

# Secretarial and Office Administration LEVEL – IV



**TVET CURRICULUM (Inclusive)**  
**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 IV**.

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

## TVET-Program Design

### 1.1. TVET-Program Title: Secretarial and Office Administration Level IV

### 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: Coordinate Management Information System, Design and Produce Complex Business Documents, Organize meetings, Perform office management systems, Conduct e-commerce, Coordinate implementation of organizational Customer Service, Monitor implementation of operational plan, Organize & monitor the operation of compliance management system, and Apply risk management processes 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 SOA4 01 1221** Coordinate Management Information System

**LSA SOA4 02 1221** Design and Produce Complex Business Documents

**LSA SOA4 03 1221** Organize meetings

**LSA SOA4 04 1221** Perform office management systems

**LSA SOA4 05 1221** Conduct e-commerce

**LSA SOA4 06 1221** Coordinate implementation of organizational Customer Service

**LSA SOA4 07 1221** Monitor implementation of operational plan

**LSA SOA4 08 1221** Organizee & monitor the operation of compliance management system

**LSA SOA4 09 1221** Apply risk management processes

### 1.4. Duration of the TVET-Program

The Program will have duration of **660 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.	Coordinate Management Information System	20	14	16	50	
2.	Design and Produce Complex Business Documents	60	100	40	200	
3.	Organize meetings	21	33	16	70	
4.	Perform office management systems	25	23	12	60	
5.	Conduct e-commerce	24	32	24	80	
6.	Coordinate implementation of organizational Customer Service	15	19	16	50	
7.	Monitor implementation of operational plan	22	16	12	50	
8.	Organize & monitor the operation of compliance management system	12	16	12	40	
9.	Apply risk management processes	30	18	12	60	
<b>Total hours</b>		<b>229</b>	<b>271</b>	<b>160</b>	<b>660</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 IV**.

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 Hrs.)
<b><u>LSA SOA4 01 1221</u></b>	Coordinate Management Information System	<b><u>LSA SOA4 M01 0322</u></b>	Coordinating Management Information System	<ul style="list-style-type: none"> <li>Organize learning to use information management system</li> <li>Manage use of information or knowledge management system</li> <li>Review use of information or knowledge management system</li> </ul>	<b>50</b>
<b><u>LSA SOA4 02 1221</u></b>	Design and Produce Complex Business Documents	<b><u>LSA SOA4 M02 0322</u></b>	Designing and Producing Complex Business Documents	<ul style="list-style-type: none"> <li>Plan and design documents</li> <li>Draft text</li> <li>Prepare final text</li> <li>Produce document</li> </ul>	<b>200</b>
<b><u>LSA SOA4 03 1221</u></b>	Organize Meetings	<b><u>LSA SOA4 M03 0322</u></b>	Organizing Meetings	<ul style="list-style-type: none"> <li>Make meeting arrangements</li> <li>Prepare documentation for meetings</li> <li>Record and produce minutes of meeting</li> </ul>	<b>70</b>
<b><u>LSA SOA4 04 1221</u></b>	Perform Office Management Systems	<b><u>LSA SOA M04 0322</u></b>	Performing Office Management Systems	<ul style="list-style-type: none"> <li>Determine functions of office</li> <li>Identify function of office manager</li> <li>Need for office layout</li> <li>Determine office Correspondence</li> </ul>	<b>60</b>
<b><u>LSA SOA4 051221</u></b>	Conduct E-Commerce	<b><u>LSA SOA4 M05 0322</u></b>	Conducting E-Commerce	<ul style="list-style-type: none"> <li>Meaning, nature, concepts, and reasons for transacting online</li> <li>Types of E-Commerce.</li> <li>Technologies used in E-commerce</li> <li>E- payments system</li> <li>Online business transactions</li> </ul>	<b>80</b>

<b><u>LSA SOA4 061221</u></b>	Coordinate Implementation of Organizational Customer Service	<b><u>LSA SOA4 M06 0322</u></b>	Coordinating Implementation of Organizational Customer Service	<ul style="list-style-type: none"> <li>Advise on customer service needs</li> <li>Support implementation of Organizational customer service</li> <li>Evaluate and report on customer service</li> </ul>	<b>50</b>
<b><u>LSA SOA4 071221</u></b>	Monitor Implementation of Operational Work Plan	<b><u>LSA SOA4 M07 0322</u></b>	Monitoring Implementation of Operational Work Plan	<ul style="list-style-type: none"> <li>Plan and organise workflow</li> <li>Implement operational plan</li> <li>Monitor and improve workplace operations</li> <li>Maintain workplace records</li> <li>Solve problems and make decisions</li> </ul>	<b>50</b>
<b><u>LSA SOA4 081221</u></b>	Organize and Monitor the Operation of Compliance Management System	<b><u>LSA SOA4 M08 0322</u></b>	Organizing and Monitoring the Operation of Compliance Management System	<ul style="list-style-type: none"> <li>Identify compliance roles and responsibilities</li> <li>Organize the operation of the compliance program/management system</li> <li>Monitor the operation of the compliance program/management system</li> <li>Document the operation and monitoring of the compliance program/management system</li> </ul>	<b>40</b>
<b><u>LSA SOA4 091221</u></b>	Apply Risk Management Processes	<b><u>LSA SOA4 M09 0322</u></b>	Applying Risk Management Processes	<ul style="list-style-type: none"> <li>Identify risks</li> <li>Analyze and evaluate risks</li> <li>Treat risks</li> <li>Monitor and review effectiveness of risk treatment/s</li> </ul>	<b>60</b>
<b>In Institution Training</b>					<b>500</b>
<b>Cooperative Training (two weeks)</b>					<b>160</b>
<b>Total Training Hours</b>					<b>660</b>

