or equivalent qualifications.



## LEARNING MODULE 01

TVET-PROGRAMME TITLE: **Secretarial And Office Administration Level III**

MODULE TITLE: **Applying Secretarial Work Procedures**

MODULE CODE: **LSA SOA3 M01 0322**

NOMINAL DURATION: **60 Hours**

**MODULE DESCRIPTION:** This module describes the performance outcomes, skills, knowledge and attitude required to perform secretarial duties, responsibilities and work procedures properly addressed by applying team work and managing stress

### LEARNING OUTCOMES

At the end of the module the trainee will be able to:

- LO1.** Perform Duties and Responsibility of Secretary
- LO2.** Personal Qualities of Secretary
- LO3.** Perform Team Work
- LO4.** Manage Stress

### MODULE CONTENT

#### **LO1. Perform Duties and Responsibility of Secretary (15 hrs.)**

- 1.1. Answering and Directing telephone Calls
- 1.2. Organizing and distributing office documents
- 1.3. Greeting business clients and guests
- 1.4. Using documentation of financial information

#### **LO2. Personal Qualities of Secretary (15 hrs.)**

- 2.1 Determining personal qualities of secretary
- 2.2 Identifying office communication behaviors
- 2.3 Applying resource efficiency
- 2.4 Performing the office work etiquettes

#### **LO3. Perform Team Work (8 hrs.)**

- 3.1 Debriefing and reflecting improvement, innovation activities and opportunities
- 3.2 Gathering and using feedback
- 3.3 Assisting executives with project tasks

3.4 Identifying ways contributing to a team

3.5 Establishing ground rules

**LO4. Manage Stress (10 hrs.)**

4.1. Analyzing and understanding areas of stress

4.2. Developing stress management techniques

4.3. Using time management tools and techniques

4.4. Developing techniques of KPIs and priorities

4.5. adapting stamina management techniques

<b>Learning Methods:</b>				
<b>For none impaired trainees</b>	<b>Reasonable Adjustment for Trainees with Disability (TWD)</b>			
	<b>Low Vision</b>	<b>Deaf</b>	<b>Hard of hearing</b>	<b>Physical impairment</b>
<b>Lecture-discussion</b>	<ul style="list-style-type: none"> <li>❖ Provide large print text</li> <li>❖ Prepare the lecture in <b>Audio/video</b></li> <li>❖ Organize the class room seating arrangement to be accessible to trainees</li> <li>❖ Write short notes on the black/white board using large text</li> <li>❖ Make sure the luminosity of the light of class room is kept</li> <li>❖ Use normal tone of voice</li> <li>❖ Encourage trainees to record the lecture in audio format</li> <li>❖ Provide Orientation on the physical feature of the work shop</li> <li>❖ Summarize main points</li> </ul>	<ul style="list-style-type: none"> <li>❖ Assign sign language interpreter</li> <li>❖ Arrange the class room seating to be conducive for eye to eye contact</li> <li>❖ Make sure the luminosity of the light of class room is kept</li> <li>❖ Introduce new and relevant vocabularies</li> <li>❖ Use short and clear sentences</li> <li>❖ Give emphasis on visual lecture and ensure the attention of the trainees</li> <li>❖ Avoid movement during lecture time</li> <li>❖ Present the lecture in video format</li> <li>❖ Summarize main points</li> </ul>	<ul style="list-style-type: none"> <li>❖ Organize the class room seating arrangement to be accessible to trainees</li> <li>❖ Speak loudly</li> <li>❖ Ensure the attention of the trainees</li> <li>❖ Present the lecture in video format</li> <li>❖ Ensure the attention of the trainees</li> </ul>	<ul style="list-style-type: none"> <li>❖ Organize the class room seating arrangement to be accessible for wheelchairs users.</li> <li>❖ Facilitate and support the trainees who have severe impairments on their upper limbs to take note</li> <li>❖ Provide Orientation on the physical feature of the work shop</li> </ul>
<b>Demonstration</b>	<ul style="list-style-type: none"> <li>❖ Conduct close follow up</li> <li>❖ Use verbal description</li> <li>❖ Provide special attention in the process of guidance</li> <li>❖ facilitate the support of peer trainees</li> <li>❖ Prepare &amp; use simulation</li> </ul>	<ul style="list-style-type: none"> <li>❖ use Sign language interpreter</li> <li>❖ Use video recorded material</li> <li>❖ Ensure attention of the trainees</li> <li>❖ Provide structured training</li> <li>❖ Show clear and short method</li> <li>❖ Use gesture</li> <li>❖ provide tutorial support (if necessary)</li> </ul>	<ul style="list-style-type: none"> <li>❖ Illustrate in clear &amp; short method</li> <li>❖ Use Video recorded material</li> <li>❖ Ensure the attention of the trainees</li> <li>❖ provide tutorial support (if necessary)</li> </ul>	<ul style="list-style-type: none"> <li>❖ Facilitate and support the trainees having severe upper limbs impairment to operate equipments/ machines</li> <li>❖ Assign peer trainees to assist</li> <li>❖ Conduct close follow up</li> <li>❖ provide tutorial support (if necessary)</li> </ul>
<b>Group discussion</b>	<ul style="list-style-type: none"> <li>❖ Facilitate the integration of trainees with group members</li> </ul>	<ul style="list-style-type: none"> <li>❖ Use sign language interpreters</li> <li>❖ Facilitate the integration of</li> </ul>	<ul style="list-style-type: none"> <li>❖ Facilitate the integration of trainees with group</li> </ul>	<ul style="list-style-type: none"> <li>❖ Introduce the trainees with their peers</li> </ul>

	<ul style="list-style-type: none"> <li>❖ Conduct close follow up</li> <li>❖ Introduce the trainees with other group member</li> <li>❖ Brief the thematic issues of the work</li> </ul>	<p>trainees with group members</p> <ul style="list-style-type: none"> <li>❖ Conduct close follow up</li> <li>❖ Introduce the trainees with other group member</li> </ul>	<p>members</p> <ul style="list-style-type: none"> <li>❖ Conduct close follow up</li> <li>❖ Introduce the trainees with other group member</li> <li>❖ Inform the group members to speak loudly</li> </ul>	
<b>Exercise</b>	<ul style="list-style-type: none"> <li>❖ Conduct close follow up and guidance</li> <li>❖ Provide tutorial support if necessary</li> <li>❖ provide special attention in the process</li> </ul>	<ul style="list-style-type: none"> <li>❖ Conduct close follow up and guidance</li> <li>❖ Provide tutorial support if necessary</li> <li>❖ provide special attention in the process/practical training</li> <li>❖ Introduce new and relevant vocabularies</li> </ul>	<ul style="list-style-type: none"> <li>❖ Conduct close follow up and guidance</li> <li>❖ Provide tutorial support if necessary</li> <li>❖ provide special attention in the process/practical training</li> </ul>	<ul style="list-style-type: none"> <li>❖ Assign peer trainees</li> <li>❖ Use additional nominal hours if necessary</li> </ul>
<b>Individual assignment</b>	<ul style="list-style-type: none"> <li>❖ prepare the assignment questions in large text</li> <li>❖ Encourage the trainees to prepare and submit the assignment in large texts</li> <li>❖ Make available recorded assignment questions</li> <li>❖ Facilitate the trainees to prepare and submit the assignment in soft or hard copy</li> </ul>	<ul style="list-style-type: none"> <li>❖ Use sign language interpreter</li> <li>❖ Provide briefing /orientation on the assignment</li> <li>❖ Provide visual recorded material</li> </ul>	<ul style="list-style-type: none"> <li>❖ Provide briefing /orientation on the assignment</li> <li>❖ Provide visual recorded material</li> </ul>	
<b>Role Play</b>	<ul style="list-style-type: none"> <li>❖ Provide special attention in the process of the role play</li> </ul>	<ul style="list-style-type: none"> <li>❖ Assign sign language interpreter</li> <li>❖ Arrange the class room seating to be conducive for eye to eye contact</li> <li>❖ Use gestures</li> </ul>	<ul style="list-style-type: none"> <li>❖ Assign sign language interpreter</li> <li>❖ Speak loudly</li> <li>❖ Use gestures</li> <li>❖ Arrange the class room seating to be conducive for eye to eye contact</li> </ul>	<ul style="list-style-type: none"> <li>❖ Assign peer trainees</li> <li>❖ Organize the class room seating arrangement to be accessible for wheelchairs users.</li> </ul>

<b>ASSESSMENT METHODS:</b>				
<b>Interview</b>		<ul style="list-style-type: none"> <li>❖ Use sign language interpreter</li> <li>❖ Ensure or conform whether the proper communication was conducted with the trainee through the service of the sign language interpreter</li> <li>❖ Use short and clear questioning</li> <li>❖ Time extension</li> </ul>	<ul style="list-style-type: none"> <li>❖ Speak loudly</li> <li>❖ Using sign language interpreter if necessary</li> </ul>	<ul style="list-style-type: none"> <li>❖ Use written response as an option for the trainees having speech challenges</li> </ul>
<b>Written test</b>	<ul style="list-style-type: none"> <li>❖ Prepare the exam in large texts</li> <li>❖ Use interview as an option if necessary</li> <li>❖ Prepare the exam in audio format</li> <li>❖ Assign human reader (if necessary)</li> <li>❖ Time extension</li> </ul>	<ul style="list-style-type: none"> <li>❖ Prepare the exam using short sentences, multiple choices, True or False, matching and short answers</li> <li>❖ Avoid essay writing</li> <li>❖ Time extension</li> </ul>	<ul style="list-style-type: none"> <li>❖ Prepare the exam using short sentences, multiple choices, true or false, matching and short answers if necessary.</li> </ul>	<ul style="list-style-type: none"> <li>❖ Use oral response as an option to give answer for trainees having severe upper limb impairment</li> <li>❖ Time extension for trainees having severe upper limb impairment</li> </ul>
<b>Demonstration/ Observation</b>	<ul style="list-style-type: none"> <li>❖ Brief the instruction or provide them in large text</li> <li>❖ Time extension</li> </ul>	<ul style="list-style-type: none"> <li>❖ Use sign language interpreter</li> <li>❖ Brief on the instruction of the exam</li> <li>❖ Provide activity-based/ practical assessment method</li> <li>❖ Time extension</li> </ul>	<ul style="list-style-type: none"> <li>❖ Provide activity based assessment</li> <li>❖ Brief on the instruction of the exam</li> <li>❖ Use loud voice</li> <li>❖ Time extension</li> </ul>	<ul style="list-style-type: none"> <li>❖ Provide activity based assessment</li> <li>❖ Conduct close follow up</li> <li>❖ Time extension</li> </ul>

**ASSESSMENT CRITERIA:**

**LO1. Perform Duties And Responsibility Of Secretary**

- Answering And Directing Office Phone Calls Are Applied And Used
- Office Documents And Files Are Properly Organized And Distributed
- According To Organizational Requirements Business Clients And Guests Are Greeted
- Organizational Documentation Of Financial Information Is Used
- Organizational Responsibilities And Duties Are Agreed And Communicated

**LO2. Personal Qualities Of Secretary**

- According To Organizational Requirements **Personal Qualities** Of Secretary Is Determined
- Office **Communication Behaviours** In Working Area Are Properly Identified
- According To Organizational Requirements Resource **Efficiency On The Jobs** Are Applied
- The Office Work Etiquettes Are Performed

**LO3. Perform Team Work**

- For Improvement And Innovation Activities And Opportunities Are De-Briefed And Reflected
- Feedback Is Gathered And Used From Within And Outside The Team To Generate Discussion And Debate
- Executives With Project Tasks Are Assisted
- The **Different Ways Contributed To A Team** Are Identified
- **Ground Rules** Are Jointly Established For How The Team Will Operated

**LO4. Manage Stress**

- Potential Areas Of Stress Are Analyzed And Understood, Personal Awareness Of Stresses Developed
- An Effective Understanding Of A Range Of **Stress Management Techniques** Are Developed
- Appropriate **Time Management Tools And Techniques** are Used
- Techniques Are Developed To Support The Achievement Of **Key Performance Indicators (KPIS)** And Priorities
- **Stamina Management Strategies** Are Adapted To Maximize Performance

## Annex: Resource Requirements

<b>LSA SOA3 M01 0322 Apply Secretarial Work Procedures</b>				
<b>Item No.</b>	<b>Category/Item</b>	<b>Description/ Specifications</b>	<b>Quantity</b>	<b>Recommended Ratio (Item: Trainee)</b>
<b>A.</b>	<b>Learning Materials</b>			
1.	TTLM	TTLM prepared by the trainer	25	1:1
2.	Reference Books			
2.1	<b>Applied Secretarial Procedures</b>	Albert C. Fries 7th Edition 1974	5	1:5
2.2	Office Management & Secretarial Practice, Hemvati Nandan Bahuguna Garhwal and Delhi University	January 2019 by Dr. I.M. Sahai	5	1:5
<b>B.</b>	<b>Learning Facilities &amp; Infrastructure</b>			
1	Lecture room	6mx7m	1	1:25
2.	Simulation room/Model office	4mx5m	1	1:25
3	Library			Common for all
4.	Internet access			
5.	Telephone access	Fixed/wireless		1:25
<b>C.</b>	<b>Consumable Materials</b>			
1.	Microsoft Office Software package	2010-2016	5	1:5
2	Amharic Software.	2010 and above	5	1:5
3	Envelops	different size	25	1:1
4	Labels	different size	25	1:1
5	Color papers	A4	1doz	1:25
6	Printing Paper /white/	A4	1pack	1;25
7	Toner	Depend on the printer	1pcs	1:25
8	Transparency Paper	A4	2doz	1:1
9	Plastic binding ring	Different size	2doz	1:1
10	Back cover hard paper	A4	2doz	1:1
11	Keyboard Mavis Computer training Software	Mavis Beacon	5	1:5
12	Fastener		25	1:1
13	Agraf		1pcs	1:1
14	Pin		1pcs	1:1

15	Staples		3pcs	1:1
16	Marker /white board		1pcs	1:5
17	Marker/permanent		1pcs	1:5
18	White board Duster		2pcs	
19	Flip chart		2pcs	1:1
20.	Air freshener		3pic	
<b>D.</b>	<b>Tools and Equipment</b>			
1.	Desktop computer	Dell 7010	26	1:1
2.	Computer desk		26	1:1
3.	Computer table		26	1:1
4	Lap top computer		5	
5	Security camera	CCTV camera	1	1:25
6	File cabinet	Wooden with 4 drawers	1	1:25
7	LCD projector	Epson	1	1:25
8	Paper tray	Mica Made	1	1:25
9	Hard File	Kent	5	1:5
10	Fax machine	HP	1	1:25
11	Printer	HP	1	1:25
12	Divider	Power king	10	1:3
13	USB Cable		5	1:5
14	Flash disk	T-max 64Gb	5	
15	Photocopier	Canon /	1	1:25
16	Scanner	HP	1	1:25
17.	Binding machine		1	1:25
18	Stapler		2	2:25
19	Puncher		1	1:25
20	Laminating machine		1	1:25
21	Shredder		1	1:25
22	Antiglare /computer screen glass/		26	1:1
23	Scientific Calculator		5	
24	Dictation Machine		1	1:25
25	Answering Machine		1	1:25



<b>LEARNING MODULE 02</b>	
TVET-PROGRAMME TITLE: <b>Secretarial and Office Administration Level III</b>	
MODULE TITLE: <b>Performing Office Software Application</b>	
MODULE CODE: <b>LSA SOA3 M02 0322</b>	
NOMINAL DURATION: <b>200 Hrs.</b>	
<b>MODULE DESCRIPTION:</b> This module Describes The Performance Outcomes Skills, Knowledge And Attitude Required To Operate Word Processing, Excel, Access, Power Point Presentation And Publisher Properly	
<b>LEARNING OUTCOMES</b>	
<b>LO1.</b> Select and Prepare Resources <b>LO2.</b> Design Document <b>LO3.</b> Produce Document <b>LO4.</b> Finalize Document	
<b>MODULE CONTENTS</b>	
At the end of the module the trainee will be able to:	
<b>LO1. Select and Prepare Resources(20hrs)</b>	
1.1. Selecting and using technology 1.2. Selecting layout and style of publication 1.3. Using basic design principles 1.4. Discussing and clarifying format and style	
<b>LO2. Design Document(40hrs)</b>	
2.1. Opening and generating files and records 2.2. Designing document 2.3. Using a range of functions 2.4. Operating input devices	
<b>LO3. Produce Document (80hrs)</b>	
3.1. Completing Document Production 3.2. Meeting Task Requirements 3.3. Saving Documents 3.4. Using Manuals, Training Booklets and Help Desks	
<b>LO4. Finalize document(20hrs)</b>	
4.1. Proofreading document 4.2. Making modifications to document 4.3. Name and store documents 4.4. Printing and presenting documents	

