

Secretarial and Office Administration LEVEL – II



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

March, 2022
Addis Abeaba, 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 II**.

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 II

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 **Labor and social affairs** 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 Perform Reception activities and Customer Handling, Use and Maintain Office Equipment and Resources, Operate Basic Computer, Organize Work Schedule, Develop Amharic and English Keyboard Skills, Handle Workplace Information and Manage Office Records , Produce Simple Word Processing Documents, Maintain Financial records and Apply 5S procedures 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 SOA2 01 1221** Perform Reception Activities and Customer Handling,
- LSA SOA2 02 1221** Use and Maintain Office Equipment and Resources
- LSA SOA2 03 1221** Operate Basic Computer
- LSA SOA2 04 1221** Organize Work Schedule
- LSA SOA2 05 1221** Develop Amharic and English Keyboard Skills,
- LSA SOA2 06 1221** Handle Workplace Information and Manage Office Records
- LSA SOA2 07 1221** Produce Simple Word Processed Documents
- LSA SOA2 08 1221** Maintain Financial Records
- LSA SOA2 09 1221** Apply 5S procedures

1.4. Duration of the TVET-Program

The Program will have duration of 694 **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.

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s.no	Unit competency	TVET Institution training		Cooperative training	Total hours	Remarks
		Theory	Practical			
1.	Perform Reception Activities and Customer Handling	24	24	12	60	
2.	Use and Maintain Office Equipment and Resources	13	10	16	39	
3.	Operate Basic Computer Skill	10	38	12	60	
4.	Organize Work Schedule	12	10	8	30	
5.	Develop Amharic and English Keyboard Skills	18	150	32	200	
6.	Handle Workplace Information and Manage Office Records	28	25	12	65	
7.	Produce Simple Word Processed Documents	38	50	32	120	
8.	Maintain Financial Records	30	38	12	80	
9.	Apply 5S Procedures	10	22	8	40	
Total hours		183	367	144	694	

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 II**.

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.)
<u>LSA SOA2 01 1221</u> Perform Reception activities and Customer Handling	<u>LSA SOA2 M01 0322</u> Performing Reception Activities and Customer Handling	<ul style="list-style-type: none"> • Apply Receptionist activities • Prepare for customer contact • Provide responsive and quality service in response to customer queries • Manage customer contact • Respond to complaints • Refer complaints • Exercise judgment 	60 hrs..
<u>LSA SOA2 02 1221</u> Use and Maintain Office Equipment and Resources	<u>LSA SOA2 M02 0322</u> Using and Maintaining Office Equipment and Resources	<ul style="list-style-type: none"> • Select equipment or resources • Operate equipment • Maintain equipment or resources • Monitor and report on resource usage 	39 hrs.
<u>LSA SOA2 03 1221</u> Operate Basic Computer	<u>LSA SOA2 M03 0322</u> Operating Basic Computer	<ul style="list-style-type: none"> • Start computer, system information and features • Navigate and manipulate desktop environment • Organize files using basic directory and folder structures • Print information • Shut down computer 	60 hrs.
<u>LSA SOA2 04 1221</u> Organize Work Schedule	<u>LSA SOA2 M04 0322</u> Organizing Work Schedule	<ul style="list-style-type: none"> • Establish schedule requirements • Manage schedules • Evaluate effectiveness of schedule 	30 hrs.

<u>LSA SOA2 051221</u>	Develop Amharic and English Keyboard Skills	<u>LSA SOA2 M05 0322</u>	Developing Amharic and English Keyboard Skills	<ul style="list-style-type: none"> • Use safe work practices • Identify and develop keyboard skills • Check accuracy 	200 hrs.
<u>LSA SOA2 061221</u>	Handle Workplace Information and Manage Office Records	<u>LSA SOA2 M06 0322</u>	Handling Workplace Information and Managing Office Records	<ul style="list-style-type: none"> • Collect and distribute incoming mails • Collect and dispatch outgoing mails • Process Records • Maintain information systems 	65 hrs.
<u>LSA SOA2 071221</u>	Produce Simple Word Processed Documents	<u>LSA SOA2 M07 0322</u>	Producing Simple Word Processed Documents	<ul style="list-style-type: none"> • Prepare to produce documents • Produce documents • Finalize documents 	120 hrs.
<u>LSA SOA2 081221</u>	Maintain Financial Records	<u>LSA SOA2 M08 0322</u>	Maintaining Financial Records	<ul style="list-style-type: none"> • Prepare and process invoices for payment to creditors and for debtors • Prepare and process banking documents and petty cash documents • Process petty cash transactions • Process financial forms and applications 	80 hrs.
<u>LSA SOA2 091221</u>	Apply 5S Procedures	<u>LSA SOA2 M09 0322</u>	Applying 5S Procedures	<ul style="list-style-type: none"> • Prepare for work. • Sort items from • Set all items in order • Perform Shine activities • Standardize 5S • Sustain 5S 	40 hrs.
In Institution Training					(550)
Cooperative Training					(144)
Total Training Hours					694