\*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.



<b>LEARNING MODULE 01</b>	
TVET-PROGRAMME TITLE: <b>Secretarial and Office Administration Level IV</b>	
MODULE TITLE: <b>Coordinating Management Information System</b>	
MODULE CODE: <b>LSA SOA4 M01 0322</b>	
NOMINAL DURATION: <b>50 Hours</b>	
<b>MODULE DESCRIPTION:</b> This module describes the performance outcomes, skills and knowledge required to organize learning to use an information management system and to manage the use of the system	
<b>LEARNING OUTCOMES</b> At the end of the module the trainee will be able to: <b>LO1.</b> Organize learning to use information management system <b>LO2.</b> Manage use of information or knowledge management system <b>LO3.</b> Review use of information or knowledge management system	
<b>MODULE CONTENTS:</b> <b>LO1. Organize learning to use information management system (12hrs)</b> 1.1 Identifying Learning needs of <i>personnel</i> and <i>stakeholders</i> 1.1.1 Using Information or Knowledge management systems 1.2 Identifying and securing resources 1.3 Organizing and facilitating learning activities 1.4 Promoting and supporting use of the system 1.5 Monitoring and documenting learning activities <b>LO2. Manage use of information or knowledge management system(12hrs)</b> 2.1 Ensuring implementation of policies & procedures 2.1.1 Monitoring compliance, effectiveness and efficiency 2.1.2 Sharing or disposing of knowledge 2.2 Addressing issues and problems 2.3 Monitoring Integration and alignment with data and information systems 2.4 Collecting Information on achievement of <i>performance measures</i> 2.5 Managing Contingencies <b>LO3. Review use of information or knowledge management system (10hrs)</b> 3.1 Analyzing system and report on strengths and limitations	

3.1.1 Applying SWOT and PESTLE analysis

3.1.2 Commercial confidentiality

3.2 Reviewing business and operational plan

3.3 Making recommendations for improvement

<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> </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>
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		❖ Time extension		
<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. Organize learning to use information management system**

- Learning needs of *relevant personnel* and *stakeholders* for input into, and use of, *an information management systems* are identified
- Human, financial and physical resources required for *learning activities* to use an information or knowledge management system identified and secured
- Learning activities Organized and facilitated
- Use of the system throughout the organization is promoted and supported
- Effectiveness of learning activities are monitored and documented

**LO2. Manage use of information or knowledge management system**

- Implementation of *policies and procedures for the information management system* are monitored for compliance, effectiveness and efficiency is ensured
- Implementation issues and problems as they arise Addressed
- Integration and alignment with data and information systems are monitored
- Information on achievement of *performance measures are* collected
- Contingencies such as system failure or technical difficulties by accessing technical specialist help as required managed

**LO3. Review use of information or knowledge management system**

- Effectiveness of system and report on strengths and limitations of the system are analyzed
- Business and operational plan and determine how effectively the system is contributing to intended outcomes are reviewed
- Recommendations for improvement to system, policy or work practices Made

## Annex: Resource Requirements

<b>LSA SOA4 M01 0322 Coordinate Management Information 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.</b>	<b><i>Learning Materials</i></b>			
1.	TTLM	TTLM prepared by the trainer	25	1:1
2.	Reference Books			
2.1	Management information system: managing the digital firm, published 1991	by Gane, Laudon, Kenneth C. Laudon	5	1:5
<b>B.</b>	<b><i>Learning Facilities &amp; Infrastructure</i></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><i>Consumable Materials</i></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 IV</b>	
MODULE TITLE: <b>Designing and Producing Complex Business Documents</b>	
MODULE CODE: <b>LSA SOA4 M02 0322</b>	
NOMINAL DURATION: <b>200hrs</b>	
<b>MODULE DESCRIPTION:</b> This module describes the performance outcomes, skills and knowledge required to plan documents, draft text, prepare, design and produce complex business documents.	
<p><b>LEARNING OUTCOMES</b> At the end of the module the trainee will be able to:</p> <p>LO1. Plan and design documents LO2. Draft text LO3. Prepare final text LO4. Produce document</p>	
<p><b>LEARNING CONTENTS:</b></p> <p><b>LO1. Plan and design documents(20hrs)</b></p> <p>1.1.Determining the purposes and objective of documents 1.2.Choosing formats for documents 1.3.Establishing means of communication 1.4.Determining the requirements of documents 1.5.Determining categories and logical sequences of data, information and knowledge 1.6.Developing overview of structure and content of documents</p> <p><b>LO2. Draft text(40hrs)</b></p> <p>2.1. Reviewing structure and content 2.2. Summarizing and interpreting data 2.3. applying graphics 2.4. Identifying gaps 2.5. Drafting text 2.6. Using appropriate language.</p> <p><b>LO3. Prepare final text(50hrs)</b></p> <p>3.1.Reviewing draft text</p>	