<b>Learning Methods:</b>				
<b>For none impaired trainees</b>	<b>Reasonable Adjustment for Trainees with Disability (TWD)</b>			
	<b>Low Vision</b>	<b>Deaf</b>	<b>Hard of hearing</b>	<b>Physical impairment</b>
<b>Lecture-discussion</b>	<ul style="list-style-type: none"> <li>❖ Provide large print text</li> <li>❖ Prepare the lecture in <b>Audio/video</b></li> <li>❖ Organize the class room seating arrangement to be accessible to trainees</li> <li>❖ Write short notes on the black/white board using large text</li> <li>❖ Make sure the luminosity of the light of class room is kept</li> <li>❖ Use normal tone of voice</li> <li>❖ Encourage trainees to record the lecture in audio format</li> <li>❖ Provide Orientation on the physical feature of the work shop</li> <li>❖ Summarize main points</li> </ul>	<ul style="list-style-type: none"> <li>❖ Assign sign language interpreter</li> <li>❖ Arrange the class room seating to be conducive for eye to eye contact</li> <li>❖ Make sure the luminosity of the light of class room is kept</li> <li>❖ Introduce new and relevant vocabularies</li> <li>❖ Use short and clear sentences</li> <li>❖ Give emphasis on visual lecture and ensure the attention of the trainees</li> <li>❖ Avoid movement during lecture time</li> <li>❖ Present the lecture in video format</li> <li>❖ Summarize main points</li> </ul>	<ul style="list-style-type: none"> <li>❖ Organize the class room seating arrangement to be accessible to trainees</li> <li>❖ Speak loudly</li> <li>❖ Ensure the attention of the trainees</li> <li>❖ Present the lecture in video format</li> <li>❖ Ensure the attention of the trainees</li> </ul>	<ul style="list-style-type: none"> <li>❖ Organize the class room seating arrangement to be accessible for wheelchairs users.</li> <li>❖ Facilitate and support the trainees who have severe impairments on their upper limbs to take note</li> <li>❖ Provide Orientation on the physical feature of the work shop</li> </ul>
<b>Demonstration</b>	<ul style="list-style-type: none"> <li>❖ Conduct close follow up</li> <li>❖ Use verbal description</li> <li>❖ Provide special attention in the process of guidance</li> <li>❖ facilitate the support of peer trainees</li> <li>❖ Prepare &amp; use simulation</li> </ul>	<ul style="list-style-type: none"> <li>❖ use Sign language interpreter</li> <li>❖ Use video recorded material</li> <li>❖ Ensure attention of the trainees</li> <li>❖ Provide structured training</li> <li>❖ Show clear and short method</li> <li>❖ Use gesture</li> <li>❖ provide tutorial support (if necessary)</li> </ul>	<ul style="list-style-type: none"> <li>❖ Illustrate in clear &amp; short method</li> <li>❖ Use Video recorded material</li> <li>❖ Ensure the attention of the trainees</li> <li>❖ provide tutorial support (if necessary)</li> </ul>	<ul style="list-style-type: none"> <li>❖ Facilitate and support the trainees having severe upper limbs impairment to operate equipments/ machines</li> <li>❖ Assign peer trainees to assist</li> <li>❖ Conduct close follow up</li> <li>❖ provide tutorial support (if necessary)</li> </ul>

<p><b>Group discussion</b></p>	<ul style="list-style-type: none"> <li>❖ Facilitate the integration of trainees with group members</li> <li>❖ Conduct close follow up</li> <li>❖ Introduce the trainees with other group member</li> <li>❖ Brief the thematic issues of the work</li> </ul>	<ul style="list-style-type: none"> <li>❖ Use sign language interpreters</li> <li>❖ Facilitate the integration of trainees with group members</li> <li>❖ Conduct close follow up</li> <li>❖ Introduce the trainees with other group member</li> </ul>	<ul style="list-style-type: none"> <li>❖ Facilitate the integration of trainees with group members</li> <li>❖ Conduct close follow up</li> <li>❖ Introduce the trainees with other group member</li> <li>❖ Inform the group members to speak loudly</li> </ul>	<ul style="list-style-type: none"> <li>❖ Introduce the trainees with their peers</li> </ul>
<p><b>Exercise</b></p>	<ul style="list-style-type: none"> <li>❖ Conduct close follow up and guidance</li> <li>❖ Provide tutorial support if necessary</li> <li>❖ provide special attention in the process</li> </ul>	<ul style="list-style-type: none"> <li>❖ Conduct close follow up and guidance</li> <li>❖ Provide tutorial support if necessary</li> <li>❖ provide special attention in the process/practical training</li> <li>❖ Introduce new and relevant vocabularies</li> </ul>	<ul style="list-style-type: none"> <li>❖ Conduct close follow up and guidance</li> <li>❖ Provide tutorial support if necessary</li> <li>❖ provide special attention in the process/ practical training</li> </ul>	<ul style="list-style-type: none"> <li>❖ Assign peer trainees</li> <li>❖ Use additional nominal hours if necessary</li> </ul>
<p><b>Individual assignment</b></p>	<ul style="list-style-type: none"> <li>❖ prepare the assignment questions in large text</li> <li>❖ Encourage the trainees to prepare and submit the assignment in large texts</li> <li>❖ Make available recorded assignment questions</li> <li>❖ Facilitate the trainees to prepare and submit the assignment in soft or hard copy</li> </ul>	<ul style="list-style-type: none"> <li>❖ Use sign language interpreter</li> <li>❖ Provide briefing /orientation on the assignment</li> <li>❖ Provide visual recorded material</li> </ul>	<ul style="list-style-type: none"> <li>❖ Provide briefing /orientation on the assignment</li> <li>❖ Provide visual recorded material</li> </ul>	

<b>ASSESSMENT METHODS:</b>				
<b>Interview</b>		<ul style="list-style-type: none"> <li>❖ Use sign language interpreter</li> <li>❖ Ensure or conform whether the proper communication was conducted with the trainee through the service of the sign language interpreter</li> <li>❖ Use short and clear questioning</li> <li>❖ Time extension</li> </ul>	<ul style="list-style-type: none"> <li>❖ Speak loudly</li> <li>❖ Using sign language interpreter if necessary</li> </ul>	<ul style="list-style-type: none"> <li>❖ Use written response as an option for the trainees having speech challenges</li> </ul>
<b>Written test</b>	<ul style="list-style-type: none"> <li>❖ Prepare the exam in large texts</li> <li>❖ Use interview as an option if necessary</li> <li>❖ Prepare the exam in audio format</li> <li>❖ Assign human reader (if necessary)</li> <li>❖ Time extension</li> </ul>	<ul style="list-style-type: none"> <li>❖ Prepare the exam using short sentences, multiple choices, True or False, matching and short answers</li> <li>❖ Avoid essay writing</li> <li>❖ Time extension</li> </ul>	<ul style="list-style-type: none"> <li>❖ Prepare the exam using short sentences, multiple choices, true or false, matching and short answers if necessary.</li> </ul>	<ul style="list-style-type: none"> <li>❖ Use oral response as an option to give answer for trainees having severe upper limb impairment</li> <li>❖ Time extension for trainees having severe upper limb impairment</li> </ul>
<b>Demonstration/ Observation</b>	<ul style="list-style-type: none"> <li>❖ Brief the instruction or provide them in large text</li> <li>❖ Time extension</li> </ul>	<ul style="list-style-type: none"> <li>❖ Use sign language interpreter</li> <li>❖ Brief on the instruction of the exam</li> <li>❖ Provide activity-based/ practical assessment method</li> <li>❖ Time extension</li> </ul>	<ul style="list-style-type: none"> <li>❖ Provide activity based assessment</li> <li>❖ Brief on the instruction of the exam</li> <li>❖ Use loud voice</li> <li>❖ Time extension</li> </ul>	<ul style="list-style-type: none"> <li>❖ Provide activity based assessment</li> <li>❖ Conduct close follow up</li> <li>❖ Time extension</li> </ul>

## ASSESSMENT CRITERIA:

### LO1. Select and Prepare Resources

- Select And Use Appropriate **Technology** And **Software** Applications To Produce Required **Business Documents**
- Selected Layout And Style Of Publication According To Information And **Organizational Requirements**
- Document Design Is Consistent With Company And/ Or Client Requirements, Using Basic Design Principles Are Ensured
- Format And Style With Person Requesting Document/Publication are Discussed And Clarified

### LO2. Design Document

- Open And Generate Files And Records According To Task And Organizational Requirements Are Identified,
- Design Document To Ensure Efficient Entry Of Information And To Maximize The Presentation And Appearance Of Information Are Done.
- A Range Of **Functions** To Ensure Consistency Of Design And Layout are Used
- Operate **Input Devices** Within Designated Requirements

### LO3. Produce Document

- Completed Document Production Within Designated Time Lines According To Organizational Requirements
- Document Produced To Ensure It Meets Task Requirements For Style And Layout Are Designed
- Store Document Appropriately And Save Document To Avoid Loss Of Data Are Done.
- Manuals, Training Booklets And/ Or Help-Desks To Overcome Basic Difficulties With Document Design And Production are Used.

### LO4. Finalize Document

- Proofread Document For Readability, Accuracy And Consistency In Language, Style And Layout Prior To Final Output Are Produced.
- Made Any Modifications To Document To Meet Requirements
- **Name** And **Store** Document In Accordance With Organizational Requirements And Exit The Application Without Data/Lose Damaged
- Print And Presented Document According To Requirements

## Annex: Resource Requirements

<b>LSA SOA3 M02 0322 Perform Office Software Application</b>				
<b>Item No.</b>	<b>Category/Item</b>	<b>Description/ Specifications</b>	<b>Quantity</b>	<b>Recommended Ratio (Item: Trainee)</b>
<b>A. Learning Materials</b>				
1.	TTLM	TTLM prepared by the trainer	25	1:1
2.	Reference Books			
2.1	Basic Computer Knowledge (Computer Basics)	by John Monyjok Maluth	5	1:5
2.2	Microsoft Office 365 & Office	2019 Introductory	5	1:5
2.3	Illustrated Microsoft Office 365 & Office	2019 Introductory	5	1:5
2.4	Building a Foundation with Microsoft Office	2019 & 365	5	1:5
2.5	Microsoft Office	2019 Inside Out	5	1:5
<b>B. Learning Facilities &amp; Infrastructure</b>				
1	Lecture room	6mx7m	1	1:25
2.	Simulation room/Model office	4mx5m	1	1:25
3	Library			Common for all
4.	Internet access			
5.	Telephone access	Fixed/wireless		1:25
<b>C. Consumable Materials</b>				
1.	Microsoft Office Software package	2010-2016	5	1:5
2	Amharic Software.	2010 and above	5	1:5
3	Envelops	different size	25	1:1
4	Labels	different size	25	1:1
5	Color papers	A4	1doz	1:25
6	Printing Paper /white/	A4	1pack	1;25
7	Toner	Depend on the printer	1pcs	1:25
8	Transparency Paper	A4	2doz	1:1
9	Plastic binding ring	Different size	2doz	1:1
10	Back cover hard paper	A4	2doz	1:1
11	Keyboard Mavis Computer training Software	Mavis Beacon	5	1:5
12	Fastener		25	1:1
13	Agraf		1pcs	1:1
14	Pin		1pcs	1:1
15	Staples		3pcs	1:1
16	Marker /white board		1pcs	1:5

17	Marker/permanent		1pcs	1:5
18	White board Duster		2pcs	
19	Flip chart		2pcs	1:1
20.	Air freshener		3pic	
<b>D.</b>	<b>Tools and Equipment</b>			
1.	Desktop computer	Dell 7010	26	1:1
2.	Computer desk		26	1:1
3.	Computer table		26	1:1
4	Lap top computer		5	
5	Security camera	CCTV camera	1	1:25
6	File cabinet	Wooden with 4 drawers	1	1:25
7	LCD projector	Epson	1	1:25
8	Paper tray	Mica Made	1	1:25
9	Hard File	Kent	5	1:5
10	Fax machine	HP	1	1:25
11	Printer	HP	1	1:25
12	Divider	Power king	10	1:3
13	USB Cable		5	1:5
14	Flash disk	T-max 64Gb	5	
15	Photocopier	Canon /	1	1:25
16	Scanner	HP	1	1:25
17.	Binding machine		1	1:25
18	Stapler		2	2:25
19	Puncher		1	1:25
20	Laminating machine		1	1:25
21	Shredder		1	1:25
22	Antiglare /computer screen glass/		26	1:1
23	Scientific Calculator		5	
24	Dictation Machine		1	1:25
25	Answering Machine		1	1:25

## LEARNING MODULE 03

TVET-PROGRAMME TITLE: **Secretarial and Office Administration Level III**

MODULE TITLE: **Processing Payroll**

MODULE CODE: **LSA SOA3 M03 0322**

NOMINAL DURATION: **70hrs**

**MODULE DESCRIPTION:** This module describes the performance outcomes, skills, knowledge and attitude required to process payroll from provided data using manual and computerised payroll systems.

### LEARNING OUTCOMES

At the end of the module the trainee will be able to:

- LO1.** Record Payroll Data
- LO2.** Prepare Payroll
- LO3.** Handle Payroll Enquiries

### MODULE CONTENTS:

#### **LO1. Record Payroll data(18hrs)**

- 1.1. Checking Payroll Data
- 1.2. Entering Employees Pay Period Details
  - 1.2.1 Deductions in payroll system
- 1.3. Calculating Payment Due

#### **LO2. Prepare Payroll(30hrs)**

- 2.1. Preparing Payroll
- 2.2. Checking and Reconciling Total Salary/Wages
- 2.3. Making Arrangements For Payment
- 2.4. Obtaining Authorization of Payroll and Pay Advice
- 2.5. Producing, and Storing Payroll Records
- 2.6. Following Security Procedures

#### **LO3. Handle payroll enquiries(10hrs)**

- 3.1. Responding payroll enquiries
- 3.2. Providing information
- 3.3. Referring enquiries outside area of responsibility and knowledge
- 3.4 Completing information and follow-up action



<b>Learning Methods:</b>				
<b>For none impaired trainees</b>	<b>Reasonable Adjustment for Trainees with Disability (TWD)</b>			
	<b>Low Vision</b>	<b>Deaf</b>	<b>Hard of hearing</b>	<b>Physical impairment</b>
<b>Lecture-discussion</b>	<ul style="list-style-type: none"> <li>❖ Provide large print text</li> <li>❖ Prepare the lecture in <b>Audio/video</b></li> <li>❖ Organize the class room seating arrangement to be accessible to trainees</li> <li>❖ Write short notes on the black/white board using large text</li> <li>❖ Make sure the luminosity of the light of class room is kept</li> <li>❖ Use normal tone of voice</li> <li>❖ Encourage trainees to record the lecture in audio format</li> <li>❖ Provide Orientation on the physical feature of the work shop</li> <li>❖ Summarize main points</li> </ul>	<ul style="list-style-type: none"> <li>❖ Assign sign language interpreter</li> <li>❖ Arrange the class room seating to be conducive for eye to eye contact</li> <li>❖ Make sure the luminosity of the light of class room is kept</li> <li>❖ Introduce new and relevant vocabularies</li> <li>❖ Use short and clear sentences</li> <li>❖ Give emphasis on visual lecture and ensure the attention of the trainees</li> <li>❖ Avoid movement during lecture time</li> <li>❖ Present the lecture in video format</li> <li>❖ Summarize main points</li> </ul>	<ul style="list-style-type: none"> <li>❖ Organize the class room seating arrangement to be accessible to trainees</li> <li>❖ Speak loudly</li> <li>❖ Ensure the attention of the trainees</li> <li>❖ Present the lecture in video format</li> <li>❖ Ensure the attention of the trainees</li> </ul>	<ul style="list-style-type: none"> <li>❖ Organize the class room seating arrangement to be accessible for wheelchairs users.</li> <li>❖ Facilitate and support the trainees who have severe impairments on their upper limbs to take note</li> <li>❖ Provide Orientation on the physical feature of the work shop</li> </ul>
<b>Demonstration</b>	<ul style="list-style-type: none"> <li>❖ Conduct close follow up</li> <li>❖ Use verbal description</li> <li>❖ Provide special attention in the process of guidance</li> <li>❖ facilitate the support of peer trainees</li> <li>❖ Prepare &amp; use simulation</li> </ul>	<ul style="list-style-type: none"> <li>❖ use Sign language interpreter</li> <li>❖ Use video recorded material</li> <li>❖ Ensure attention of the trainees</li> <li>❖ Provide structured training</li> <li>❖ Show clear and short method</li> <li>❖ Use gesture</li> <li>❖ provide tutorial support (if necessary)</li> </ul>	<ul style="list-style-type: none"> <li>❖ Illustrate in clear &amp; short method</li> <li>❖ Use Video recorded material</li> <li>❖ Ensure the attention of the trainees</li> <li>❖ provide tutorial support (if necessary)</li> </ul>	<ul style="list-style-type: none"> <li>❖ Facilitate and support the trainees having severe upper limbs impairment to operate equipments/ machines</li> <li>❖ Assign peer trainees to assist</li> <li>❖ Conduct close follow up</li> <li>❖ provide tutorial support (if necessary)</li> </ul>

<p><b>Group discussion</b></p>	<ul style="list-style-type: none"> <li>❖ Facilitate the integration of trainees with group members</li> <li>❖ Conduct close follow up</li> <li>❖ Introduce the trainees with other group member</li> <li>❖ Brief the thematic issues of the work</li> </ul>	<ul style="list-style-type: none"> <li>❖ Use sign language interpreters</li> <li>❖ Facilitate the integration of trainees with group members</li> <li>❖ Conduct close follow up</li> <li>❖ Introduce the trainees with other group member</li> </ul>	<ul style="list-style-type: none"> <li>❖ Facilitate the integration of trainees with group members</li> <li>❖ Conduct close follow up</li> <li>❖ Introduce the trainees with other group member</li> <li>❖ Inform the group members to speak loudly</li> </ul>	<ul style="list-style-type: none"> <li>❖ Introduce the trainees with their peers</li> </ul>
<p><b>Exercise</b></p>	<ul style="list-style-type: none"> <li>❖ Conduct close follow up and guidance</li> <li>❖ Provide tutorial support if necessary</li> <li>❖ provide special attention in the process</li> </ul>	<ul style="list-style-type: none"> <li>❖ Conduct close follow up and guidance</li> <li>❖ Provide tutorial support if necessary</li> <li>❖ provide special attention in the process/practical training</li> <li>❖ Introduce new and relevant vocabularies</li> </ul>	<ul style="list-style-type: none"> <li>❖ Conduct close follow up and guidance</li> <li>❖ Provide tutorial support if necessary</li> <li>❖ provide special attention in the process/ practical training</li> </ul>	<ul style="list-style-type: none"> <li>❖ Assign peer trainees</li> <li>❖ Use additional nominal hours if necessary</li> </ul>
<p><b>Individual assignment</b></p>	<ul style="list-style-type: none"> <li>❖ prepare the assignment questions in large text</li> <li>❖ Encourage the trainees to prepare and submit the assignment in large texts</li> <li>❖ Make available recorded assignment questions</li> <li>❖ Facilitate the trainees to prepare and submit the assignment in soft or hard copy</li> </ul>	<ul style="list-style-type: none"> <li>❖ Use sign language interpreter</li> <li>❖ Provide briefing /orientation on the assignment</li> <li>❖ Provide visual recorded material</li> </ul>	<ul style="list-style-type: none"> <li>❖ Provide briefing /orientation on the assignment</li> <li>❖ Provide visual recorded material</li> </ul>	