*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 **B Level** and above who have satisfactory practical experiences or equivalent qualifications.

LEARNING MODULE 01

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

MODULE TITLE: Performing Reception Activities And Customer Handling

MODULE CODE: **LSA SOA2 M01 0322**

NOMINAL DURATION: **60 Hours**

MODULE DESCRIPTION: This module describes the performance outcomes, skills, knowledge and attitude required to respond effectively to perform reception, handle customer and resolve customer complaints.

LEARNING OUTCOMES

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

- LO1.** Apply Receptionist activities
- LO2.** Prepare for customer contact
- LO3.** Provide responsive and quality service in response to customer queries
- LO4.** Manage customer contact
- LO5.** Respond to complaints
- LO6.** Refer complaints
- LO7.** Exercise judgment

MODULE CONTENTS:

LO1. Apply Receptionist activities (10 hrs.)

- 1.1. Acknowledging and greeting customers
- 1.2. Maintaining personal dressing and presentation
- 1.3. Communicating interpersonal skills
- 1.4. Establishing rapport with customers
 - 1.4.1 Expressing a genuine interest in customer needs
- 1.5. Preparing the reception room
- 1.6. Preparing the first lady procedure

LO2. Prepare for customer contact (10 hrs.)

- 2.1 Obtaining and studying product/service details
- 2.2 Studying prepared call/contact guides and scripts
- 2.3 Locating sources of information
- 2.4 Understanding enterprise policies and procedures
- 2.5 Developing proficiency with equipment, technology and systems
- 2.6 Clarifying unclear details
- 2.7 Identifying and using safe working methods

LO3. Provide responsive and quality service in response to customer queries (7 hrs.)

- 3.1 Responding to cultural diversity
- 3.2 Satisfying customer needs
- 3.3 Responding to customer concerns
- 3.4 Treating customers with respect and courtesy
- 3.5 Considering customer retention options
- 3.6 . Time and stress management techniques

LO4. Manage customer contact (7 hrs.)

- 4.1. Recording details of contact
- 4.2. Recording and reporting difficulties
- 4.3. Adapting the requirements and expectations of customers
 - 4.3.1. Working in an outsource environment
- 4.4. Escalating inquiries or orders
- 4.5. Supplying follow up information
- 4.6. Observing relevant legislation codes, regulations and standards

LO5. Respond to complaints (5 hrs.)

- 5.1. Processing customer complaints and feedback
 - 5.1.1 using effective communication
 - 5.1.2 understanding channels of communication
- 5.2. Obtaining customer documents and reviews for reports
- 5.3. Making decisions on customer complaints
- 5.4. Negotiating resolution on customer complaints
- 5.5. Maintaining a register of complaints
- 5.6. Informing the outcome of investigation

LO6. Refer complaints (5 hrs.)

- 6.1. Identifying complaints that requires referral
- 6.2. Making referral
- 6.3. Forwarding documents and investigations reports
- 6.4. Follow up decisions

LO7. Exercise judgment (4 hrs.)