3.2. Editing document

3.3. Processing text amendments

3.4. Approving draft text

**LO4. Produce document (50hrs)**

4.1. Choosing basic design elements

4.2. Using word processing software

4.3. Checking production of 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>	
<b>Project work</b>	At the end of completion of practical works there should be project work that helps them to summarize their activities.	At the end of completion of practical works there should be project work that helps them to summarize their activities.	At the end of completion of practical works there should be project work that helps them to summarize their activities.	At the end of completion of practical works there should be project work that helps them to summarize their activities.

**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. Plan and design documents

- The *purposes* of documents are determined
- *Appropriate formats* for documents are chosen
- *Means of communication are established*
- The *requirements of documents* are determined
- *Categories and logical sequences of data, information and knowledge* to achieve document objectives are determined
- Overview of structure and content of documents are developed

### LO2. Draft text

- Organize available data, information and knowledge according to proposed structure and content is reviewed
- Ensure data, information and knowledge is aggregated, interpreted and summarized to prepare text that satisfies document purposes and objectives
- Include graphics as appropriated
- Gaps in required data and information, are identified and collected additional material from *relevant personnel*
- Text according to document requirements are drafted
- Language appropriate to the audience is used.

### LO3. Prepare final text

- Review draft text to ensure document objectives are achieved and requirements are met
- Check grammar, spelling and style for accuracy and punctuation
- Ensure draft text is approved by *relevant* enterprise personnel
- Process text amendments as required

### LO4. Produce document

- Basic *design elements* for documents appropriate to audience and purpose are chosen
- Word processing software to apply basic design elements to text are used
- Check documents to ensure all requirements are met

## Annex: Resource Requirements

<b>LSA SOA4 M02 0322 Design And Produce Complex Business Documents</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	Document design: a guide for technical communicator	by Miles A. Kimball	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 03</b>	
TVET-PROGRAMME TITLE: <b>Secretarial and Office Administration Level IV</b>	
MODULE TITLE: <b>Organizing Meetings</b>	
MODULE CODE: <b>LSA SOA4 M03 1221</b>	
NOMINAL DURATION: <b>70hrs</b>	
<b>MODULE DESCRIPTION:</b> This module describes the performance outcomes, skills and knowledge required to organize meetings including making arrangements, liaising with participants, and developing and distributing meeting related documentation.	
<p><b>LEARNING OUTCOMES</b></p> <p>At the end of the module the trainee will be able to:</p> <p><b>LO1.</b> Make meeting arrangements</p> <p><b>LO2.</b> Prepare documentation for meetings</p> <p><b>LO3.</b> Record and produce minutes of meeting</p>	
<p><b>MODULE CONTENTS:</b></p> <p><b>LO1. Make meeting arrangements(10hrs)</b></p> <ol style="list-style-type: none"> <li>1.1. Identifying Type of meeting and its purpose</li> <li>1.2. Identifying and complying legal or ethical requirements</li> <li>1.3. Identifying Requirements of meeting and participants</li> <li>1.4. Making Meeting arrangements</li> <li>1.5. Advising Participants of meeting details</li> </ol> <p><b>LO2. Prepare documentation for meetings (25hrs)</b></p> <ol style="list-style-type: none"> <li>2.1. Preparing Notice of meeting, agenda and meeting papers               <ol style="list-style-type: none"> <li>2.1.1 Using formats for agendas and minutes</li> </ol> </li> <li>2.2. Checking Documentation</li> <li>2.3. Distributing Documentation</li> <li>2.4. Preparing Spare sets of documents</li> </ol> <p><b>LO3. Record and produce minutes of meeting(19hrs)</b></p> <ol style="list-style-type: none"> <li>3.1. Taking notes</li> <li>3.2. Producing minutes</li> <li>3.3. Checking minutes for approval</li> <li>3.4. Snatching Copies of minutes</li> </ol>	

<b>Learning Methods:</b>				
For none impaired trainees	<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 equipment/ machines</li> <li>❖ Assign peer trainees to assist</li> <li>❖ Conduct close follow up</li> <li>❖ Provide tutorial support (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:

### LO1. Make meeting arrangements

- *Type of meeting* and its purpose are Identified
- Any *legal or ethical requirements* are identified and complied
- *Requirements of meeting* and participants Identified
- Meeting *arrangements* in accordance with requirements of meeting is made
- Participants of meeting details are advised