<b>ASSESSMENT METHODS:</b>				
<b>Interview</b>		<ul style="list-style-type: none"> <li>❖ Use sign language interpreter</li> <li>❖ Ensure or conform whether the proper communication was conducted with the trainee through the service of the sign language interpreter</li> <li>❖ Use short and clear questioning</li> <li>❖ Time extension</li> </ul>	<ul style="list-style-type: none"> <li>❖ Speak loudly</li> <li>❖ Using sign language interpreter if necessary</li> </ul>	<ul style="list-style-type: none"> <li>❖ Use written response as an option for the trainees having speech challenges</li> </ul>
<b>Written test</b>	<ul style="list-style-type: none"> <li>❖ Prepare the exam in large texts</li> <li>❖ Use interview as an option if necessary</li> <li>❖ Prepare the exam in audio format</li> <li>❖ Assign human reader (if necessary)</li> <li>❖ Time extension</li> </ul>	<ul style="list-style-type: none"> <li>❖ Prepare the exam using short sentences, multiple choices, True or False, matching and short answers</li> <li>❖ Avoid essay writing</li> <li>❖ Time extension</li> </ul>	<ul style="list-style-type: none"> <li>❖ Prepare the exam using short sentences, multiple choices, true or false, matching and short answers if necessary.</li> </ul>	<ul style="list-style-type: none"> <li>❖ Use oral response as an option to give answer for trainees having severe upper limb impairment</li> <li>❖ Time extension for trainees having severe upper limb impairment</li> </ul>
<b>Demonstration/Observation</b>	<ul style="list-style-type: none"> <li>❖ Brief the instruction or provide them in large text</li> <li>❖ Time extension</li> </ul>	<ul style="list-style-type: none"> <li>❖ Use sign language interpreter</li> <li>❖ Brief on the instruction of the exam</li> <li>❖ Provide activity-based/ practical assessment method</li> <li>❖ Time extension</li> </ul>	<ul style="list-style-type: none"> <li>❖ Provide activity based assessment</li> <li>❖ Brief on the instruction of the exam</li> <li>❖ Use loud voice</li> <li>❖ Time extension</li> </ul>	<ul style="list-style-type: none"> <li>❖ Provide activity based assessment</li> <li>❖ Conduct close follow up</li> <li>❖ Time extension</li> </ul>

## ASSESSMENT CRITERIA:

### LO1. Record Payroll Data

- Payroll Data And Clarify Discrepancies With **Designated Persons** are Checked
- Employee **Pay Period Details** And Any **Deductions And Allowances** In **Payroll System** In Accordance With **Source Documents** are Entered
- Payment Due To Individual Employees To Reflect Standard Pay And **Variations** In Accordance With Employee Source Data Are Calculated

### LO2. Prepare Payroll

- **Prepare Payroll** Within Designated Time Lines In Accordance With Organizational Policy And Procedures Are Done.
- Reconciled Total Salary/Wages For Pay Period, Check Or Correct Irregularities Or Refer To Designated Persons For Resolution
- Arrangements For Payment In Accordance With Organizational And Individual Requirements Are Made
- Authorization Of Payroll And Individual Pay Advice In Accordance With Organizational Requirements Are Obtained
- Produce, Check And Store **Payroll Records** In Accordance With Organizational Policy And Security Procedures Are Done.
- Security Procedures for Processing Payroll and for Maintaining Payroll Records are followed.

### LO3. Handle Payroll Enquiries

- Payroll **Enquiries** In Accordance With Organizational And **Legislative Requirements** are Responded
- Provide Information In Accordance With Organizational And Legislative Requirements are Done.
- Ensure All Enquiries Outside Area Of Responsibility And Knowledge Are Referred To Designated Persons For Resolution Are Done.
- Additional Information Or Follow-Up Action Within Designated Time Lines In Accordance With Organizational Policy And Procedures are Completed

## Annex: Resource Requirements

<b>LSA SOA3 03 0322 Process Payroll</b>				
<b>Item No.</b>	<b>Category/Item</b>	<b>Description/ Specifications</b>	<b>Quantity</b>	<b>Recommended Ratio (Item: Trainee)</b>
<b>A. Learning Materials</b>				
1.	TTLM	TTLM prepared by the trainer	25	1:1
2.	Reference Books			
3	Principles of accounting	21 <sup>st</sup> century	5	1:5
4	Tax accounting in Ethiopian context		5	1:5
<b>B. Learning Facilities &amp; Infrastructure</b>				
1	Lecture room	6mx7m	1	1:25
2.	Simulation room/Model office	4mx5m	1	1:25
3	Library			Common for all
4.	Internet access			
5.	Telephone access	Fixed/wireless		1:25
<b>C. Consumable Materials</b>				
1.	Microsoft Office Software package	2010-2016	5	1:5
2	Amharic Software.	2010 and above	5	1:5
3	Envelops	different size	25	1:1
4	Labels	different size	25	1:1
5	Color papers	A4	1doz	1:25
6	Printing Paper /white/	A4	1pac k	1;25
7	Toner	Depend on the printer	1pcs	1:25
8	Transparency Paper	A4	2doz	1:1
9	Plastic binding ring	Different size	2doz	1:1
10	Back cover hard paper	A4	2doz	1:1
11	Keyboard Mavis Computer training Software	Mavis Beacon	5	1:5
12	Fastener		25	1:1
13	Agraf		1pcs	1:1
14	Pin		1pcs	1:1
15	Staples		3pcs	1:1

16	Marker /white board		1pcs	1:5
17	Marker/permanent		1pcs	1:5
18	White board Duster		2pcs	
19	Flip chart		2pcs	1:1
20.	Air freshener		3pic	
<b>D.</b>	<b>Tools and Equipment</b>			
1.	Desktop computer	Dell 7010	26	1:1
2.	Computer desk		26	1:1
3.	Computer table		26	1:1
4	Lap top computer		5	
5	Security camera	CCTV camera	1	1:25
6	File cabinet	Wooden with 4 drawers	1	1:25
7	LCD projector	Epson	1	1:25
8	Paper tray	Mica Made	1	1:25
9	Hard File	Kent	5	1:5
10	Fax machine	HP	1	1:25
11	Printer	HP	1	1:25
12	Divider	Power king	10	1:3
13	USB Cable		5	1:5
14	Flash disk	T-max 64Gb	5	
15	Photocopier	Canon /	1	1:25
16	Scanner	HP	1	1:25
17.	Binding machine		1	1:25
18	Stapler		2	2:25
19	Puncher		1	1:25
20	Laminating machine		1	1:25
21	Shredder		1	1:25
22	Antiglare /computer screen glass/		26	1:1
23	Scientific Calculator		5	
24	Dictation Machine		1	1:25
25	Answering Machine		1	1:25

<b>LEARNING MODULE 04</b>	
TVET-PROGRAMME TITLE: <b>Secretarial and Office Administration Level III</b>	
MODULE TITLE: <b>Purchasing Goods and Services</b>	
MODULE CODE: <b>LSA SOA3 M04 0322</b>	
NOMINAL DURATION: <b>40hrs</b>	
<b>MODULE DESCRIPTION:</b> This module covers skills, knowledge and attitude Required to Purchas Requirements, making and receiving Purchases	
<b>LEARNING OUTCOMES</b> At the end of the module the trainee will be able to: <b>LO1.</b> Understand Purchasing and Own Requirements <b>LO2.</b> Make Purchases <b>LO3.</b> Receive Purchases	
<b>MODULE CONTENTS:</b> <b>LO1. Understand Purchasing and Own Requirements(12hrs)</b> 1.1. Understanding and clarifying purchasing strategies 1.2. Determining own roles and limits of authority <b>LO2. Make Purchases(10hrs)</b> 2.1. Receiving and clarifying purchase specifications 2.2. Selecting purchasing methods 2.3. Obtaining approvals for purchases 2.4 Obtaining quotations from suppliers 2.5. Selecting suppliers and place orders 2.6. Making purchases <b>LO3. Receive Purchases(10hrs)</b> 3.1. Making arrangements to receive goods/services 3.2. Advising personnel of receipts of goods 3.3. Checking goods received against specifications 3.4. Taking action to resolve non compliance 3.5. Facilitating registration of new assets 3.6. Filing and storing purchase records	

<b>Learning Methods:</b>				
<b>For none impaired trainees</b>	<b>Reasonable Adjustment for Trainees with Disability (TWD)</b>			
	<b>Low Vision</b>	<b>Deaf</b>	<b>Hard of hearing</b>	<b>Physical impairment</b>
<b>Lecture-discussion</b>	<ul style="list-style-type: none"> <li>❖ Provide large print text</li> <li>❖ Prepare the lecture in <b>Audio/video</b></li> <li>❖ Organize the class room seating arrangement to be accessible to trainees</li> <li>❖ Write short notes on the black/white board using large text</li> <li>❖ Make sure the luminosity of the light of class room is kept</li> <li>❖ Use normal tone of voice</li> <li>❖ Encourage trainees to record the lecture in audio format</li> <li>❖ Provide Orientation on the physical feature of the work shop</li> <li>❖ Summarize main points</li> </ul>	<ul style="list-style-type: none"> <li>❖ Assign sign language interpreter</li> <li>❖ Arrange the class room seating to be conducive for eye to eye contact</li> <li>❖ Make sure the luminosity of the light of class room is kept</li> <li>❖ Introduce new and relevant vocabularies</li> <li>❖ Use short and clear sentences</li> <li>❖ Give emphasis on visual lecture and ensure the attention of the trainees</li> <li>❖ Avoid movement during lecture time</li> <li>❖ Present the lecture in video format</li> <li>❖ Summarize main points</li> </ul>	<ul style="list-style-type: none"> <li>❖ Organize the class room seating arrangement to be accessible to trainees</li> <li>❖ Speak loudly</li> <li>❖ Ensure the attention of the trainees</li> <li>❖ Present the lecture in video format</li> <li>❖ Ensure the attention of the trainees</li> </ul>	<ul style="list-style-type: none"> <li>❖ Organize the class room seating arrangement to be accessible for wheelchairs users.</li> <li>❖ Facilitate and support the trainees who have severe impairments on their upper limbs to take note</li> <li>❖ Provide Orientation on the physical feature of the work shop</li> </ul>
<b>Demonstration</b>	<ul style="list-style-type: none"> <li>❖ Conduct close follow up</li> <li>❖ Use verbal description</li> <li>❖ Provide special attention in the process of guidance</li> <li>❖ facilitate the support of peer trainees</li> <li>❖ Prepare &amp; use simulation</li> </ul>	<ul style="list-style-type: none"> <li>❖ use Sign language interpreter</li> <li>❖ Use video recorded material</li> <li>❖ Ensure attention of the trainees</li> <li>❖ Provide structured training</li> <li>❖ Show clear and short method</li> <li>❖ Use gesture</li> <li>❖ provide tutorial support (if necessary)</li> </ul>	<ul style="list-style-type: none"> <li>❖ Illustrate in clear &amp; short method</li> <li>❖ Use Video recorded material</li> <li>❖ Ensure the attention of the trainees</li> <li>❖ provide tutorial support (if necessary)</li> </ul>	<ul style="list-style-type: none"> <li>❖ Facilitate and support the trainees having severe upper limbs impairment to operate equipments/ machines</li> <li>❖ Assign peer trainees to assist</li> <li>❖ Conduct close follow up</li> <li>❖ provide tutorial support (if necessary)</li> </ul>



<p><b>Group discussion</b></p>	<ul style="list-style-type: none"> <li>❖ Facilitate the integration of trainees with group members</li> <li>❖ Conduct close follow up</li> <li>❖ Introduce the trainees with other group member</li> <li>❖ Brief the thematic issues of the work</li> </ul>	<ul style="list-style-type: none"> <li>❖ Use sign language interpreters</li> <li>❖ Facilitate the integration of trainees with group members</li> <li>❖ Conduct close follow up</li> <li>❖ Introduce the trainees with other group member</li> </ul>	<ul style="list-style-type: none"> <li>❖ Facilitate the integration of trainees with group members</li> <li>❖ Conduct close follow up</li> <li>❖ Introduce the trainees with other group member</li> <li>❖ Inform the group members to speak loudly</li> </ul>	<ul style="list-style-type: none"> <li>❖ Introduce the trainees with their peers</li> </ul>
<p><b>Exercise</b></p>	<ul style="list-style-type: none"> <li>❖ Conduct close follow up and guidance</li> <li>❖ Provide tutorial support if necessary</li> <li>❖ provide special attention in the process</li> </ul>	<ul style="list-style-type: none"> <li>❖ Conduct close follow up and guidance</li> <li>❖ Provide tutorial support if necessary</li> <li>❖ provide special attention in the process/practical training</li> <li>❖ Introduce new and relevant vocabularies</li> </ul>	<ul style="list-style-type: none"> <li>❖ Conduct close follow up and guidance</li> <li>❖ Provide tutorial support if necessary</li> <li>❖ provide special attention in the process/ practical training</li> </ul>	<ul style="list-style-type: none"> <li>❖ Assign peer trainees</li> <li>❖ Use additional nominal hours if necessary</li> </ul>
<p><b>Individual assignment</b></p>	<ul style="list-style-type: none"> <li>❖ prepare the assignment questions in large text</li> <li>❖ Encourage the trainees to prepare and submit the assignment in large texts</li> <li>❖ Make available recorded assignment questions</li> <li>❖ Facilitate the trainees to prepare and submit the assignment in soft or hard copy</li> </ul>	<ul style="list-style-type: none"> <li>❖ Use sign language interpreter</li> <li>❖ Provide briefing /orientation on the assignment</li> <li>❖ Provide visual recorded material</li> </ul>	<ul style="list-style-type: none"> <li>❖ Provide briefing /orientation on the assignment</li> <li>❖ Provide visual recorded material</li> </ul>	

<b>ASSESSMENT METHODS:</b>				
<b>Interview</b>		<ul style="list-style-type: none"> <li>❖ Use sign language interpreter</li> <li>❖ Ensure or conform whether the proper communication was conducted with the trainee through the service of the sign language interpreter</li> <li>❖ Use short and clear questioning</li> <li>❖ Time extension</li> </ul>	<ul style="list-style-type: none"> <li>❖ Speak loudly</li> <li>❖ Using sign language interpreter if necessary</li> </ul>	<ul style="list-style-type: none"> <li>❖ Use written response as an option for the trainees having speech challenges</li> </ul>
<b>Written test</b>	<ul style="list-style-type: none"> <li>❖ Prepare the exam in large texts</li> <li>❖ Use interview as an option if necessary</li> <li>❖ Prepare the exam in audio format</li> <li>❖ Assign human reader (if necessary)</li> <li>❖ Time extension</li> </ul>	<ul style="list-style-type: none"> <li>❖ Prepare the exam using short sentences, multiple choices, True or False, matching and short answers</li> <li>❖ Avoid essay writing</li> <li>❖ Time extension</li> </ul>	<ul style="list-style-type: none"> <li>❖ Prepare the exam using short sentences, multiple choices, true or false, matching and short answers if necessary.</li> </ul>	<ul style="list-style-type: none"> <li>❖ Use oral response as an option to give answer for trainees having severe upper limb impairment</li> <li>❖ Time extension for trainees having severe upper limb impairment</li> </ul>
<b>Demonstration/ Observation</b>	<ul style="list-style-type: none"> <li>❖ Brief the instruction or provide them in large text</li> <li>❖ Time extension</li> </ul>	<ul style="list-style-type: none"> <li>❖ Use sign language interpreter</li> <li>❖ Brief on the instruction of the exam</li> <li>❖ Provide activity-based/ practical assessment method</li> <li>❖ Time extension</li> </ul>	<ul style="list-style-type: none"> <li>❖ Provide activity based assessment</li> <li>❖ Brief on the instruction of the exam</li> <li>❖ Use loud voice</li> <li>❖ Time extension</li> </ul>	<ul style="list-style-type: none"> <li>❖ Provide activity based assessment</li> <li>❖ Conduct close follow up</li> <li>❖ Time extension</li> </ul>

**ASSESSMENT CRITERIA:**

**LO1. Understand Purchasing And Own Requirements**

- Organization's **Purchasing Strategies** Are Read, Understood And Clarified As Required
- Own Role And **Limits** Of Authority Are Determined In Consultation With **Relevant Personnel**

**LO2. Make Purchases**

- Purchase Specifications Are Received From Relevant Personnel And Clarified As Required
- **Purchasing Methods** Most Appropriate To Particular Purchases Are Selected Within Limits Of Own Role
- Approvals For Purchases Are Obtained As Required
- Quotations From Suppliers Are Obtained As Required
- Suppliers And Place Orders Are Selected And Purchases Are Made

**LO3. Receive Purchases**

- Goods Are Received Or Arrangements Made To Receive Services
- Relevant Personnel Of Receipt Of Purchase Are Advised
- Ensure Goods Received Are Checked For Compliance With Specifications
- Action Is Taken To Resolve Non-Compliance With Specifications
- Registration Of New Assets Is Facilitated
- **Purchase Records** Are Filed And Stored

## Annex: Resource Requirements

<b>LSA SOA3 04 0322 Purchasing Goods And Services</b>				
<b>Item No.</b>	<b>Category/Item</b>	<b>Description/ Specifications</b>	<b>Quantity</b>	<b>Recommended Ratio (Item: Trainee)</b>
<b>A. Learning Materials</b>				
1.	TTLM	TTLM prepared by the trainer	25	1:1
2.	Reference Books	Doubler	5	1:5
<b>B. Learning Facilities &amp; Infrastructure</b>				
1	Lecture room	6mx7m	1	1:25
2.	Simulation room/Model office	4mx5m	1	1:25
3	Library			Common for all
4.	Internet access			
5.	Telephone access	Fixed/wireless		1:25
<b>C. Consumable Materials</b>				
1.	Microsoft Office Software package	2010-2016	5	1:5
2	Amharic Software.	2010 and above	5	1:5
3	Envelops	different size	25	1:1
4	Labels	different size	25	1:1
5	Color papers	A4	1doz	1:25
6	Printing Paper /white/	A4	1pack	1;25
7	Toner	Depend on the printer	1pcs	1:25
8	Transparency Paper	A4	2doz	1:1
9	Plastic binding ring	Different size	2doz	1:1
10	Back cover hard paper	A4	2doz	1:1
11	Keyboard Mavis Computer training Software	Mavis Beacon	5	1:5
12	Fastener		25	1:1
13	Agraf		1pcs	1:1
14	Pin		1pcs	1:1
15	Staples		3pcs	1:1
16	Marker /white board		1pcs	1:5
17	Marker/permanent		1pcs	1:5
18	White board Duster		2pcs	
19	Flip chart		2pcs	1:1