### LO2. Prepare documentation for meetings

- Notice of meeting, *agenda* and meeting *papers* in accordance with meeting requirements are prepared
- Documentation for accuracy and correct any errors is checked
- Documentation to participants within designated time lines is distributed
- Spare sets of documents are prepared

### LO3. Record and produce minutes of meeting

- *Notes* with the required speed and accuracy to ensure an accurate record of the meeting are taken
- *Minutes* that reflect a true and accurate account of the meeting are produced
- Minutes for accuracy and submit for approval by the nominated person is checked
- Copies of minutes within designated time lines are snatched

## Annex: Resource Requirements

<b>LSA SOA4 M03 0322 Organize Meeting</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	How to run a meeting,	by Antony Jay 1976(magazine)	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 04</b>	
TVET-PROGRAMME TITLE: <b>Secretarial and Office Administration Level IV</b>	
MODULE TITLE: <b>Performing Office Management Systems</b>	
MODULE CODE: <b>LSA SOA4 M04 0322</b>	
NOMINAL DURATION: <b>60hrs</b>	
<b>MODULE DESCRIPTION:</b> This module describes the performance outcomes, skills, knowledge and attitude required to determine functions of office, its importance, layout, correspondence and report Writing properly.	
<p><b>LEARNING OUTCOMES</b></p> <p>At the end of the module the trainee will be able to:</p> <p><b>LO1.</b> Determine functions of office</p> <p><b>LO2.</b> Identify function of office manger</p> <p><b>LO3.</b> Need for office layout</p> <p><b>LO4:</b> Determine office Correspondence</p>	
<p><b>MODULE CONTENTS:</b></p> <p><b>LO1. Determine functions of office (14hrs)</b></p> <p>1.1. Determining and arranging Office functions</p> <p>1.2. Providing resources</p> <p>1.3. Ensuring Efficiency of resources</p> <p>1.4. Presenting Recommendations on resource requirements</p> <p>1.5 Collecting and supplying office Information.</p> <p><b>LO2. Identify function of office manager(12hrs)</b></p> <p>2.1. Identifying the roles and responsibilities of office managers</p> <p>2.2. Checking Resources to ensure quality and quantity service delivery</p> <p>2.3. Allocating Resources</p> <p>2.4. Conducting Consultation on allocation of resources</p> <p><b>LO3. Need for office layout(12hrs)</b></p> <p>3.1. Achieving ergonomic requirements</p> <p>3.2. Using Objective of effective space utilization</p> <p>3.3 Providing comfortable work environment</p> <p><b>LO4: Determine office Correspondence(10hrs)</b></p>	

- 4.1 Identifying office Correspondences
- 4.2 Involving Production or drafting of correspondence
- 4.3 Organizing principles of drafting and maintenance
- 4.4 Drafting correspondences to improve the goodwill



<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 equipment/ 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>	
<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</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>

		<p>trainee through the service of the sign language interpreter</p> <ul style="list-style-type: none"> <li>❖ Use short and clear questioning</li> <li>❖ Time extension</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. Determine functions of office

- *Office functions* are arranged in accordance with *organizational requirements* are determined
- Appropriate resources used to conduct *office activities* are Provided
- Efficiency of *available resources* are ensured
- Recommendations on resource requirements in the required format, style and structure using relevant *business equipment and technology* are presented
- Office is primarily concerned with collection and supply of Information.

### LO2. Identify function of office manger

- The *roles and responsibilities* of office managers are identified
- Resources used to ensure quality and quantity, in line with service delivery are checked
- *Resources* promptly to enable achievement of workgroup objectives are allocated
- Consultation with individuals and teams on allocation of resources is participative and is conducted using *appropriate interpersonal skills* are ensured

### LO3. Need for office layout

- The *main principle* behind the office layout design should be such that it occupies the available space in an economical way so that the aim and objectives of the organization is achieved
- workspace, furniture and equipment to suit user *ergonomic requirements* are adjusted
- *Objectives* to ensure proper utilization of space so that the spaces provided are effectively used.
- To be able to provide a comfortable work environment which brings Satisfied.

### LO4: Determine office Correspondence

- *Correspondences* that uses in the offices are identified.
- Production or drafting of correspondence and dispatch the same to the parties are involved
- Principles of drafting and maintenance of office correspondence is organized.
- Correspondence improves the *goodwill* of the organizations are drafted.

## Annex: Resource Requirements

<b>LSA SOA4 M04 0322 Perform Office Management 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.</b>	<b>Learning Materials</b>			
1.	TTLM	TTLM prepared by the trainer	25	1:1
2.	Reference Books			
2.1	Office management paper Paperback 1 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 05</b>	
TVET-PROGRAMME TITLE: <b>Secretarial and Office Administration Level IV</b>	
MODULE TITLE: <b>Conducting E-Commerce</b>	
MODULE CODE: <b>LSA SOA4 M05 0322</b>	
NOMINAL DURATION: <b>80hrs</b>	
<b>MODULE DESCRIPTION:</b> This module describes the skills, knowledge and attitude required too familiar with mechanism for conducting business transactions through electronic means	
<p><b>LEARNING OUTCOMES</b></p> <p>At the end of the module the trainee will be able to:</p> <p><b>LO1.</b> Meaning, nature, concepts, and reasons for transacting online</p> <p><b>LO2.</b> Types of E-Commerce.</p> <p><b>LO3.</b> Technologies used in E-commerce</p> <p><b>LO4:</b> E- payments system</p> <p><b>LO5:</b> Online business transactions</p>	
<p><b>MODULE CONTENTS:</b></p> <p><b>LO1. Meaning, nature, concepts, and reasons for transacting online(10hrs)</b></p> <p>1.1 Defining the meaning of E-Commerce</p> <p>1.2 Defining concepts, and reasons for transacting online</p> <p><b>LO2. Types of E-Commerce.(10hrs)</b></p> <p>2.1 Classifying E-Commerce</p> <p>2.2 Conducting consumers E-commerce</p> <p><b>LO3. Technologies used in E-commerce(12hrs)</b></p> <p>3.1 Identifying Technologies used in E-commerce</p> <p>3.2 Managing Electronic commerce</p> <p>3.3 Satisfying E-commerce link</p> <p><b>LO4: E- payments system(12hrs)</b></p> <p>4.1 Designing Electronic payments</p> <p>4.2 Designing bank account Electronic cards</p> <p><b>LO5: Online business transactions (12hrs)</b></p> <p>5.1 Conducting transaction</p> <p>5.2 Transacting business transactions</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 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>	
<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. Meaning, nature, concepts, and reasons for transacting online

- The meaning of *E-Commerce* is properly defined.
- Concepts, and reasons for transacting online is mentioned

### LO2. Types of E-Commerce

- According to *organizational requirements* E-Commerce is classified
- Between businesses differs from that carried out between a business and its consumers E-commerce is conducted

### LO3. Technologies used in E-commerce

- **Technologies** used in E-commerce is properly identified
- Electronic commerce draws on technologies that properly managed
- E-Commerce allows companies to link their internal and external processes more efficiently and effectively the needs and expectations of their customers satisfied.

### LO4: E- payments system

- Electronic payments are either debit or credit payments that are processed
- To reflect *bank account* Electronic cards are designed.

### LO5: Online business transactions

- Any transaction involving the transfer of ownership or rights to use goods or services through a computer-mediated network is conducted.
- Online business transactions are a place where online shoppers and buyers are transacted.

## Annex: Resource Requirements

<b>LSA SOA4 M05 0322 Conduct E-Commerce</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 complete e-commerce book	<b>Originally published:</b> 2000 <b>Author:</b> Janice Reynolds	5	1:5
2.2	Introduction to E-commerce	<b>Originally published:</b> 2009	5	1:5
2.3	The Digital Business Start-	<b>Originally published:</b> 2012	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 06

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

MODULE TITLE: **Coordinating Implementation of Organizational Customer Service**

MODULE CODE: **LSA SOA4 M06 0322**

NOMINAL DURATION:**50hrs**

**MODULE DESCRIPTION:** This module describes the performance outcomes, skills, knowledge and attitude required to coordinate, advise on, carry out and evaluate customer service, including the design of improvement needed based on feedback.

### LEARNING OUTCOMES

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

- LO1.** Advise on customer service needs
- LO2.** Support implementation of Organizational customer service
- LO3.** Evaluate and report on customer service

### MODULE CONTENTS:

#### **LO1. Advise on customer service needs (14hrs)**

- 1.1 Clarifying and assessing Customer needs
  - 1.1.1 Using communication techniques
- 1.2. Diagnosing problems and developing options for improvement
- 1.3. Providing constructive advice
- 1.4. Using Business technology and online services

#### **LO2. Support implementation of Organizational customer service (12hrs)**

- 2.1. Promoting and ensuring customer service strategies and opportunities
- 2.2. Identifying and allocating resources to fulfill objectives
- 2.3. Taking action to resolve customer difficulties and complaints
- 2.4. Making decisions to implement strategies

#### **LO3. Evaluate and report on customer service(8hrs)**

- 3.1. Reviewing client satisfaction with service delivery
- 3.2. Identifying and reporting Changes
- 3.3. Preparing conclusions and recommendations
- 3.4. Maintaining systems, records and reporting 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 equipment/ 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>	
<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> </ul>	<ul style="list-style-type: none"> <li>❖ Assign sign language interpreter</li> <li>❖ Speak loudly</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>