20.	Air freshener		3pic	
<b>D.</b>	<b>Tools and Equipment</b>			
1.	Desktop computer	Dell 7010	26	1:1
2.	Computer desk		26	1:1
3.	Computer table		26	1:1
4	Lap top computer		5	
5	Security camera	CCTV camera	1	1:25
6	File cabinet	Wooden with 4 drawers	1	1:25
7	LCD projector	Epson	1	1:25
8	Paper tray	Mica Made	1	1:25
9	Hard File	Kent	5	1:5
10	Fax machine	HP	1	1:25
11	Printer	HP	1	1:25
12	Divider	Power king	10	1:3
13	USB Cable		5	1:5
14	Flash disk	T-max 64Gb	5	
15	Photocopier	Canon /	1	1:25
16	Scanner	HP	1	1:25
17.	Binding machine		1	1:25
18	Stapler		2	2:25
19	Puncher		1	1:25
20	Laminating machine		1	1:25
21	Shredder		1	1:25
22	Antiglare /computer screen glass/		26	1:1
23	Scientific Calculator		5	
24	Dictation Machine		1	1:25
25	Answering Machine		1	1:25

<b>LEARNING MODULE 05</b>	
TVET-PROGRAMME TITLE: Secretarial And Office Administration <b>Level III</b>	
MODULE TITLE: <b>Communicating Effectively Using English Language</b>	
MODULE CODE: <b>LSA SOA3 05 0322</b>	
NOMINAL DURATION: <b>30hrs</b>	
<p><b>MODULE DESCRIPTION:</b> This module covers the knowledge, skills and attitude needed to communicate effectively using the English language through a wide variety of communication processes and media that operate in office. It emphasizes on the development of certain macro skills in communication such as listening, speaking, writing and grammar</p>	
<p><b>LEARNING OUTCOMES</b></p> <p>At the end of the module the trainee will be able to:</p> <p><b>LO1.</b> Communicate Workplace Information  <b>LO2.</b> Analyze Communication Process  <b>LO3.</b> Communicate Actively  <b>LO4.</b> Identify And Use Paralanguage  <b>LO5</b> Lead Workplace Discussion</p>	
<p><b>MODULE CONTENTS:</b></p> <p><b>LO1. Communicate Workplace Information(7hrs)</b></p> <ol style="list-style-type: none"> <li>1.1. Selecting communication methods</li> <li>1.2. Communicating multiple operations</li> <li>1.3. Using questioning to gain extra information</li> <li>1.4. Identifying sources of information</li> <li>1.5. Selecting and organizing information</li> <li>1.6. Undertaking verbal and written reporting</li> <li>1.7. Maintaining communication skills</li> </ol> <p><b>LO2. Analyze Communication Process(6hrs)</b></p> <ol style="list-style-type: none"> <li>2.1. Identifying communication pathways</li> <li>2.2. Identifying elements of communication</li> <li>2.3. Identifying and taking action on barriers of communication</li> </ol> <p><b>LO3. Communicate Actively(5hrs)</b></p>	

- 3.1. Identifying verbal communication and other communication
- 3.2. Using English language proficiently in Oral, written, listening and grammar skills
- 3.3. Using active listening techniques
- 3.4. Translating verbal communication

**LO4. Identify And Use Paralanguage(4hrs)**

- 4.1. Identifying the importance of voice and accent
- 4.2. Using vocal techniques
- 4.3. Modifying messages to suit conversational cues
- 4.4. Using paralinguistic cues

**LO5 Lead Workplace Discussion(4hrs)**

- 5.1. Seeking response to workplace issues
- 5.2. Providing response to workplace issues
- 5.3. Making constructive contributions
- 5.4 Communicating goals/objectives
- 5.5. Undertaking action plan

<b>Learning Methods:</b>				
<b>For none impaired trainees</b>	<b>Reasonable Adjustment for Trainees with Disability (TWD)</b>			
	<b>Low Vision</b>	<b>Deaf</b>	<b>Hard of hearing</b>	<b>Physical impairment</b>
<b>Lecture-discussion</b>	<ul style="list-style-type: none"> <li>❖ Provide large print text</li> <li>❖ Prepare the lecture in <b>Audio/video</b></li> <li>❖ Organize the class room seating arrangement to be accessible to trainees</li> <li>❖ Write short notes on the black/white board using large text</li> <li>❖ Make sure the luminosity of the light of class room is kept</li> <li>❖ Use normal tone of voice</li> <li>❖ Encourage trainees to record the lecture in audio format</li> <li>❖ Provide Orientation on the physical feature of the work shop</li> <li>❖ Summarize main points</li> </ul>	<ul style="list-style-type: none"> <li>❖ Assign sign language interpreter</li> <li>❖ Arrange the class room seating to be conducive for eye to eye contact</li> <li>❖ Make sure the luminosity of the light of class room is kept</li> <li>❖ Introduce new and relevant vocabularies</li> <li>❖ Use short and clear sentences</li> <li>❖ Give emphasis on visual lecture and ensure the attention of the trainees</li> <li>❖ Avoid movement during lecture time</li> <li>❖ Present the lecture in video format</li> <li>❖ Summarize main points</li> </ul>	<ul style="list-style-type: none"> <li>❖ Organize the class room seating arrangement to be accessible to trainees</li> <li>❖ Speak loudly</li> <li>❖ Ensure the attention of the trainees</li> <li>❖ Present the lecture in video format</li> <li>❖ Ensure the attention of the trainees</li> </ul>	<ul style="list-style-type: none"> <li>❖ Organize the class room seating arrangement to be accessible for wheelchairs users.</li> <li>❖ Facilitate and support the trainees who have severe impairments on their upper limbs to take note</li> <li>❖ Provide Orientation on the physical feature of the work shop</li> </ul>



<b>Demonstration</b>	<ul style="list-style-type: none"> <li>❖ Conduct close follow up</li> <li>❖ Use verbal description</li> <li>❖ Provide special attention in the process of guidance</li> <li>❖ facilitate the support of peer trainees</li> <li>❖ Prepare &amp; use simulation</li> </ul>	<ul style="list-style-type: none"> <li>❖ use Sign language interpreter</li> <li>❖ Use video recorded material</li> <li>❖ Ensure attention of the trainees</li> <li>❖ Provide structured training</li> <li>❖ Show clear and short method</li> <li>❖ Use gesture</li> <li>❖ Provide tutorial support (if necessary)</li> </ul>	<ul style="list-style-type: none"> <li>❖ Illustrate in clear &amp; short method</li> <li>❖ Use Video recorded material</li> <li>❖ Ensure the attention of the trainees</li> <li>❖ Provide tutorial support (if necessary)</li> </ul>	<ul style="list-style-type: none"> <li>❖ Facilitate and support the trainees having severe upper limbs impairment to operate equipments/ machines</li> <li>❖ Assign peer trainees to assist</li> <li>❖ Conduct close follow up</li> <li>❖ Provide tutorial support (if necessary)</li> </ul>
<b>Group discussion</b>	<ul style="list-style-type: none"> <li>❖ Facilitate the integration of trainees with group members</li> <li>❖ Conduct close follow up</li> <li>❖ Introduce the trainees with other group member</li> <li>❖ Brief the thematic issues of the work</li> </ul>	<ul style="list-style-type: none"> <li>❖ Use sign language interpreters</li> <li>❖ Facilitate the integration of trainees with group members</li> <li>❖ Conduct close follow up</li> <li>❖ Introduce the trainees with other group member</li> </ul>	<ul style="list-style-type: none"> <li>❖ Facilitate the integration of trainees with group members</li> <li>❖ Conduct close follow up</li> <li>❖ Introduce the trainees with other group member</li> <li>❖ Inform the group members to speak loudly</li> </ul>	<ul style="list-style-type: none"> <li>❖ Introduce the trainees with their peers</li> </ul>
<b>Exercise</b>	<ul style="list-style-type: none"> <li>❖ Conduct close follow up and guidance</li> <li>❖ Provide tutorial support if necessary</li> <li>❖ provide special attention in the process</li> </ul>	<ul style="list-style-type: none"> <li>❖ Conduct close follow up and guidance</li> <li>❖ Provide tutorial support if necessary</li> <li>❖ provide special attention in the process/practical training</li> <li>❖ Introduce new and relevant vocabularies</li> </ul>	<ul style="list-style-type: none"> <li>❖ Conduct close follow up and guidance</li> <li>❖ Provide tutorial support if necessary</li> <li>❖ provide special attention in the process/ practical training</li> </ul>	<ul style="list-style-type: none"> <li>❖ Assign peer trainees</li> <li>❖ Use additional nominal hours if necessary</li> </ul>

**ASSESSMENT METHODS:**

<b>Interview</b>		<ul style="list-style-type: none"> <li>❖ Use sign language interpreter</li> <li>❖ Ensure or conform whether the proper communication was conducted with the trainee through the service of the sign language interpreter</li> <li>❖ Use short and clear questioning</li> <li>❖ Time extension</li> </ul>	<ul style="list-style-type: none"> <li>❖ Speak loudly</li> <li>❖ Using sign language interpreter if necessary</li> </ul>	<ul style="list-style-type: none"> <li>❖ Use written response as an option for the trainees having speech challenges</li> </ul>
<b>Written test</b>	<ul style="list-style-type: none"> <li>❖ Prepare the exam in large texts</li> <li>❖ Use interview as an option if necessary</li> <li>❖ Prepare the exam in audio format</li> <li>❖ Assign human reader (if necessary)</li> <li>❖ Time extension</li> </ul>	<ul style="list-style-type: none"> <li>❖ Prepare the exam using short sentences, multiple choices, True or False, matching and short answers</li> <li>❖ Avoid essay writing</li> <li>❖ Time extension</li> </ul>	<ul style="list-style-type: none"> <li>❖ Prepare the exam using short sentences, multiple choices, true or false, matching and short answers if necessary.</li> </ul>	<ul style="list-style-type: none"> <li>❖ Use oral response as an option to give answer for trainees having severe upper limb impairment</li> <li>❖ Time extension for trainees having severe upper limb impairment</li> </ul>
<b>Demonstration/Observation</b>	<ul style="list-style-type: none"> <li>❖ Brief the instruction or provide them in large text</li> <li>❖ Time extension</li> </ul>	<ul style="list-style-type: none"> <li>❖ Use sign language interpreter</li> <li>❖ Brief on the instruction of the exam</li> <li>❖ Provide activity-based/ practical assessment method</li> <li>❖ Time extension</li> </ul>	<ul style="list-style-type: none"> <li>❖ Provide activity based assessment</li> <li>❖ Brief on the instruction of the exam</li> <li>❖ Use loud voice</li> <li>❖ Time extension</li> </ul>	<ul style="list-style-type: none"> <li>❖ Provide activity based assessment</li> <li>❖ Conduct close follow up</li> <li>❖ Time extension</li> </ul>

## ASSESSMENT CRITERIA:

### LO1. Communicate Workplace Information

- Appropriate **Communication Method** Is Selected
- Multiple Operations Involving Several Topics Areas Are Communicated Accordingly
- Questions Are Used To Gain Extra Information
- Correct Sources Of Information Are Identified
- Information Is Selected And Organized Correctly
- Verbal And Written Reporting Is Undertaken When Required
- Communication Skills Are Maintained In All Situations

### LO2. Analyze Communication Process

- **Communication Pathways** available Are Identified In Accordance With the Contact Center Standard Operating Procedures.
- **Elements of Communication** in Each Pathway Are Identified And Appropriate Action Are Takes As Per Establish Practice.
- **Barriers** To Communication In A Customer Contact Center Are Identified And Actions Are Taken As Per Company Policies

### LO3. Communicate Actively

- Difference Between Verbal Communication And Other Communication Types Are Properly Identified And Selected As Per Company And Customers' Requirements. Proficiency Using The English Language Is Manifested Through **Oral, Written, Listening And Grammar Skills**.
- **Active Listening Techniques** to Enhance The Transmission Of Messages Are Used To Develop Message Reception.
- Translation of Verbal Communication into Written/Electronic Communication as Per

### LO4. Identify And Use Paralanguage

- The Importance Of Voice And Accent In The Contact Center Industry Is Identified.
- Correct Vocal Techniques Are Used To Enhance The Message Reception.
- Messages To Suit Conversational Cues Are Correctly Modified To Convey Ideas.
- **Paralinguistic Cues** appropriate To Customers and Workplace Situations Are Used as per Established Procedures.

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### **LO5 Lead Workplace Discussion**

- Response To Workplace Issues Are Sought
- Response To Workplace Issues Are Provided Immediately
- Constructive Contributions Are Made To Workplace Discussions On Such Issues As Production, Quality And Safety

## Annex: Resource Requirements

<b>LSA SOA3 05 0322 Communicate Effectively Using English</b>				
<b>Item No.</b>	<b>Category/Item</b>	<b>Description/ Specifications</b>	<b>Quantity</b>	<b>Recommended Ratio (Item: Trainee)</b>
<b>A.</b>	<b>Learning Materials</b>			
1.	TTLM	TTLM prepared by the trainer	25	1:1
2.	Reference Books			
2.1	Effective communication		5	1:5
<b>B.</b>	<b>Learning Facilities &amp; Infrastructure</b>			
1	Lecture room	6mx7m	1	1:25
2.	Simulation room/Model office	4mx5m	1	1:25
3	Library			Common for all
4.	Internet access			
5.	Telephone access	Fixed/wireless		1:25
<b>C.</b>	<b>Consumable Materials</b>			
1.	Microsoft Office Software package	2010-2016	5	1:5
2	Amharic Software.	2010 and above	5	1:5
3	Envelops	different size	25	1:1
4	Labels	different size	25	1:1
5	Color papers	A4	1doz	1:25
6	Printing Paper /white/	A4	1pack	1;25
7	Toner	Depend on the printer	1pcs	1:25
8	Transparency Paper	A4	2doz	1:1
9	Plastic binding ring	Different size	2doz	1:1
10	Back cover hard paper	A4	2doz	1:1
11	Keyboard Mavis Computer training Software	Mavis Beacon	5	1:5
12	Fastener		25	1:1
13	Agraf		1pcs	1:1
14	Pin		1pcs	1:1
15	Staples		3pcs	1:1
16	Marker /white board		1pcs	1:5
17	Marker/permanent		1pcs	1:5
18	White board Duster		2pcs	

19	Flip chart		2pcs	1:1
20.	Air freshener		3pic	
<b>D.</b>	<b>Tools and Equipment</b>			
1.	Desktop computer	Dell 7010	26	1:1
2.	Computer desk		26	1:1
3.	Computer table		26	1:1
4	Lap top computer		5	
5	Security camera	CCTV camera	1	1:25
6	File cabinet	Wooden with 4 drawers	1	1:25
7	LCD projector	Epson	1	1:25
8	Paper tray	Mica Made	1	1:25
9	Hard File	Kent	5	1:5
10	Fax machine	HP	1	1:25
11	Printer	HP	1	1:25
12	Divider	Power king	10	1:3
13	USB Cable		5	1:5
14	Flash disk	T-max 64Gb	5	
15	Photocopier	Canon /	1	1:25
16	Scanner	HP	1	1:25
17.	Binding machine		1	1:25
18	Stapler		2	2:25
19	Puncher		1	1:25
20	Laminating machine		1	1:25
21	Shredder		1	1:25
22	Antiglare /computer screen glass/		26	1:1
23	Scientific Calculator		5	
24	Dictation Machine		1	1:25
25	Answering Machine		1	1:25

<b>LEARNING MODULE 06</b>	
TVET-PROGRAMME TITLE: <b>Secretarial and Office Administration Level III</b>	
MODULE TITLE: <b>Communicating Using Online System</b>	
MODULE CODE: <b>LSA SOA3 M06 0322</b>	
NOMINAL DURATION <b>40hrs</b>	
<p><b>MODULE DESCRIPTION:</b> This module describes the performance outcomes, skills, knowledge and attitude required to send, receive and manage electronic mail (email), as well as to collaborate online using chat rooms, intranets and instant messaging.</p>	
<p><b>LEARNING OUTCOMES</b></p> <p>At the end of the module the trainee will be able to:</p> <p><b>LO1.</b> Implement Procedures To Send And Receive Electronic Mail</p> <p><b>LO2.</b> Manage Electronic Mail</p> <p><b>LO3.</b> Collaborate Online</p>	
<p><b>MODULE CONTENTS:</b></p> <p><b>LO1. Implement Procedures To Send And Receive Electronic Mail(12hrs)</b></p> <p>1.1 Logging in Software</p> <p>1.2 Checking Outgoing email</p> <p>1.3 Identifying Urgent, Confidential, Personal, Suspicious or Dangerous Email</p> <p>1.4 Returning email dealt in</p> <p><b>LO2 Manage Electronic Mail(10hrs)</b></p> <p>2.1 Setting in Security Levels</p> <p>2.2 Filtering incoming Email</p> <p>2.3 Creating and Maintaining Individual Mailboxes</p> <p>2.4 Storing Email and Attachments</p> <p>    2.4.1 paper based filing system</p> <p>    2.4.2 Spreadsheet Or Database Software</p> <p>2.5 Deleting Inboxes and Archive Permanently</p> <p>2.5 Preparing and Maintaining Electronic Mailing Lists</p> <p><b>LO3. Collaborate Online(6hrs)</b></p>	

- 3.1 Identifying Software
- 3.2 Undertaking Online Collaboration
- 3.3 Responding Posts and Communications



<b>Learning Methods:</b>				
<b>For none impaired trainees</b>	<b>Reasonable Adjustment for Trainees with Disability (TWD)</b>			
	<b>Low Vision</b>	<b>Deaf</b>	<b>Hard of hearing</b>	<b>Physical impairment</b>
<b>Lecture-discussion</b>	<ul style="list-style-type: none"> <li>❖ Provide large print text</li> <li>❖ Prepare the lecture in <b>Audio/video</b></li> <li>❖ Organize the class room seating arrangement to be accessible to trainees</li> <li>❖ Write short notes on the black/white board using large text</li> <li>❖ Make sure the luminosity of the light of class room is kept</li> <li>❖ Use normal tone of voice</li> <li>❖ Encourage trainees to record the lecture in audio format</li> <li>❖ Provide Orientation on the physical feature of the work shop</li> <li>❖ Summarize main points</li> </ul>	<ul style="list-style-type: none"> <li>❖ Assign sign language interpreter</li> <li>❖ Arrange the class room seating to be conducive for eye to eye contact</li> <li>❖ Make sure the luminosity of the light of class room is kept</li> <li>❖ Introduce new and relevant vocabularies</li> <li>❖ Use short and clear sentences</li> <li>❖ Give emphasis on visual lecture and ensure the attention of the trainees</li> <li>❖ Avoid movement during lecture time</li> <li>❖ Present the lecture in video format</li> <li>❖ Summarize main points</li> </ul>	<ul style="list-style-type: none"> <li>❖ Organize the class room seating arrangement to be accessible to trainees</li> <li>❖ Speak loudly</li> <li>❖ Ensure the attention of the trainees</li> <li>❖ Present the lecture in video format</li> <li>❖ Ensure the attention of the trainees</li> </ul>	<ul style="list-style-type: none"> <li>❖ Organize the class room seating arrangement to be accessible for wheelchairs users.</li> <li>❖ Facilitate and support the trainees who have severe impairments on their upper limbs to take note</li> <li>❖ Provide Orientation on the physical feature of the work shop</li> </ul>
<b>Demonstration</b>	<ul style="list-style-type: none"> <li>❖ Conduct close follow up</li> <li>❖ Use verbal description</li> <li>❖ Provide special attention in the process of guidance</li> <li>❖ facilitate the support of peer trainees</li> <li>❖ Prepare &amp; use simulation</li> </ul>	<ul style="list-style-type: none"> <li>❖ use Sign language interpreter</li> <li>❖ Use video recorded material</li> <li>❖ Ensure attention of the trainees</li> <li>❖ Provide structured training</li> <li>❖ Show clear and short method</li> <li>❖ Use gesture</li> <li>❖ Provide tutorial support (if necessary)</li> </ul>	<ul style="list-style-type: none"> <li>❖ Illustrate in clear &amp; short method</li> <li>❖ Use Video recorded material</li> <li>❖ Ensure the attention of the trainees</li> <li>❖ Provide tutorial support (if necessary)</li> </ul>	<ul style="list-style-type: none"> <li>❖ Facilitate and support the trainees having severe upper limbs impairment to operate equipments/ machines</li> <li>❖ Assign peer trainees to assist</li> <li>❖ Conduct close follow up</li> <li>❖ Provide tutorial support (if necessary)</li> </ul>

<p><b>Group discussion</b></p>	<ul style="list-style-type: none"> <li>❖ Facilitate the integration of trainees with group members</li> <li>❖ Conduct close follow up</li> <li>❖ Introduce the trainees with other group member</li> <li>❖ Brief the thematic issues of the work</li> </ul>	<ul style="list-style-type: none"> <li>❖ Use sign language interpreters</li> <li>❖ Facilitate the integration of trainees with group members</li> <li>❖ Conduct close follow up</li> <li>❖ Introduce the trainees with other group member</li> </ul>	<ul style="list-style-type: none"> <li>❖ Facilitate the integration of trainees with group members</li> <li>❖ Conduct close follow up</li> <li>❖ Introduce the trainees with other group member</li> <li>❖ Inform the group members to speak loudly</li> </ul>	<ul style="list-style-type: none"> <li>❖ Introduce the trainees with their peers</li> </ul>
<p><b>Exercise</b></p>	<ul style="list-style-type: none"> <li>❖ Conduct close follow up and guidance</li> <li>❖ Provide tutorial support if necessary</li> <li>❖ provide special attention in the process</li> </ul>	<ul style="list-style-type: none"> <li>❖ Conduct close follow up and guidance</li> <li>❖ Provide tutorial support if necessary</li> <li>❖ provide special attention in the process/practical training</li> <li>❖ Introduce new and relevant vocabularies</li> </ul>	<ul style="list-style-type: none"> <li>❖ Conduct close follow up and guidance</li> <li>❖ Provide tutorial support if necessary</li> <li>❖ provide special attention in the process/ practical training</li> </ul>	<ul style="list-style-type: none"> <li>❖ Assign peer trainees</li> <li>❖ Use additional nominal hours if necessary</li> </ul>
<p><b>Role Play</b></p>	<ul style="list-style-type: none"> <li>❖ Provide special attention in the process of the role play</li> </ul>	<ul style="list-style-type: none"> <li>❖ Assign sign language interpreter</li> <li>❖ Arrange the class room seating to be conducive for eye to eye contact</li> <li>❖ Use gestures</li> </ul>	<ul style="list-style-type: none"> <li>❖ Assign sign language interpreter</li> <li>❖ Speak loudly</li> <li>❖ Use gestures</li> <li>❖ Arrange the class room seating to be conducive for eye to eye contact</li> </ul>	<ul style="list-style-type: none"> <li>❖ Assign peer trainees</li> <li>❖ Organize the class room seating arrangement to be accessible for wheelchairs users.</li> </ul>

<b>ASSESSMENT METHODS:</b>				
<b>Interview</b>		<ul style="list-style-type: none"> <li>❖ Use sign language interpreter</li> <li>❖ Ensure or conform whether the proper communication was conducted with the trainee through the service of the sign language interpreter</li> <li>❖ Use short and clear questioning</li> <li>❖ Time extension</li> </ul>	<ul style="list-style-type: none"> <li>❖ Speak loudly</li> <li>❖ Using sign language interpreter if necessary</li> </ul>	<ul style="list-style-type: none"> <li>❖ Use written response as an option for the trainees having speech challenges</li> </ul>
<b>Written test</b>	<ul style="list-style-type: none"> <li>❖ Prepare the exam in large texts</li> <li>❖ Use interview as an option if necessary</li> <li>❖ Prepare the exam in audio format</li> <li>❖ Assign human reader (if necessary)</li> <li>❖ Time extension</li> </ul>	<ul style="list-style-type: none"> <li>❖ Prepare the exam using short sentences, multiple choices, True or False, matching and short answers</li> <li>❖ Avoid essay writing</li> <li>❖ Time extension</li> </ul>	<ul style="list-style-type: none"> <li>❖ Prepare the exam using short sentences, multiple choices, true or false, matching and short answers if necessary.</li> </ul>	<ul style="list-style-type: none"> <li>❖ Use oral response as an option to give answer for trainees having severe upper limb impairment</li> <li>❖ Time extension for trainees having severe upper limb impairment</li> </ul>
<b>Demonstration/ Observation</b>	<ul style="list-style-type: none"> <li>❖ Brief the instruction or provide them in large text</li> <li>❖ Time extension</li> </ul>	<ul style="list-style-type: none"> <li>❖ Use sign language interpreter</li> <li>❖ Brief on the instruction of the exam</li> <li>❖ Provide activity-based/ practical assessment method</li> <li>❖ Time extension</li> </ul>	<ul style="list-style-type: none"> <li>❖ Provide activity based assessment</li> <li>❖ Brief on the instruction of the exam</li> <li>❖ Use loud voice</li> <li>❖ Time extension</li> </ul>	<ul style="list-style-type: none"> <li>❖ Provide activity based assessment</li> <li>❖ Conduct close follow up</li> <li>❖ Time extension</li> </ul>

## ASSESSMENT CRITERIA:

### LO1. Implement Procedures to Send and Receive Electronic Mail

- Software is logged in for sending and receiving email in accordance with organizational requirements
- Outgoing email is checked for accuracy and ensure any required attachments are prepared, in accordance with organizational and service provider requirements
- Urgent, confidential, personal, suspicious or potentially dangerous email are identified and appropriate actions are taken
- Email dealt in accordance with organizational policies and procedures are returned

### LO2. Manage Electronic Mail

- Security Levels And/ Or Filters For Incoming Email Are Set In Accordance With organizational requirements
- Individual mailboxes are created and maintained in accordance with organizational requirements
- Email and/ or attachments are stored in accordance with organizational requirements
- Inboxes and archive are emptied or permanently deleted in accordance with organizational requirements
- Electronic mailing lists are prepared and maintained in accordance with

### LO3. Collaborate Online

- Software to be used is identified in collaboration
- Ensure online collaboration is undertaken in accordance with organizational policy, procedures and net etiquette (netiquette)
- Posts or communications in accordance with agreed parameters, organizational requirements and netiquette are responded

## Annex: Resource Requirements

<b>LSA SOA3 M06 0322 Communicate Using Online System</b>				
<b>Item No.</b>	<b>Category/Item</b>	<b>Description/ Specifications</b>	<b>Quantity</b>	<b>Recommended Ratio (Item: Trainee)</b>
<b>A. Learning Materials</b>				
1.	TTLM	TTLM prepared by the trainer	25	1:1
2.	Reference Books			
2.1	Technology for Success and Shelly Cashman Series Microsoft Office 365 & Office 2019 1st Edition	by Sandra Cable, Jennifer T. Campbell	5	1:5
<b>B. Learning Facilities &amp; Infrastructure</b>				
1	Lecture room	6mx7m	1	1:25
2.	Simulation room/Model office	4mx5m	1	1:25
3	Library			Common for all
4.	Internet access			
5.	Telephone access	Fixed/wireless		1:25
<b>C. Consumable Materials</b>				
1.	Microsoft Office Software package	2010-2016	5	1:5
2	Amharic Software.	2010 and above	5	1:5
3	Envelops	different size	25	1:1
4	Labels	different size	25	1:1
5	Color papers	A4	1doz	1:25
6	Printing Paper /white/	A4	1pack	1;25
7	Toner	Depend on the printer	1pcs	1:25
8	Transparency Paper	A4	2doz	1:1
9	Plastic binding ring	Different size	2doz	1:1
10	Back cover hard paper	A4	2doz	1:1
11	Keyboard Mavis Computer training Software	Mavis Beacon	5	1:5
12	Fastener		25	1:1
13	Agraf		1pcs	1:1
14	Pin		1pcs	1:1
15	Staples		3pcs	1:1

16	Marker /white board		1pcs	1:5
17	Marker/permanent		1pcs	1:5
18	White board Duster		2pcs	
19	Flip chart		2pcs	1:1
20.	Air freshener		3pic	
<b>D.</b>	<b>Tools and Equipment</b>			
1.	Desktop computer	Dell 7010	26	1:1
2.	Computer desk		26	1:1
3.	Computer table		26	1:1
4	Lap top computer		5	
5	Security camera	CCTV camera	1	1:25
6	File cabinet	Wooden with 4 drawers	1	1:25
7	LCD projector	Epson	1	1:25
8	Paper tray	Mica Made	1	1:25
9	Hard File	Kent	5	1:5
10	Fax machine	HP	1	1:25
11	Printer	HP	1	1:25
12	Divider	Power king	10	1:3
13	USB Cable		5	1:5
14	Flash disk	T-max 64Gb	5	
15	Photocopier	Canon /	1	1:25
16	Scanner	HP	1	1:25
17.	Binding machine		1	1:25
18	Stapler		2	2:25
19	Puncher		1	1:25
20	Laminating machine		1	1:25
21	Shredder		1	1:25
22	Antiglare /computer screen glass/		26	1:1
23	Scientific Calculator		5	
24	Dictation Machine		1	1:25
25	Answering Machine		1	1:25

**LEARNING MODULE 07**

TVET-PROGRAMME TITLE: **Secretarial and Office Administration Level III**

MODULE TITLE: **Applying Principles Of Secretarial Confidentiality**

MODULE CODE: **LSA SOA3 M07 0322**

NOMINAL DURATION: **30hrs**

**MODULE DESCRIPTION:** This module describes the skills, knowledge and attitude required to apply principles and procedures relating to confidentiality and security to work within the office environment.

**LEARNING OUTCOMES**

At the end of the module the trainee will be able to:

- LO1.** Work within accepted codes of conduct
- LO2.** Follow confidentiality and privacy procedures
- LO3.** Follow security procedures

**MODULE CONTENTS:**

**LO1. Work Within Accepted Codes of Conduct (9 hrs.)**

- 1.1. Reviewing and approving delegated tasks
- 1.2. Keeping records up to date
- 1.3. Completing tasks
- 1.4. Seeking clarification of unclear procedures
- 1.5. Ensuring customers and colleagues treatment
- 1.6. Acting with honesty and integrity
- 1.7. Communicating conflict of interest

**LO2. Follow Confidentiality and Privacy Procedures (9 hrs.)**

- 2.1. Assessing and requesting information
- 2.2. Using discretion and judgement in communication
- 2.3. Discussing customer related matters
- 2.4. Seeking advice and clarification

**LO3. Follow Security Procedures (8 hrs.)**

- 3.1. Securing customer records and confidential documentation
- 3.3. Labeling and storing documents

<b>Learning Methods:</b>				
<b>For none impaired trainees</b>	<b>Reasonable Adjustment for Trainees with Disability (TWD)</b>			
	<b>Low Vision</b>	<b>Deaf</b>	<b>Hard of hearing</b>	<b>Physical impairment</b>
<b>Lecture-discussion</b>	<ul style="list-style-type: none"> <li>❖ Provide large print text</li> <li>❖ Prepare the lecture in <b>Audio/video</b></li> <li>❖ Organize the class room seating arrangement to be accessible to trainees</li> <li>❖ Write short notes on the black/white board using large text</li> <li>❖ Make sure the luminosity of the light of class room is kept</li> <li>❖ Use normal tone of voice</li> <li>❖ Encourage trainees to record the lecture in audio format</li> <li>❖ Provide Orientation on the physical feature of the work shop</li> <li>❖ Summarize main points</li> </ul>	<ul style="list-style-type: none"> <li>❖ Assign sign language interpreter</li> <li>❖ Arrange the class room seating to be conducive for eye to eye contact</li> <li>❖ Make sure the luminosity of the light of class room is kept</li> <li>❖ Introduce new and relevant vocabularies</li> <li>❖ Use short and clear sentences</li> <li>❖ Give emphasis on visual lecture and ensure the attention of the trainees</li> <li>❖ Avoid movement during lecture time</li> <li>❖ Present the lecture in video format</li> <li>❖ Summarize main points</li> </ul>	<ul style="list-style-type: none"> <li>❖ Organize the class room seating arrangement to be accessible to trainees</li> <li>❖ Speak loudly</li> <li>❖ Ensure the attention of the trainees</li> <li>❖ Present the lecture in video format</li> <li>❖ Ensure the attention of the trainees</li> </ul>	<ul style="list-style-type: none"> <li>❖ Organize the class room seating arrangement to be accessible for wheelchairs users.</li> <li>❖ Facilitate and support the trainees who have severe impairments on their upper limbs to take note</li> <li>❖ Provide Orientation on the physical feature of the work shop</li> </ul>
<b>Demonstration</b>	<ul style="list-style-type: none"> <li>❖ Conduct close follow up</li> <li>❖ Use verbal description</li> <li>❖ Provide special attention in the process of guidance</li> <li>❖ facilitate the support of peer trainees</li> <li>❖ Prepare &amp; use simulation</li> </ul>	<ul style="list-style-type: none"> <li>❖ use Sign language interpreter</li> <li>❖ Use video recorded material</li> <li>❖ Ensure attention of the trainees</li> <li>❖ Provide structured training</li> <li>❖ Show clear and short method</li> <li>❖ Use gesture</li> <li>❖ provide tutorial support (if necessary)</li> </ul>	<ul style="list-style-type: none"> <li>❖ Illustrate in clear &amp; short method</li> <li>❖ Use Video recorded material</li> <li>❖ Ensure the attention of the trainees</li> <li>❖ provide tutorial support (if necessary)</li> </ul>	<ul style="list-style-type: none"> <li>❖ Facilitate and support the trainees having severe upper limbs impairment to operate equipments/ machines</li> <li>❖ Assign peer trainees to assist</li> <li>❖ Conduct close follow up</li> <li>❖ provide tutorial support (if necessary)</li> </ul>



<b>Group discussion</b>	<ul style="list-style-type: none"> <li>❖ Facilitate the integration of trainees with group members</li> <li>❖ Conduct close follow up</li> <li>❖ Introduce the trainees with other group member</li> <li>❖ Brief the thematic issues of the work</li> </ul>	<ul style="list-style-type: none"> <li>❖ Use sign language interpreters</li> <li>❖ Facilitate the integration of trainees with group members</li> <li>❖ Conduct close follow up</li> <li>❖ Introduce the trainees with other group member</li> </ul>	<ul style="list-style-type: none"> <li>❖ Facilitate the integration of trainees with group members</li> <li>❖ Conduct close follow up</li> <li>❖ Introduce the trainees with other group member</li> <li>❖ Inform the group members to speak loudly</li> </ul>	<ul style="list-style-type: none"> <li>❖ Introduce the trainees with their peers</li> </ul>
<b>Exercise</b>	<ul style="list-style-type: none"> <li>❖ Conduct close follow up and guidance</li> <li>❖ Provide tutorial support if necessary</li> <li>❖ provide special attention in the process</li> </ul>	<ul style="list-style-type: none"> <li>❖ Conduct close follow up and guidance</li> <li>❖ Provide tutorial support if necessary</li> <li>❖ provide special attention in the process/practical training</li> <li>❖ Introduce new and relevant vocabularies</li> </ul>	<ul style="list-style-type: none"> <li>❖ Conduct close follow up and guidance</li> <li>❖ Provide tutorial support if necessary</li> <li>❖ provide special attention in the process/ practical training</li> </ul>	<ul style="list-style-type: none"> <li>❖ Assign peer trainees</li> <li>❖ Use additional nominal hours if necessary</li> </ul>
<b>Individual assignment</b>	<ul style="list-style-type: none"> <li>❖ prepare the assignment questions in large text</li> <li>❖ Encourage the trainees to prepare and submit the assignment in large texts</li> <li>❖ Make available recorded assignment questions</li> <li>❖ Facilitate the trainees to prepare and submit the assignment in soft or hard copy</li> </ul>	<ul style="list-style-type: none"> <li>❖ Use sign language interpreter</li> <li>❖ Provide briefing /orientation on the assignment</li> <li>❖ Provide visual recorded material</li> </ul>	<ul style="list-style-type: none"> <li>❖ Provide briefing /orientation on the assignment</li> <li>❖ Provide visual recorded material</li> </ul>	