		❖ Use gestures	❖ Use gestures ❖ Arrange the class room seating to be conducive for eye to eye contact	
<b>ASSESSMENT METHODS:</b>				
<b>Interview</b>		❖ Use sign language interpreter ❖ Ensure or conform whether the proper communication was conducted with the trainee through the service of the sign language interpreter ❖ Use short and clear questioning ❖ Time extension	❖ Speak loudly ❖ Using sign language interpreter if necessary	❖ Use written response as an option for the trainees having speech challenges
<b>Written test</b>	❖ Prepare the exam in large texts ❖ Use interview as an option if necessary ❖ Prepare the exam in audio format ❖ Assign human reader (if necessary) ❖ Time extension	❖ Prepare the exam using short sentences, multiple choices, True or False, matching and short answers ❖ Avoid essay writing ❖ Time extension	❖ Prepare the exam using short sentences, multiple choices, true or false, matching and short answers if necessary.	❖ Use oral response as an option to give answer for trainees having severe upper limb impairment ❖ Time extension for trainees having severe upper limb impairment
<b>Demonstration/ Observation</b>	❖ Brief the instruction or provide them in large text ❖ Time extension	❖ Use sign language interpreter ❖ Brief on the instruction of the exam ❖ Provide activity-based/practical assessment method ❖ Time extension	❖ Provide activity based assessment ❖ Brief on the instruction of the exam ❖ Use loud voice ❖ Time extension	❖ Provide activity based assessment ❖ Conduct close follow up ❖ Time extension

## ASSESSMENT CRITERIA:

### LO1. Advise on customer service needs

- *Customer needs* using appropriate *communication techniques* clarified and accurately assessed
- Diagnose problems matching service delivery to *customers* and develop options for improved service within *organizational requirements*
- Relevant and constructive advice to promote the improvement of customer service delivery is provided
- *Business technology* and/or *online services* to structure and present information on customer service needs are used

### LO2. Support implementation of Organizational customer service

- Customer service strategies and opportunities are promoted to *designated individuals and groups* are ensured
- Available budget resources to fulfill customer service objectives identified and allocated
- *Procedures to resolve customer difficulties* and *complaints* within organizational requirements are promptly action taken
- That decisions to implement *strategies* are taken in consultation with designated individuals and groups are ensured

### LO3. Evaluate and report on customer service

- Client satisfaction with service delivery using verifiable data in accordance with organizational requirements are reviewed
- Changes necessary to maintain service standards to designated individuals and groups are identified and reported
- Conclusions and recommendations from verifiable evidence and provide constructive advice on future directions of client service strategies are prepared
- Systems, records and reporting procedures to compare changes in customer satisfactions are maintained

## Annex: Resource Requirements

<b>LSA SOA4 M06 0322 Coordinate Implementation Of Organizational Customer Service</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	Coordinate Implementation Of Customer Service strategies	Judith Dwyer June 6, 2006	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 IV**

MODULE TITLE: **Monitoring Implementation of Operational Work Plan**

MODULE CODE: **LSA SOA4 M07 0322**

NOMINAL DURATION: **50hrs**

**MODULE DESCRIPTION:** This module covers competence required to oversee and monitor the quality of work operations within an enterprise. This unit may be carried out by team leaders or supervisors.

### LEARNING OUTCOMES

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

- LO1.** Plan and organise workflow
- LO2** Implement operational plan
- LO3.** Monitor and improve workplace operations
- LO4:** Maintain workplace records
- LO5:** Solve problems and make decisions

### MODULE CONTENTS:

#### **LO1. Plan and organise workflow(8hrs)**

- 1.1 Assessing workload of colleagues
- 1.2 Scheduling quality work
- 1.3 Delegating work
- 1.4 Assessing workload and Workflow
- 1.5 Providing inputs regarding staff needs

#### **LO2 Implement operational plan(8hrs)**

- 2.1 Analyzing and organizing details of resource requirements
- 2.2 Implementing operational plans
- 2.3 Identifying and using Key performance indicators (KPIs)
- 2.4 Undertaking Contingency planning and consultation processes
- 2.5 Providing assistance

#### **LO3. Monitor and improve workplace operations(7hrs)**

- 3.1 Monitoring efficiency and service levels
- 3.2 Initiating Operations in the workplace support
- 3.3 Identifying Quality problems and issues

3.4 Changing procedures and systems

3.5 Consulting Colleagues

**LO4: Maintain workplace records(5hrs)**

4.1 Completing and submitting Workplace records

4.2 Delegating and monitoring completion of records

**LO5: Solve problems and make decisions(10hrs)**

5.1 Identifying and considering workplace problems

5.2 Initiating short term action

5.3 Assessing and analysing impact and potential solutions

5.4 Encouraging team member participation

5.5 Taking follow up action

5.6 Applying product and service standards and best practice

<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</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</li> </ul>	<ul style="list-style-type: none"> <li>❖ Provide briefing /orientation on the assignment</li> <li>❖ Provide visual recorded material</li> </ul>	



	<ul style="list-style-type: none"> <li>❖ questions</li> <li>❖ Facilitate the trainees to prepare and submit the assignment in soft or hard copy</li> </ul>	material		
<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. Plan and organise workflow

- Current workload of colleagues is accurately assessed.
- In a manner which enhances efficiency and customer service quality work is scheduled
- To appropriate people in accordance with principles of delegation of work is delegated
- Against agreed objectives and timelines and colleagues are assisted in prioritisation of workload Workflow is assessed
- To appropriate management regarding staffing needs input is provided

### LO2 Implement operational plan

- Details of resource requirements in consultation with relevant personnel, colleagues and specialist resource managers Collated, Analyzed and organized
- Operational plans to contribute to the achievement of organization's performance/business plan is implemented
- Key performance indicators (kpis) to monitor operational performance is identified and used
- Contingency planning and consultation processes is undertaken
- Assistance in the development and presentation of proposals for resource requirements in line with operational planning processes are provided

### LO3. Monitor and improve workplace operations

- On an ongoing basis efficiency and service levels are monitored
- Operations in the workplace support overall enterprise goals and quality assurance initiated.
- Quality problems and issues are promptly identified and adjustments are made accordingly.
- In consultation with colleagues to improve efficiency and effectiveness procedures and systems are changed.
- Colleagues are consulted about ways to improve efficiency and service levels.

### LO4: Maintain workplace records

- Workplace records are accurately completed and submitted within required timeframes.

- Prior to submission where appropriate completion of records is delegated and monitored.

**LO5: Solve problems and make decisions**

- From an operational and customer service perspective workplace problems are promptly identified and considered
- To resolve the immediate problem where appropriate short term action is initiated
- For any long term impact and potential solutions are assessed and actioned in consultation with relevant colleagues Problems are analysed
- By a team member, they are encouraged to participate in solving the problem where problem is raised
- To monitor the effectiveness of solutions in the workplace follow up action is taken

## Annex: Resource Requirements

<b>LSA SOA4 07 0322 Monitor The Implementation Of Operational Plan</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	Monitoring implementation of work plan/activities Jimma University,	by Ayalkibet Abayneh 2018/19	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 08

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

MODULE TITLE: **Organizing and Monitoring the Operation of Compliance Management System**

MODULE CODE: **LSA SOA4 M08 0322**

NOMINAL DURATION: **40 Hours**

**MODULE DESCRIPTION:** This module describes the performance outcomes, skills and knowledge required to organize and monitor the operation of a compliance program/management system established by an organization.

### LEARNING OUTCOMES

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

- LO1.** Identify compliance roles and responsibilities
- LO2.** Organize the operation of the compliance program/management system
- LO3.** Monitor the operation of the compliance program/management system
- LO4.** Document the operation and monitoring of the compliance program/management system

### MODULE CONTENTS:

#### **LO1. Identify compliance roles and responsibilities(8hrs)**

- 1.1. Confirming and interpreting the compliance requirements
- 1.2. Examining structure of the organization

#### **LO2. Organize the operation of the compliance program/management system(8hrs)**

- 2.1. Confirming the components of planned compliance program/management system
  - 2.1.1. clarifying the proposed structures, procedures and budgetary arrangements
- 2.2. Developing Implementation strategy and schedule
  - 2.2.1 Using Ethiopian and international standards
- 2.3. Assigning or acquiring resources
- 2.4. Arranging briefings and training
- 2.5. Launching the compliance program

#### **LO3. Monitor the operation of the compliance program/management system(6hrs)**

- 3.1. Gathering Information
- 3.2. Reviewing feedback and performance indicators
- 3.3. Identifying Problems

3.3.1 Taking action to address problems

3.4. Providing detailed compliance requirements

**LO4. Document the operation & monitoring of the compliance program/management system(6hrs)**

4.1. Preparing and disseminating Information

4.2. Preparing and disseminating periodic reports

4.3. Taking action on identified breaches

<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>	
<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</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>

		<p>the service of the sign language interpreter</p> <ul style="list-style-type: none"> <li>❖ Use short and clear questioning</li> <li>❖ Time extension</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. Identify compliance roles and responsibilities**

- The compliance requirements applicable to the organization are confirmed and interpreted
- The structure of the organization to determine the roles, accountabilities and responsibilities of managers and operational staff in maintaining compliance within the organization's planned compliance program / management system are examined

### **LO2. Organize the operation of the compliance program/management system**

- The components of the planned compliance program/management system and clarify the proposed structures, procedures and budgetary arrangements for their implementation is Confirmed
- Implementation strategy and schedule for the establishment of the planned compliance program/management system in accordance with relevant Ethiopian and international standards are developed
- Resources for the planned compliance program/management system in accordance with organizational procedures and policies are assigned or acquired
- Appropriate briefings and training to ensure relevant managers and operations staff are aware of their roles and responsibilities are arranged
- The compliance program / management system in accordance with organization's plans are launched

### **LO3. Monitor the operation of the compliance program/management system**

- Information on the operation of the compliance program / management system from appropriate sources are gathered
- Feedback and performance indicators on the operation of the compliance program/management system in terms of agreed criteria are reviewed
- Problems in the operation of the compliance program / management system and in particular any breach of compliance requirements and take appropriate action to address problems are identified
- Detailed compliance requirements in the case of breaches, initiate specific timely action and inform all relevant internal and external personnel through the established reporting systems are provided

### **LO4. Document the operation and monitoring of the compliance program/management system**

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- Information on the operation of the compliance program/management system to relevant internal and external personnel in accordance with the communication strategy for the compliance program/management system are prepared and disseminated
- Periodic reports on the operation of the compliance program/management system, identify any operational problems and take any related action to relevant internal and external personnel are prepared and disseminated
- Reports on any identified breaches of compliance requirements and take any related action to relevant internal and external personnel are prepared and disseminated.