**ASSESSMENT METHODS:**

<b>Interview</b>		<ul style="list-style-type: none"> <li>❖ Use sign language interpreter</li> <li>❖ Ensure or conform whether the proper communication was conducted with the trainee through the service of the sign language interpreter</li> <li>❖ Use short and clear questioning</li> <li>❖ Time extension</li> </ul>	<ul style="list-style-type: none"> <li>❖ Speak loudly</li> <li>❖ Using sign language interpreter if necessary</li> </ul>	<ul style="list-style-type: none"> <li>❖ Use written response as an option for the trainees having speech challenges</li> </ul>
<b>Written test</b>	<ul style="list-style-type: none"> <li>❖ Prepare the exam in large texts</li> <li>❖ Use interview as an option if necessary</li> <li>❖ Prepare the exam in audio format</li> <li>❖ Assign human reader (if necessary)</li> <li>❖ Time extension</li> </ul>	<ul style="list-style-type: none"> <li>❖ Prepare the exam using short sentences, multiple choices, True or False, matching and short answers</li> <li>❖ Avoid essay writing</li> <li>❖ Time extension</li> </ul>	<ul style="list-style-type: none"> <li>❖ Prepare the exam using short sentences, multiple choices, true or false, matching and short answers if necessary.</li> </ul>	<ul style="list-style-type: none"> <li>❖ Use oral response as an option to give answer for trainees having severe upper limb impairment</li> <li>❖ Time extension for trainees having severe upper limb impairment</li> </ul>
<b>Demonstration/Observation</b>	<ul style="list-style-type: none"> <li>❖ Brief the instruction or provide them in large text</li> <li>❖ Time extension</li> </ul>	<ul style="list-style-type: none"> <li>❖ Use sign language interpreter</li> <li>❖ Brief on the instruction of the exam</li> <li>❖ Provide activity-based/practical assessment method</li> <li>❖ Time extension</li> </ul>	<ul style="list-style-type: none"> <li>❖ Provide activity based assessment</li> <li>❖ Brief on the instruction of the exam</li> <li>❖ Use loud voice</li> <li>❖ Time extension</li> </ul>	<ul style="list-style-type: none"> <li>❖ Provide activity based assessment</li> <li>❖ Conduct close follow up</li> <li>❖ Time extension</li> </ul>

## ASSESSMENT CRITERIA:

### LO.1 Work within accepted codes of conduct

- Work Is Reviewed And Approved By Who Has **Delegated** Tasks Are Ensured
- Keep Records Up-To-Date And Complete Tasks As Required, Neatly, Accurately And In A Timely Manner Seek Clarification With **Relevant Personnel** Of Unclear Or Ambiguous Procedures
- Treat Customers And Colleagues With Respect Are Ensured
- Act With Honesty And Integrity At All Times Are Done
- Communicate Conflict Of Interest Or Potential Conflict Of Interest Promptly To Manager Or Supervisor

### LO.2 Follow confidentiality and privacy procedures

- Assess Information And Requests For Information With Regard To What Is And What Is Not Close Are Identified
- Discretion And Judgement In All **Communications** are Used
- Customer-Related Matters Within The Confines Of The Facility And With Appropriate Personnel Only Are Discussed
- Seek Advice And Clarification With Relevant Personnel Where Potential Confidentiality Issues Arose In Dealings With Customers And Others

### LO.3 Follow security procedures

- Store And Appropriately Secure Customer Records And Other Confidential Documentation Are Done
- Clearly Label And Store Securely According To **Organisational Policies And Procedures**, All Documents Required By Legislation To Be Stored For Certain Periods

## Annex: Resource Requirements

<b>LSA SOA2 M07 0322 Apply Principles Of Secretarial Confidentiality</b>				
<b>Item No.</b>	<b>Category/Item</b>	<b>Description/ Specifications</b>	<b>Quantity</b>	<b>Recommended Ratio (Item: Trainee)</b>
<b>A.</b>	<b>Learning Materials</b>			
1.	TTLM	TTLM prepared by the trainer	25	1:1
2.	Reference Books			
2.1	Office Management & Secretarial Practice, Hemvati Nandan Bahuguna Garhwal and Delhi University January	2019 by Dr. I.M. Sahai	5	1:5
<b>B.</b>	<b>Learning Facilities &amp; Infrastructure</b>			
1	Lecture room	6mx7m	1	1:25
2.	Simulation room/Model office	4mx5m	1	1:25
3	Library			Common for all
4.	Internet access			
5.	Telephone access	Fixed/wireless		1:25
<b>C.</b>	<b>Consumable Materials</b>			
1.	Microsoft Office Software package	2010-2016	5	1:5
2	Amharic Software.	2010 and above	5	1:5
3	Envelops	different size	25	1:1
4	Labels	different size	25	1:1
5	Color papers	A4	1doz	1:25
6	Printing Paper /white/	A4	1pac k	1;25
7	Toner	Depend on the printer	1pcs	1:25
8	Transparency Paper	A4	2doz	1:1
9	Plastic binding ring	Different size	2doz	1:1
10	Back cover hard paper	A4	2doz	1:1
11	Keyboard Mavis Computer training Software	Mavis Beacon	5	1:5
12	Fastener		25	1:1
13	Agraf		1pcs	1:1
14	Pin		1pcs	1:1
15	Staples		3pcs	1:1
16	Marker /white board		1pcs	1:5

17	Marker/permanent		1pcs	1:5
18	White board Duster		2pcs	
19	Flip chart		2pcs	1:1
20.	Air freshener		3pic	
<b>D.</b>	<b>Tools and Equipment</b>			
1.	Desktop computer	Dell 7010	26	1:1
2.	Computer desk		26	1:1
3.	Computer table		26	1:1
4	Lap top computer		5	
5	Security camera	CCTV camera	1	1:25
6	File cabinet	Wooden with 4 drawers	1	1:25
7	LCD projector	Epson	1	1:25
8	Paper tray	Mica Made	1	1:25
9	Hard File	Kent	5	1:5
10	Fax machine	HP	1	1:25
11	Printer	HP	1	1:25
12	Divider	Power king	10	1:3
13	USB Cable		5	1:5
14	Flash disk	T-max 64Gb	5	
15	Photocopier	Canon /	1	1:25
16	Scanner	HP	1	1:25
17.	Binding machine		1	1:25
18	Stapler		2	2:25
19	Puncher		1	1:25
20	Laminating machine		1	1:25
21	Shredder		1	1:25
22	Antiglare /computer screen glass/		26	1:1
23	Scientific Calculator		5	
24	Dictation Machine		1	1:25
25	Answering Machine		1	1:25

<b>LEARNING MODULE 08</b>	
TVET-PROGRAMME TITLE: <b>Secretarial And Office Administration Level III</b>	
MODULE TITLE: <b>Applying Secretarial Practice and Phonography/Stenography</b>	
MODULE CODE: <b>LSA SOA3 M08 0322</b>	
NOMINAL DURATION: <b>80hrs</b>	
<b>MODULE DESCRIPTION:</b> This module describes the performance outcomes, skills, knowledge and attitude required to write seen and unseen dictations on varied subject matters and transcribe the same speedily and accurately on computer.	
<b>LEARNING OUTCOMES</b>	
At the end of the module the trainee will be able to:	
<b>LO1.</b> Note taking, transcription, revision of grammalogues, simple phrases and special contractions	
<b>LO2.</b> Practice of seen dictation exercises at the speed of 50 words per minute	
<b>LO3.</b> Practice of unseen dictation exercises at the speed of 40 words per minute	
<b>MODULE CONTENTS:</b>	
<b>LO1. Note taking, transcription, revision of grammalogues, simple phrases and special contractions(25 hrs.)</b>	
1.1 Taking note and transcribing from shorthand	
1.2 Familiarizing with the principles of shorthand	
1.3 Preparing a complete sentence using grammalogues, contractions & punctuations	
<b>LO2. Practice of seen dictation exercises at the speed of 50 words per minute(20 hrs.)</b>	
2.1 Appling touch typing technique	
2.1.1 Using organizational benchmark for phonography	
2.1.2 Communication skills	
2.1.3 Lines of communication	
2.1.4 Problem-solving skills	
2.1.5 Technology skills	
2.1.6 Research skills	
2.1.7 Planning and organizing skills	
2.2 Developing speed and accuracy	
2.3. Appling ergonomic requirements	
<b>LO3. Practice of unseen dictation exercises at the speed of 40 words per minute(19 hrs.)</b>	
3.1 Identifying documents	
3.2 Appling speed and accuracy	
3.3 Developing the skill of taking down dictation	

<b>Learning Methods:</b>				
<b>For none impaired trainees</b>	<b>Reasonable Adjustment for Trainees with Disability (TWD)</b>			
	<b>Low Vision</b>	<b>Deaf</b>	<b>Hard of hearing</b>	<b>Physical impairment</b>
<b>Lecture-discussion</b>	<ul style="list-style-type: none"> <li>❖ Provide large print text</li> <li>❖ Prepare the lecture in <b>Audio/video</b></li> <li>❖ Organize the class room seating arrangement to be accessible to trainees</li> <li>❖ Write short notes on the black/white board using large text</li> <li>❖ Make sure the luminosity of the light of class room is kept</li> <li>❖ Use normal tone of voice</li> <li>❖ Encourage trainees to record the lecture in audio format</li> <li>❖ Provide Orientation on the physical feature of the work shop</li> <li>❖ Summarize main points</li> </ul>	<ul style="list-style-type: none"> <li>❖ Assign sign language interpreter</li> <li>❖ Arrange the class room seating to be conducive for eye to eye contact</li> <li>❖ Make sure the luminosity of the light of class room is kept</li> <li>❖ Introduce new and relevant vocabularies</li> <li>❖ Use short and clear sentences</li> <li>❖ Give emphasis on visual lecture and ensure the attention of the trainees</li> <li>❖ Avoid movement during lecture time</li> <li>❖ Present the lecture in video format</li> <li>❖ Summarize main points</li> </ul>	<ul style="list-style-type: none"> <li>❖ Organize the class room seating arrangement to be accessible to trainees</li> <li>❖ Speak loudly</li> <li>❖ Ensure the attention of the trainees</li> <li>❖ Present the lecture in video format</li> <li>❖ Ensure the attention of the trainees</li> </ul>	<ul style="list-style-type: none"> <li>❖ Organize the class room seating arrangement to be accessible for wheelchairs users.</li> <li>❖ Facilitate and support the trainees who have severe impairments on their upper limbs to take note</li> <li>❖ Provide Orientation on the physical feature of the work shop</li> </ul>

<b>Demonstration</b>	<ul style="list-style-type: none"> <li>❖ Conduct close follow up</li> <li>❖ Use verbal description</li> <li>❖ Provide special attention in the process of guidance</li> <li>❖ facilitate the support of peer trainees</li> <li>❖ Prepare &amp; use simulation</li> </ul>	<ul style="list-style-type: none"> <li>❖ use Sign language interpreter</li> <li>❖ Use video recorded material</li> <li>❖ Ensure attention of the trainees</li> <li>❖ Provide structured training</li> <li>❖ Show clear and short method</li> <li>❖ Use gesture</li> <li>❖ provide tutorial support (if necessary)</li> </ul>	<ul style="list-style-type: none"> <li>❖ Illustrate in clear &amp; short method</li> <li>❖ Use Video recorded material</li> <li>❖ Ensure the attention of the trainees</li> <li>❖ provide tutorial support (if necessary)</li> </ul>	<ul style="list-style-type: none"> <li>❖ Facilitate and support the trainees having severe upper limbs impairment to operate equipments/ machines</li> <li>❖ Assign peer trainees to assist</li> <li>❖ Conduct close follow up</li> <li>❖ provide tutorial support (if necessary)</li> </ul>
<b>Group discussion</b>	<ul style="list-style-type: none"> <li>❖ Facilitate the integration of trainees with group members</li> <li>❖ Conduct close follow up</li> <li>❖ Introduce the trainees with other group member</li> <li>❖ Brief the thematic issues of the work</li> </ul>	<ul style="list-style-type: none"> <li>❖ Use sign language interpreters</li> <li>❖ Facilitate the integration of trainees with group members</li> <li>❖ Conduct close follow up</li> <li>❖ Introduce the trainees with other group member</li> </ul>	<ul style="list-style-type: none"> <li>❖ Facilitate the integration of trainees with group members</li> <li>❖ Conduct close follow up</li> <li>❖ Introduce the trainees with other group member</li> <li>❖ Inform the group members to speak loudly</li> </ul>	<ul style="list-style-type: none"> <li>❖ Introduce the trainees with their peers</li> </ul>
<b>Exercise</b>	<ul style="list-style-type: none"> <li>❖ Conduct close follow up and guidance</li> <li>❖ Provide tutorial support if necessary</li> <li>❖ provide special attention in the process</li> </ul>	<ul style="list-style-type: none"> <li>❖ Conduct close follow up and guidance</li> <li>❖ Provide tutorial support if necessary</li> <li>❖ provide special attention in the process/practical training</li> <li>❖ Introduce new and relevant vocabularies</li> </ul>	<ul style="list-style-type: none"> <li>❖ Conduct close follow up and guidance</li> <li>❖ Provide tutorial support if necessary</li> <li>❖ provide special attention in the process/practical training</li> </ul>	<ul style="list-style-type: none"> <li>❖ Assign peer trainees</li> <li>❖ Use additional nominal hours if necessary</li> </ul>



<b>ASSESSMENT METHODS:</b>				
<b>Interview</b>		<ul style="list-style-type: none"> <li>❖ Use sign language interpreter</li> <li>❖ Ensure or conform whether the proper communication was conducted with the trainee through the service of the sign language interpreter</li> <li>❖ Use short and clear questioning</li> <li>❖ Time extension</li> </ul>	<ul style="list-style-type: none"> <li>❖ Speak loudly</li> <li>❖ Using sign language interpreter if necessary</li> </ul>	<ul style="list-style-type: none"> <li>❖ Use written response as an option for the trainees having speech challenges</li> </ul>
<b>Written test</b>	<ul style="list-style-type: none"> <li>❖ Prepare the exam in large texts</li> <li>❖ Use interview as an option if necessary</li> <li>❖ Prepare the exam in audio format</li> <li>❖ Assign human reader (if necessary)</li> <li>❖ Time extension</li> </ul>	<ul style="list-style-type: none"> <li>❖ Prepare the exam using short sentences, multiple choices, True or False, matching and short answers</li> <li>❖ Avoid essay writing</li> <li>❖ Time extension</li> </ul>	<ul style="list-style-type: none"> <li>❖ Prepare the exam using short sentences, multiple choices, true or false, matching and short answers if necessary.</li> </ul>	<ul style="list-style-type: none"> <li>❖ Use oral response as an option to give answer for trainees having severe upper limb impairment</li> <li>❖ Time extension for trainees having severe upper limb impairment</li> </ul>
<b>Demonstration/ Observation</b>	<ul style="list-style-type: none"> <li>❖ Brief the instruction or provide them in large text</li> <li>❖ Time extension</li> </ul>	<ul style="list-style-type: none"> <li>❖ Use sign language interpreter</li> <li>❖ Brief on the instruction of the exam</li> <li>❖ Provide activity-based/ practical assessment method</li> <li>❖ Time extension</li> </ul>	<ul style="list-style-type: none"> <li>❖ Provide activity based assessment</li> <li>❖ Brief on the instruction of the exam</li> <li>❖ Use loud voice</li> <li>❖ Time extension</li> </ul>	<ul style="list-style-type: none"> <li>❖ Provide activity based assessment</li> <li>❖ Conduct close follow up</li> <li>❖ Time extension</li> </ul>

**ASSESSMENT CRITERIA:**

**LO.1 Note Taking, Transcription, Revision Of Grammalogues, Simple Phrases  
And Special Contractions**

- The Trainee Capable Of Note Taking, **Transcribing** From Shorthand Is Made
- The Trainees With The Principles Of The **Shorthand** Is Familiarized
- The Various Types Of Computer Keys & Prepare A Complete Sentence With Use Of L Grammalogues, **Contractions** & **Punctuations** Marks Are Recognized

**LO.2 Practice of Seen Dictation Exercises At The Speed Of 50 Words Per Minute**

- **Touch** Typing Technique To Perform Dictation Exercise Is Applied
- Speed And Accuracy By Seen Dictation Exercise Is Developed.
- Ergonomic Requirements Are Applied

**LO.3 Practice of Unseen Dictation Exercises at the Speed of 40 Words per Minute**

- Documents That Required For The Jobs Are Properly Identified
- Speed And Accuracy By Unseen Dictation According To Organizational Requirements Are Applied.
- The Skill Of Taking Down Dictation At The Different Speeds In A Graded Manner Is Developed

## Annex: Resource Requirements

<b>LSA SOA3 M08 0322 Apply Secretarial Practice And Phonography /Stenography</b>				
<b>Item No.</b>	<b>Category/Item</b>	<b>Description/ Specifications</b>	<b>Quantity</b>	<b>Recommended Ratio (Item: Trainee)</b>
<b>A. Learning Materials</b>				
1.	TTLM	TTLM prepared by the trainer	25	1:1
2.	Reference Books			
2.1	The Stenographer's Companion, Vol. 2: November 2018	by William Lesley Mason	5	1:5
<b>B. Learning Facilities &amp; Infrastructure</b>				
1	Lecture room	6mx7m	1	1:25
2.	Simulation room/Model office	4mx5m	1	1:25
3	Library			Common for all
4.	Internet access			
5.	Telephone access	Fixed/wireless		1:25
<b>C. Consumable Materials</b>				
1.	Microsoft Office Software package	2010-2016	5	1:5
2	Amharic Software.	2010 and above	5	1:5
3	Envelops	different size	25	1:1
4	Labels	different size	25	1:1
5	Color papers	A4	1doz	1:25
6	Printing Paper /white/	A4	1pack	1;25
7	Toner	Depend on the printer	1pcs	1:25
8	Transparency Paper	A4	2doz	1:1
9	Plastic binding ring	Different size	2doz	1:1
10	Back cover hard paper	A4	2doz	1:1
11	Keyboard Mavis Computer training Software	Mavis Beacon	5	1:5
12	Fastener		25	1:1
13	Agraf		1pcs	1:1
14	Pin		1pcs	1:1
15	Staples		3pcs	1:1
16	Marker /white board		1pcs	1:5