## Annex: Resource Requirements

<b>LSA SOA4 M08 0322 Organize And Monitor The Operation Of Compliance Management 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	Internal and external audit function review,	14,july 1997	5	1:5
2.2	Compliance Management, a how to guide for executives, lawyers, and other compliance professionals	by Nitish Singh and Thomas J. Bussen	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 IV</b>	
MODULE TITLE: <b>Applying Risk Management Processes</b>	
MODULE CODE: <b>LSA SOA4 M09 0322</b>	
NOMINAL DURATION: <b>60 hrs</b>	
<b>MODULE DESCRIPTION:</b> This module describes the performance outcomes, skills and knowledge required to identify risks and to apply established risk management processes to a subset of an organization or project's operations that are within the person's own work responsibilities and area of operation.	
<p><b>LEARNING OUTCOMES</b></p> <p>At the end of the module the trainee will be able to:</p> <p><b>LO1.</b> Identify risks</p> <p><b>LO2.</b> Analyze and evaluate risks</p> <p><b>LO3.</b> Treat risks</p> <p><b>LO4.</b> Monitor and review effectiveness of risk treatment/s</p>	
<p><b>MODULE CONTENTS:</b></p> <p><b>LO1. Identify risks (12 hrs.)</b></p> <p>1.1. Identifying the context</p> <p>1.2. Identifying Risks using tools</p> <p>1.3. Documenting identified risks</p> <p><b>LO2. Analyze and evaluate risks (12 hrs.)</b></p> <p>2.1. Analyzing risks</p> <p>2.2. Undertaking risk categorization and determining level of risk</p> <p>2.3. Documenting analysis processes and outcomes</p> <p><b>LO3. Treat risks (12 hrs.)</b></p> <p>3.1. Determining control measures</p> <p>3.2. Identifying control measures</p> <p>3.3. Referring risks having an impact</p> <p>3.4. Choosing and implementing Control measures</p> <p>3.5. Preparing and implementing treatment plans</p> <p><b>LO4. Monitor and review effectiveness of risk treatment/s(12 hrs.)</b></p> <p>4.1. Reviewing Implemented treatment/s against measures of success</p> <p>4.2. Reviewing results</p> <p>4.3. Providing assistance to auditing risk</p> <p>4.4. Monitoring and reviewing risk management</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 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> </ul>	<ul style="list-style-type: none"> <li>❖ Use sign language interpreters</li> <li>❖ Facilitate the integration of trainees with group members</li> </ul>	<ul style="list-style-type: none"> <li>❖ Facilitate the integration of trainees with group members</li> </ul>	<ul style="list-style-type: none"> <li>❖ Introduce the trainees with their peers</li> </ul>



	<ul style="list-style-type: none"> <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>❖ Conduct close follow up</li> <li>❖ Introduce the trainees with other group member</li> </ul>	<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>	

**ASSESSMENT METHODS:**

<b>Interview</b>		<ul style="list-style-type: none"> <li>❖ Use sign language interpreter</li> <li>❖ Ensure or confirm 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> </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>
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		❖ Time extension		
<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. Identify risks**

- The context for risk management is identified
- Risks using tools, ensuring all reasonable steps have been taken to identify all risks are identified
- Identified risks in accordance with relevant policies, procedures and legislation documented

### **LO2. Analyze and evaluate risks**

- Risks in consultation with relevant stakeholders are analyzed and documented
- Risk categorization and determine level of risk Undertaken
- Analysis processes and outcomes are documented

### **LO3. Treat risks**

- Appropriate control measures for risks and assess for strengths and weaknesses are determined
- Control measures for all risks are identified
- Risks relevant to whole of organization or having an impact beyond own work responsibilities and area of operation to others as per established policies and procedures are referred
- Control measures for own area of operation and/or responsibilities are chosen and implemented
- Treatment plans are prepared and implemented

### **LO4. Monitor and review effectiveness of risk treatment/s**

- Implemented treatment/s against measures of success regularly reviewed
- Results to improve the treatment of risks use reviewed
- Assistance to auditing risk in own area of operation is provided
- Management of risk in own area of operation is monitored and reviewed

## Annex: Resource Requirements

<b>LSA SOA4 09 0322 Applying Risk Management Processes</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 Essentials Of Risk Management	MICHEL CROUHY, DAN GALAI, ROBERT MARK	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

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