17	Marker/permanent		1pcs	1:5
18	White board Duster		2pcs	
19	Flip chart		2pcs	1:1
20.	Air freshener		3pic	
<b>D.</b>	<b>Tools and Equipment</b>			
1.	Desktop computer	Dell 7010	26	1:1
2.	Computer desk		26	1:1
3.	Computer table		26	1:1
4	Lap top computer		5	
5	Security camera	CCTV camera	1	1:25
6	File cabinet	Wooden with 4 drawers	1	1:25
7	LCD projector	Epson	1	1:25
8	Paper tray	Mica Made	1	1:25
9	Hard File	Kent	5	1:5
10	Fax machine	HP	1	1:25
11	Printer	HP	1	1:25
12	Divider	Power king	10	1:3
13	USB Cable		5	1:5
14	Flash disk	T-max 64Gb	5	
15	Photocopier	Canon /	1	1:25
16	Scanner	HP	1	1:25
17.	Binding machine		1	1:25
18	Stapler		2	2:25
19	Puncher		1	1:25
20	Laminating machine		1	1:25
21	Shredder		1	1:25
22	Antiglare /computer screen glass/		26	1:1
23	Scientific Calculator		5	
24	Dictation Machine		1	1:25
25	Answering Machine		1	1:25

<b>LEARNING MODULE 09</b>	
TVET-PROGRAMME TITLE: <b>Secretarial and Office Administration Level III</b>	
MODULE TITLE: <b>Organizing Business Travel</b>	
MODULE CODE: <b>LSA SOA3 M09 0322</b>	
NOMINAL DURATION: <b>40hrs</b>	
<p><b>MODULE DESCRIPTION:</b> This module describes the performance outcomes, skills, knowledge and attitude required to organize domestic and overseas business travel, including developing associated itineraries, booking travel and accommodation, preparing travel related documentation and making travel arrangements.</p>	
<p><b>LEARNING OUTCOMES</b></p> <p>At the end of the module the trainee will be able to:</p> <p><b>LO1.</b> Organize Business Itinerary For Domestic And Overseas Travel  <b>LO2</b> Make Travel Arrangements  <b>LO3.</b> Arrange Credit Facilities</p>	
<p><b>MODULE CONTENTS:</b></p> <p><b>LO1. Organize business itinerary for domestic and overseas travel (12 hrs.)</b></p> <p>1.1 Confirming purpose and requirements  1.2. Identifying points of contact  1.3 Making and confirming arrangements for meetings  1.4. Preparing itineraries  1.5. Preparing and providing documents  1.6. Providing itinerary and meeting documents</p> <p><b>LO2. Make Travel Arrangements (12 hrs.)</b></p> <p>2.1 Making bookings  2.2. Identifying and arranging travel documents  2.3. Checking and Confirming travel arrangements  2.4 Dispatching documents  2.5. Negotiating and confirming alternative arrangements  2.6. Recording travel details and itinerary  2.7 constraints of traveller and organization needs  2.8. Negotiating and confirming communication arrangements  2.9. Arranging hotel/motel accommodations</p> <p><b>LO3. Arrange Credit Facilities (8 hrs.)</b></p> <p>3.1 Checking and confirming methods of payment  3.2 Making credit arrangements</p>	

<b>Learning Methods:</b>				
<b>For none impaired trainees</b>	<b>Reasonable Adjustment for Trainees with Disability (TWD)</b>			
	<b>Low Vision</b>	<b>Deaf</b>	<b>Hard of hearing</b>	<b>Physical impairment</b>
<b>Lecture-discussion</b>	<ul style="list-style-type: none"> <li>❖ Provide large print text</li> <li>❖ Prepare the lecture in <b>Audio/video</b></li> <li>❖ Organize the class room seating arrangement to be accessible to trainees</li> <li>❖ Write short notes on the black/white board using large text</li> <li>❖ Make sure the luminosity of the light of class room is kept</li> <li>❖ Use normal tone of voice</li> <li>❖ Encourage trainees to record the lecture in audio format</li> <li>❖ Provide Orientation on the physical feature of the work shop</li> <li>❖ Summarize main points</li> </ul>	<ul style="list-style-type: none"> <li>❖ Assign sign language interpreter</li> <li>❖ Arrange the class room seating to be conducive for eye to eye contact</li> <li>❖ Make sure the luminosity of the light of class room is kept</li> <li>❖ Introduce new and relevant vocabularies</li> <li>❖ Use short and clear sentences</li> <li>❖ Give emphasis on visual lecture and ensure the attention of the trainees</li> <li>❖ Avoid movement during lecture time</li> <li>❖ Present the lecture in video format</li> <li>❖ Summarize main points</li> </ul>	<ul style="list-style-type: none"> <li>❖ Organize the class room seating arrangement to be accessible to trainees</li> <li>❖ Speak loudly</li> <li>❖ Ensure the attention of the trainees</li> <li>❖ Present the lecture in video format</li> <li>❖ Ensure the attention of the trainees</li> </ul>	<ul style="list-style-type: none"> <li>❖ Organize the class room seating arrangement to be accessible for wheelchairs users.</li> <li>❖ Facilitate and support the trainees who have severe impairments on their upper limbs to take note</li> <li>❖ Provide Orientation on the physical feature of the work shop</li> </ul>
<b>Demonstration</b>	<ul style="list-style-type: none"> <li>❖ Conduct close follow up</li> <li>❖ Use verbal description</li> <li>❖ Provide special attention in the process of guidance</li> <li>❖ facilitate the support of peer trainees</li> <li>❖ Prepare &amp; use simulation</li> </ul>	<ul style="list-style-type: none"> <li>❖ use Sign language interpreter</li> <li>❖ Use video recorded material</li> <li>❖ Ensure attention of the trainees</li> <li>❖ Provide structured training</li> <li>❖ Show clear and short method</li> <li>❖ Use gesture</li> <li>❖ provide tutorial support (if necessary)</li> </ul>	<ul style="list-style-type: none"> <li>❖ Illustrate in clear &amp; short method</li> <li>❖ Use Video recorded material</li> <li>❖ Ensure the attention of the trainee</li> <li>❖ provide tutorial support (if necessary)</li> </ul>	<ul style="list-style-type: none"> <li>❖ Facilitate and support the trainees having severe upper limbs impairment to operate equipments/ machines</li> <li>❖ Assign peer trainees to assist</li> <li>❖ Conduct close follow up</li> <li>❖ provide tutorial support (if necessary)</li> </ul>

<p><b>Group discussion</b></p>	<ul style="list-style-type: none"> <li>❖ Facilitate the integration of trainees with group members</li> <li>❖ Conduct close follow up</li> <li>❖ Introduce the trainees with other group member</li> <li>❖ Brief the thematic issues of the work</li> </ul>	<ul style="list-style-type: none"> <li>❖ Use sign language interpreters</li> <li>❖ Facilitate the integration of trainees with group members</li> <li>❖ Conduct close follow up</li> <li>❖ Introduce the trainees with other group member</li> </ul>	<ul style="list-style-type: none"> <li>❖ Facilitate the integration of trainees with group members</li> <li>❖ Conduct close follow up</li> <li>❖ Introduce the trainees with other group member</li> <li>❖ Inform the group members to speak loudly</li> </ul>	<ul style="list-style-type: none"> <li>❖ Introduce the trainees with their peers</li> </ul>
<p><b>Exercise</b></p>	<ul style="list-style-type: none"> <li>❖ Conduct close follow up and guidance</li> <li>❖ Provide tutorial support if necessary</li> <li>❖ provide special attention in the process</li> </ul>	<ul style="list-style-type: none"> <li>❖ Conduct close follow up and guidance</li> <li>❖ Provide tutorial support if necessary</li> <li>❖ provide special attention in the process/practical training</li> <li>❖ Introduce new and relevant vocabularies</li> </ul>	<ul style="list-style-type: none"> <li>❖ Conduct close follow up and guidance</li> <li>❖ Provide tutorial support if necessary</li> <li>❖ provide special attention in the process/ practical training</li> </ul>	<ul style="list-style-type: none"> <li>❖ Assign peer trainees</li> <li>❖ Use additional nominal hours if necessary</li> </ul>
<p><b>Individual assignment</b></p>	<ul style="list-style-type: none"> <li>❖ prepare the assignment questions in large text</li> <li>❖ Encourage the trainees to prepare and submit the assignment in large texts</li> <li>❖ Make available recorded assignment questions</li> <li>❖ Facilitate the trainees to prepare and submit the assignment in soft or hard copy</li> </ul>	<ul style="list-style-type: none"> <li>❖ Use sign language interpreter</li> <li>❖ Provide briefing /orientation on the assignment</li> <li>❖ Provide visual recorded material</li> </ul>	<ul style="list-style-type: none"> <li>❖ Provide briefing /orientation on the assignment</li> <li>❖ Provide visual recorded material</li> </ul>	

<b>Role Play</b>	<ul style="list-style-type: none"> <li>❖ Provide special attention in the process of the role play</li> </ul>	<ul style="list-style-type: none"> <li>❖ Assign sign language interpreter</li> <li>❖ Arrange the class room seating to be conducive for eye to eye contact</li> <li>❖ Use gestures</li> </ul>	<ul style="list-style-type: none"> <li>❖ Assign sign language interpreter</li> <li>❖ Speak loudly</li> <li>❖ Use gestures</li> <li>❖ Arrange the class room seating to be conducive for eye to eye contact</li> </ul>	<ul style="list-style-type: none"> <li>❖ Assign peer trainees</li> <li>❖ Organize the class room seating arrangement to be accessible for wheelchairs users.</li> </ul>
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**ASSESSMENT METHODS:**

<b>Interview</b>		<ul style="list-style-type: none"> <li>❖ Use sign language interpreter</li> <li>❖ Ensure or conform whether the proper communication was conducted with the trainee through the service of the sign language interpreter</li> <li>❖ Use short and clear questioning</li> <li>❖ Time extension</li> </ul>	<ul style="list-style-type: none"> <li>❖ Speak loudly</li> <li>❖ Using sign language interpreter if necessary</li> </ul>	<ul style="list-style-type: none"> <li>❖ Use written response as an option for the trainees having speech challenges</li> </ul>
<b>Written test</b>	<ul style="list-style-type: none"> <li>❖ Prepare the exam in large texts</li> <li>❖ Use interview as an option if necessary</li> <li>❖ Prepare the exam in audio format</li> <li>❖ Assign human reader (if necessary)</li> <li>❖ Time extension</li> </ul>	<ul style="list-style-type: none"> <li>❖ Prepare the exam using short sentences, multiple choices, True or False, matching and short answers</li> <li>❖ Avoid essay writing</li> <li>❖ Time extension</li> </ul>	<ul style="list-style-type: none"> <li>❖ Prepare the exam using short sentences, multiple choices, true or false, matching and short answers if necessary.</li> </ul>	<ul style="list-style-type: none"> <li>❖ Use oral response as an option to give answer for trainees having severe upper limb impairment</li> <li>❖ Time extension for trainees having severe upper limb impairment</li> </ul>
<b>Demonstration/ Observation</b>	<ul style="list-style-type: none"> <li>❖ Brief the instruction or provide them in large text</li> <li>❖ Time extension</li> </ul>	<ul style="list-style-type: none"> <li>❖ Use sign language interpreter</li> <li>❖ Brief on the instruction of the exam</li> <li>❖ Provide activity-based/ practical assessment method</li> <li>❖ Time extension</li> </ul>	<ul style="list-style-type: none"> <li>❖ Provide activity based assessment</li> <li>❖ Brief on the instruction of the exam</li> <li>❖ Use loud voice</li> <li>❖ Time extension</li> </ul>	<ul style="list-style-type: none"> <li>❖ Provide activity based assessment</li> <li>❖ Conduct close follow up</li> <li>❖ Time extension</li> </ul>



## ASSESSMENT CRITERIA:

### LO.1 Organize Business Itinerary for Domestic And Overseas Travel

- **Purpose And Requirements** Of Domestic And Overseas Travel Including Planned Itinerary, Budget, Meeting Requirements And Traveller Preferences Are Confirmed
- Points Of Contact And Names Of Contact Persons, And Make And Confirm Arrangements For Meetings In Accordance With Planned Itinerary Are Identified
- Daily Itineraries With Appointments, Arrival And Departure Times, Accommodation And **Other Itinerary Details** In Accordance With Travel Purpose Is Prepared
- Documents And Support **Material For Meetings** Within Designated Time Lines Are Prepared And Provided
- Itinerary In Accordance With Meeting Requirements And **Traveller's Occupational Health And Safety (OHS) Requirements** Are Prepared
- Itinerary And Meeting Documents To The Traveller Within Designated Time Lines Is Provided

### LO.2 Make Travel Arrangements

- **Bookings** In Accordance With Organizational Policies And Procedures For Business Travel Is Made
- **Travel Documents** In Accordance With Itinerary And Individual Requirements Are Identified And Arranged
- Travel Arrangements And Dispatch Confirmation Documents To The Traveller Within Designated Time Lines Are Confirmed And Checked
- Alternative Arrangements In Response To Change Requirements Are Negotiated And Confirmed
- **Travel Details** And Itinerary In Accordance With Organizational Requirements Is Recorded
- **Communication Arrangements** In Accordance With Organizational Requirements Are Negotiated And Confirmed

### LO.3 Arrange Credit Facilities

- **Methods Of Payment** Is Checked And Confirmed
- **Credit Arrangements** In Accordance With Organizational Policy And Procedures Are Made

## Annex: Resource Requirements

<b><u>LSA SOA3 M09 0322 Organize Business Travel</u></b>				
<b>Item No.</b>	<b>Category/Item</b>	<b>Description/ Specifications</b>	<b>Quantity</b>	<b>Recommended Ratio (Item: Trainee)</b>
<b>A. Learning Materials</b>				
1.	TTLM	TTLM prepared by the trainer	25	1:1
2.	Reference Books			
2.1	The Procedures for Arranging and Paying for Business Travel and Accommodation		5	1:5
<b>B. Learning Facilities &amp; Infrastructure</b>				
1	Lecture room	6mx7m	1	1:25
2.	Simulation room/Model office	4mx5m	1	1:25
3	Library			Common for all
4.	Internet access			
5.	Telephone access	Fixed/wireless		1:25
<b>C. Consumable Materials</b>				
1.	Microsoft Office Software package	2010-2016	5	1:5
2	Amharic Software.	2010 and above	5	1:5
3	Envelops	different size	25	1:1
4	Labels	different size	25	1:1
5	Color papers	A4	1doz	1:25
6	Printing Paper /white/	A4	1pack	1;25
7	Toner	Depend on the printer	1pcs	1:25
8	Transparency Paper	A4	2doz	1:1
9	Plastic binding ring	Different size	2doz	1:1
10	Back cover hard paper	A4	2doz	1:1
11	Keyboard Mavis Computer training Software	Mavis Beacon	5	1:5
12	Fastener		25	1:1
13	Agraf		1pcs	1:1
14	Pin		1pcs	1:1
15	Staples		3pcs	1:1

16	Marker /white board		1pcs	1:5
17	Marker/permanent		1pcs	1:5
18	White board Duster		2pcs	
19	Flip chart		2pcs	1:1
20.	Air freshener		3pic	
<b>D.</b>	<b>Tools and Equipment</b>			
1.	Desktop computer	Dell 7010	26	1:1
2.	Computer desk		26	1:1
3.	Computer table		26	1:1
4	Lap top computer		5	
5	Security camera	CCTV camera	1	1:25
6	File cabinet	Wooden with 4 drawers	1	1:25
7	LCD projector	Epson	1	1:25
8	Paper tray	Mica Made	1	1:25
9	Hard File	Kent	5	1:5
10	Fax machine	HP	1	1:25
11	Printer	HP	1	1:25
12	Divider	Power king	10	1:3
13	USB Cable		5	1:5
14	Flash disk	T-max 64Gb	5	
15	Photocopier	Canon /	1	1:25
16	Scanner	HP	1	1:25
17.	Binding machine		1	1:25
18	Stapler		2	2:25
19	Puncher		1	1:25
20	Laminating machine		1	1:25
21	Shredder		1	1:25
22	Antiglare /computer screen glass/		26	1:1
23	Scientific Calculator		5	
24	Dictation Machine		1	1:25
25	Answering Machine		1	1:25

## LEARNING MODULE 10

TVET-PROGRAMME TITLE: Secretarial and Office Administration Level III

MODULE TITLE: Preventing and Eliminating MUDA

MODULE CODE: **LSA SOA3 M10 0322**

NOMINAL DURATION: **50hrs**

**MODULE DESCRIPTION:** This module covers the knowledge, skills and attitude required by a worker to prevent and eliminate MUDA wastes in his/hers workplace by applying scientific problem-solving techniques and tools to enhance quality, productivity and other kaizen elements on continual basis. it covers responsibility for the day-to-day operation of the work and ensures kaizen elements are continuously improved and institutionalized.

### LEARNING OUTCOMES

At the end of the module the trainee will be able to:

- LO1.** Prepare for Work.
- LO2.** Identify MUDA and Problem
- LO3.** Analyze Causes of a Problem
- LO4.** Eliminate MUDA and Assess Effectiveness of the Solution.
- LO5.** Prevent Occurrence of Wastes and Sustain Operation

### MODULE CONTENTS:

#### **LO1. . Prepare For Work.(5hrs)**

- 1.1. Using work instructions
  - 1.1.1 Determining job requirements
- 1.2. Reading and interpreting job specifications
- 1.3. Observing OHS requirements
- 1.4. Selecting materials
- 1.5. Identifying and checking safety equipment and tools

#### **LO2. Identify MUDA And Problem(12hrs)**

- 2.1. Identifying problems
- 2.2 Preparing and implementing plan of MUDA
  - 2.2.1 7 types of MUDA
- 2.3. Discussing causes and effects of MUDA
  - 2.3.1 Using Statistical Tools and Techniques
- 2.4. Listing problem relating kaizen elements
- 2.5. Using tools and techniques
- 2.6. Identifying and measuring wastes/MUDA

2.7. Reporting identified and measured wastes

**LO3. Analyze Causes of a Problem(5 hrs.)**

- 3.1. Listing causes of a problem
- 3.2. Identifying causes of a problem
- 3.3. Analyzing cause relationships using 4M1E
- 3.4. Selecting the root cause
- 3.5. Listing ways of eliminating root causes
  - 3.5.1 Using Creative Idea Generation
- 3.6. Testing and evaluating solutions
- 3.7. preparing detailed summaries of the action plan

**LO4. Eliminate MUDA and Assess Effectiveness of the Solution.(7hrs)**

- 4.1. Planning and implementing plan of MUDA elimination
- 4.2. Adopting attitude and the Ten basic principles
- 4.3. Using tools and techniques
- 4.4. Reducing and Eliminating wastes/MUDA
- 4.5. Identifying tangible and intangible results
- 4.6. Comparing tangible results with targets
  - 4.6.1 Using Various Types of Diagrams.
- 4.7. Reporting improvements
  - 4.7.1 Methods of Recommending improvements

**LO5. Prevent Occurrence of Wastes and Sustain Operation(9hrs)**

- 5.1. Preparing and implementing plan of MUDA prevention
  - 5.1 1 Using Visual And Auditory Control Methods.
- 5.2. Discussing and preparing standards
  - 5.2.1 Defining normal and abnormal conditions,
  - 5.2.2 Defining clerical procedures and procurements
- 5.3. Creating waste free workplace
  - 5.3.1 Using 5W and 1H sheet
- 5.5. Completing required operation
- 5.6. Facilitating update of standards, procedures and practices
- 5.7. Ensuring the capability of the work team
  - 5.7.1 Training the new standard operating procedures

<b>Learning Methods:</b>				
<b>For none impaired trainees</b>	<b>Reasonable Adjustment for Trainees with Disability (TWD)</b>			
	<b>Low Vision</b>	<b>Deaf</b>	<b>Hard of hearing</b>	<b>Physical impairment</b>
<b>Lecture-discussion</b>	<ul style="list-style-type: none"> <li>❖ Provide large print text</li> <li>❖ Prepare the lecture in <b>Audio/video</b></li> <li>❖ Organize the class room seating arrangement to be accessible to trainees</li> <li>❖ Write short notes on the black/white board using large text</li> <li>❖ Make sure the luminosity of the light of class room is kept</li> <li>❖ Use normal tone of voice</li> <li>❖ Encourage trainees to record the lecture in audio format</li> <li>❖ Provide Orientation on the physical feature of the work shop</li> <li>❖ Summarize main points</li> </ul>	<ul style="list-style-type: none"> <li>❖ Assign sign language interpreter</li> <li>❖ Arrange the class room seating to be conducive for eye to eye contact</li> <li>❖ Make sure the luminosity of the light of class room is kept</li> <li>❖ Introduce new and relevant vocabularies</li> <li>❖ Use short and clear sentences</li> <li>❖ Give emphasis on visual lecture and ensure the attention of the trainees</li> <li>❖ Avoid movement during lecture time</li> <li>❖ Present the lecture in video format</li> <li>❖ Summarize main points</li> </ul>	<ul style="list-style-type: none"> <li>❖ Organize the class room seating arrangement to be accessible to trainees</li> <li>❖ Speak loudly</li> <li>❖ Ensure the attention of the trainees</li> <li>❖ Present the lecture in video format</li> <li>❖ Ensure the attention of the trainees</li> </ul>	<ul style="list-style-type: none"> <li>❖ Organize the class room seating arrangement to be accessible for wheelchairs users.</li> <li>❖ Facilitate and support the trainees who have severe impairments on their upper limbs to take note</li> <li>❖ Provide Orientation on the physical feature of the work shop</li> </ul>
<b>Demonstration</b>	<ul style="list-style-type: none"> <li>❖ Conduct close follow up</li> <li>❖ Use verbal description</li> <li>❖ Provide special attention in the process of guidance</li> <li>❖ facilitate the support of peer trainees</li> <li>❖ Prepare &amp; use simulation</li> </ul>	<ul style="list-style-type: none"> <li>❖ use Sign language interpreter</li> <li>❖ Use video recorded material</li> <li>❖ Ensure attention of the trainees</li> <li>❖ Provide structured training</li> <li>❖ Show clear and short method</li> <li>❖ Use gesture</li> <li>❖ Provide tutorial support (if necessary)</li> </ul>	<ul style="list-style-type: none"> <li>❖ Illustrate in clear &amp; short method</li> <li>❖ Use Video recorded material</li> <li>❖ Ensure the attention of the trainees</li> <li>❖ Provide tutorial support (if necessary)</li> </ul>	<ul style="list-style-type: none"> <li>❖ Facilitate and support the trainees having severe upper limbs impairment to operate equipments/ machines</li> <li>❖ Assign peer trainees to assist</li> <li>❖ Conduct close follow up</li> <li>❖ Provide tutorial support (if necessary)</li> </ul>

<p><b>Group discussion</b></p>	<ul style="list-style-type: none"> <li>❖ Facilitate the integration of trainees with group members</li> <li>❖ Conduct close follow up</li> <li>❖ Introduce the trainees with other group member</li> <li>❖ Brief the thematic issues of the work</li> </ul>	<ul style="list-style-type: none"> <li>❖ Use sign language interpreters</li> <li>❖ Facilitate the integration of trainees with group members</li> <li>❖ Conduct close follow up</li> <li>❖ Introduce the trainees with other group member</li> </ul>	<ul style="list-style-type: none"> <li>❖ Facilitate the integration of trainees with group members</li> <li>❖ Conduct close follow up</li> <li>❖ Introduce the trainees with other group member</li> <li>❖ Inform the group members to speak loudly</li> </ul>	<ul style="list-style-type: none"> <li>❖ Introduce the trainees with their peers</li> </ul>
<p><b>Exercise</b></p>	<ul style="list-style-type: none"> <li>❖ Conduct close follow up and guidance</li> <li>❖ Provide tutorial support if necessary</li> <li>❖ provide special attention in the process</li> </ul>	<ul style="list-style-type: none"> <li>❖ Conduct close follow up and guidance</li> <li>❖ Provide tutorial support if necessary</li> <li>❖ provide special attention in the process/practical training</li> <li>❖ Introduce new and relevant vocabularies</li> </ul>	<ul style="list-style-type: none"> <li>❖ Conduct close follow up and guidance</li> <li>❖ Provide tutorial support if necessary</li> <li>❖ provide special attention in the process/ practical training</li> </ul>	<ul style="list-style-type: none"> <li>❖ Assign peer trainees</li> <li>❖ Use additional nominal hours if necessary</li> </ul>
<p><b>Individual assignment</b></p>	<ul style="list-style-type: none"> <li>❖ prepare the assignment questions in large text</li> <li>❖ Encourage the trainees to prepare and submit the assignment in large texts</li> <li>❖ Make available recorded assignment questions</li> <li>❖ Facilitate the trainees to prepare and submit the assignment in soft or hard copy</li> </ul>	<ul style="list-style-type: none"> <li>❖ Use sign language interpreter</li> <li>❖ Provide briefing /orientation on the assignment</li> <li>❖ Provide visual recorded material</li> </ul>	<ul style="list-style-type: none"> <li>❖ Provide briefing /orientation on the assignment</li> <li>❖ Provide visual recorded material</li> </ul>	

<b>Role Play</b>	<ul style="list-style-type: none"> <li>❖ Provide special attention in the process of the role play</li> </ul>	<ul style="list-style-type: none"> <li>❖ Assign sign language interpreter</li> <li>❖ Arrange the class room seating to be conducive for eye to eye contact</li> <li>❖ Use gestures</li> </ul>	<ul style="list-style-type: none"> <li>❖ Assign sign language interpreter</li> <li>❖ Speak loudly</li> <li>❖ Use gestures</li> <li>❖ Arrange the class room seating to be conducive for eye to eye contact</li> </ul>	<ul style="list-style-type: none"> <li>❖ Assign peer trainees</li> <li>❖ Organize the class room seating arrangement to be accessible for wheelchairs users.</li> </ul>
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**ASSESSMENT METHODS:**

<b>Interview</b>		<ul style="list-style-type: none"> <li>❖ Use sign language interpreter</li> <li>❖ Ensure or conform whether the proper communication was conducted with the trainee through the service of the sign language interpreter</li> <li>❖ Use short and clear questioning</li> <li>❖ Time extension</li> </ul>	<ul style="list-style-type: none"> <li>❖ Speak loudly</li> <li>❖ Using sign language interpreter if necessary</li> </ul>	<ul style="list-style-type: none"> <li>❖ Use written response as an option for the trainees having speech challenges</li> </ul>
<b>Written test</b>	<ul style="list-style-type: none"> <li>❖ Prepare the exam in large texts</li> <li>❖ Use interview as an option if necessary</li> <li>❖ Prepare the exam in audio format</li> <li>❖ Assign human reader (if necessary)</li> <li>❖ Time extension</li> </ul>	<ul style="list-style-type: none"> <li>❖ Prepare the exam using short sentences, multiple choices, True or False, matching and short answers</li> <li>❖ Avoid essay writing</li> <li>❖ Time extension</li> </ul>	<ul style="list-style-type: none"> <li>❖ Prepare the exam using short sentences, multiple choices, true or false, matching and short answers if necessary.</li> </ul>	<ul style="list-style-type: none"> <li>❖ Use oral response as an option to give answer for trainees having severe upper limb impairment</li> <li>❖ Time extension for trainees having severe upper limb impairment</li> </ul>
<b>Demonstration/Observation</b>	<ul style="list-style-type: none"> <li>❖ Brief the instruction or provide them in large text</li> <li>❖ Time extension</li> </ul>	<ul style="list-style-type: none"> <li>❖ Use sign language interpreter</li> <li>❖ Brief on the instruction of the exam</li> <li>❖ Provide activity-based/practical assessment method</li> <li>❖ Time extension</li> </ul>	<ul style="list-style-type: none"> <li>❖ Provide activity based assessment</li> <li>❖ Brief on the instruction of the exam</li> <li>❖ Use loud voice</li> <li>❖ Time extension</li> </ul>	<ul style="list-style-type: none"> <li>❖ Provide activity based assessment</li> <li>❖ Conduct close follow up</li> <li>❖ Time extension</li> </ul>



## ASSESSMENT CRITERIA:

### LO.1 Prepare For Work.

- Work Instructions Are Used To Determine Job Requirements, Including Method, Material And Equipment.
- Job Specifications Are Read And Interpreted Following Working Manual.
- **OH's Requirements**, Including Dust and Fume Collection, Breathing Apparatus and Eye and Ear Personal Protection Needs Are Observed throughout the Work.
- Appropriate Material Is Selected For Work.
- **Safety Equipment and Tools** Are Identified and Checked For Safe and Effective Operation.

### LO.2 Identify MUDA And Problem

- Plan Of MUDA And Problem Identification Is Prepared And Implemented.
- Causes And Effects Of MUDA Are Discussed.
- All Possible Problems Related To The Process /Kaizen Elements Are Listed Using **Statistical Tools And Techniques**.
- All Possible Problems Related To Kaizen Elements Are Identified And Listed On Visual Management Board/Kaizen Board.
- **Tools And Techniques** Are Used To Draw And Analyze Current Situation Of The Work Place.
- Wastes/ MUDA Are Identified And Measured Based On **Relevant Procedures**.
- Identified And Measured Wastes Are Reported To Relevant Personnel.

### LO3. Analyze Causes Of A Problem

- All Possible Causes Of A Problem Are Listed.
- Cause Relationships Are Analyzed Using **4m1e**.
- Causes Of The Problems Are Identified.
- The Root Cause Which Is Most Directly Related To The Problem Is Selected.
- All Possible Ways Are Listed Using **Creative Idea Generation** To Eliminate The Most Critical Root Cause.
- The Suggested Solutions Are Carefully Tested And Evaluated For Potential Complications.
- Detailed Summaries Of The Action Plan Are Prepared To Implement The Suggested Solution.

#### **LO4. Eliminate MUDA And Assess Effectiveness Of The Solution.**

- Plan Of MUDA Elimination Is Prepared And Implemented By **Medium KPT** Members.
- Necessary Attitude And The **Ten Basic Principles** For Improvement Are Adopted To Eliminate Waste/ MUDA
- Tools And Techniques Are Used to Eliminate Wastes/ MUDA Based on the Procedures and OH's.
- Wastes/ MUDA Are Reduced and Eliminated In Accordance With OH's And Organizational Requirements.
- **Tangible and Intangible Results** Are Identified.
- Tangible Results Are Compared With Targets Using **Various Types Of Diagrams**.
- Improvements Gained By Elimination Of Waste/ MUDA Are Reported To Relevant Bodies.

#### **LO5. Prevent Occurrence of Wastes and Sustain Operation**

- Plan Of MUDA Prevention Is Prepared And Implemented.
- Standards Required For Machines, Operations, Defining Normal And Abnormal Conditions, Clerical Procedures And Procurement Are Discussed And Prepared.
- Occurrences Of Wastes/MUDA Are Prevented By Using **Visual And Auditory Control Methods**.
- Waste-Free Workplace Is Created Using **5w and 1hsheet**.
- The Completion Of Required Operation Is Done In Accordance With Standard Procedures And Practices.
- The Updating Of Standard Procedures And Practices Is Facilitated.
- The Capability Of The Work Team That Aligns With The Requirements Of The Procedure Is Ensured And Trained On The New **Standard Operating Procedures (Sops)**.

## Annex: Resource Requirements

<b>LSA SOA3 M10 0322 Prevent And Eliminate MUDA</b>				
<b>Item No.</b>	<b>Category/Item</b>	<b>Description/ Specifications</b>	<b>Quantity</b>	<b>Recommended Ratio (Item: Trainee)</b>
<b>A. Learning Materials</b>				
1.	TTLM	TTLM prepared by the trainer	25	1:1
2.	Reference Books			
2.1	KAIZEN	by Masaaki Imai 1986	5	1:5
2.2	The lean manufacturing pocket handbook	by Kenneth W. Dalley	5	1:5
<b>B. Learning Facilities &amp; Infrastructure</b>				
1	Lecture room	6mx7m	1	1:25
2.	Simulation room/Model office	4mx5m	1	1:25
3	Library			Common for all
4.	Internet access			
5.	Telephone access	Fixed/wireless		1:25
<b>C. Consumable Materials</b>				
1.	Microsoft Office Software package	2010-2016	5	1:5
2	Amharic Software.	2010 and above	5	1:5
3	Envelops	different size	25	1:1
4	Labels	different size	25	1:1
5	Color papers	A4	1doz	1:25
6	Printing Paper /white/	A4	1pack	1;25
7	Toner	Depend on the printer	1pcs	1:25
8	Transparency Paper	A4	2doz	1:1
9	Plastic binding ring	Different size	2doz	1:1
10	Back cover hard paper	A4	2doz	1:1
11	Keyboard Mavis Computer training Software	Mavis Beacon	5	1:5
12	Fastener		25	1:1
13	Agraf		1pcs	1:1
14	Pin		1pcs	1:1
15	Staples		3pcs	1:1
16	Marker /white board		1pcs	1:5

17	Marker/permanent		1pcs	1:5
18	White board Duster		2pcs	
19	Flip chart		2pcs	1:1
20.	Air freshener		3pic	
<b>D.</b>	<b>Tools and Equipment</b>			
1.	Desktop computer	Dell 7010	26	1:1
2.	Computer desk		26	1:1
3.	Computer table		26	1:1
4	Lap top computer		5	
5	Security camera	CCTV camera	1	1:25
6	File cabinet	Wooden with 4 drawers	1	1:25
7	LCD projector	Epson	1	1:25
8	Paper tray	Mica Made	1	1:25
9	Hard File	Kent	5	1:5
10	Fax machine	HP	1	1:25
11	Printer	HP	1	1:25
12	Divider	Power king	10	1:3
13	USB Cable		5	1:5
14	Flash disk	T-max 64Gb	5	
15	Photocopier	Canon /	1	1:25
16	Scanner	HP	1	1:25
17.	Binding machine		1	1:25
18	Stapler		2	2:25
19	Puncher		1	1:25
20	Laminating machine		1	1:25
21	Shredder		1	1:25
22	Antiglare /computer screen glass/		26	1:1
23	Scientific Calculator		5	
24	Dictation Machine		1	1:25
25	Answering Machine		1	1:25

## Acknowledgements

The **Ministry of Labor and Skills** wishes to thank and appreciation for the trainers who donated their effort and time to develop this outcome based curriculum for the TVET **Program Secretarial and Office Administration Level III**.

We also thank all regional Labor and Skill/TVET Bureaus, Ministry of labor and skills coordinators, all instructors who developed this curriculum for active facilitation of this curriculum development.

### The Trainers Who Developed the Curriculum

No	Name	Qualification	Educational background	Region	College	Mobile number	E-mail
1	Instructor Engida Eshete	MA	Business Education focus on secretarial and Marketing Management	Sidama	Hawassa Tegbareid	0916136741	engdaeshete@gmail.com
2	Instructor Birhanu Hailu	BED	Business Education specialized in office administration and office technology	Oromia	Nekemite TVET college	0917854441	
3	Instructor Gosahun Tadesse	MBA	Bued secretarial science and office management MBA Logistic and supply management	Oromia	Bishoftu Polytechnic college	0962040387	gossataddesse@gmail.com
4	Instructor Ansha Nurie	MBA	Bed business education focus on secretarial science and MBA in information system management	AA	Misrak Poytechnic college	0911963827	anshanurie@gmail.com
5	Instructor Gizework Aniley	MA	Bsc in Business Education focus on office administration and technology MA in organizational leadership	Sidama	Hawassa Polytechnic	0911332762	gizityaniley@gmail.com

**Curriculum Developing Team, March 2014 (Version I): Bishoftu, Ethiopia**