- 7.1. Identifying implications of issues
- 7.2. Analyzing, explaining and negotiating options for resolutions
- 7.3. Proposing viable options
- 7.4. Ensuring matters that cannot be negotiated

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

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

ASSESSMENT METHODS:				
Interview		<ul style="list-style-type: none"> ❖ 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 	<ul style="list-style-type: none"> ❖ Speak loudly ❖ Using sign language interpreter if necessary 	<ul style="list-style-type: none"> ❖ Use written response as an option for the trainees having speech challenges
Written test	<ul style="list-style-type: none"> ❖ 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 	<ul style="list-style-type: none"> ❖ Prepare the exam using short sentences, multiple choices, True or False, matching and short answers ❖ Avoid essay writing ❖ Time extension 	<ul style="list-style-type: none"> ❖ Prepare the exam using short sentences, multiple choices, true or false, matching and short answers if necessary. 	<ul style="list-style-type: none"> ❖ 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
Demonstration/ Observation	<ul style="list-style-type: none"> ❖ Brief the instruction or provide them in large text ❖ Time extension 	<ul style="list-style-type: none"> ❖ Use sign language interpreter ❖ Brief on the instruction of the exam ❖ Provide activity-based/practical assessment method ❖ Time extension 	<ul style="list-style-type: none"> ❖ Provide activity based assessment ❖ Brief on the instruction of the exam ❖ Use loud voice ❖ Time extension 	<ul style="list-style-type: none"> ❖ Provide activity based assessment ❖ Conduct close follow up ❖ Time extension

ASSESSMENT CRITERIA:

LO.1 Apply Receptionist Activities

- Acknowledged and greet **customer** in a professional, courteous and concise manner according to **organizational requirements**
- Maintained personal dress and presentation in line with organizational requirements
- Communicate **interpersonal skills** to facilitate accurate and relevant information's are used
- Established rapport/relationship with customer and express a genuine interest in customer needs/requirements
- The reception room is properly prepared according to organizational requirements
- Prepared the “first Lady” procedures

LO.2 Prepare for customer contact

- Product or service details relating to **customer contact** are obtained and studied
- Prepared **call/contact guides or** scripts are studied
- **Sources of information** that may be required to develop product or service expertise are located
- A clear understanding of **enterprise policies and procedures** is developed
- Proficiency with **equipment and systems** is developed to effectively and efficiently managed contact
- Any unclear details are clarified with responsible bodies
- Safe working methods are identified and used..

LO.3 Provide Responsive and Quality Service in Response to Customer Queries

- A manner to effectively encompass cultural diversity is responded
- Customer needs are satisfied promptly, efficiently and effectively to maximize customer satisfaction, and to minimize delays and the need to refer customer elsewhere
- Responded to customer concerns in a positive manner and in line with organization policy for complaint resolution
- Customer is treated with respect and courtesy, and customer loyalty is enhanced and developed
- Any **customer retention options** that can be applied to the contact are considered

LO.4 Manage Customer Contact

- Details of contact are recorded in accordance with policy
- Any difficulties not escalated but that may present an opportunity for continuous improvement are recorded and reported
- The requirements and expectations of various customers are adapted when working in an **outsource environment** and dealing with multiple customer bases
- Inquiries or orders that cannot be satisfied immediately are escalated
- Follow-up information is supplied to customer as required and in a timely manner

- **Relevant legislation, codes, regulations and standards** are observed throughout transaction

LO.5 Respond to Complaints

- Process **customer complaints** using **effective communication** in accordance with organizational procedures established under organizational policies, legislation or codes of practice
- **Document** and review necessary reports relating to customer complaints are obtained
- Decisions about customer complaints, taking into account applicable legislation, organizational policies and codes are made
- Negotiated resolution of the complaint and obtain agreement where possible
- A register of complaints/disputes are maintained
- The outcome of the investigation informed to customer

LO.6 Refer Complaints

- Complaints that require referral to other personnel or external bodies is identified
- Made **referral** to appropriate personnel for follow-up in accordance with individual level of responsibility
- All documents and investigation reports are forwarded
- Follow-up appropriate personnel to gain prompted decisions

LO.7 Exercise Judgment

- Implication of issues for customer and organization are identified
- Analyze, explain and negotiate appropriate options for resolution with customer
- Viable options in accordance with appropriate legislative requirements and enterprise policies are proposed
- Matters for which a solution cannot be negotiated are referred to appropriate personnel are ensured

Annex: Resource Requirements

LSA SOA2 01 0322 Performing Reception Activities And Customer Handling				
Item No.	Category/Item	Description/ Specifications	Quantity	Recommended Ratio (Item: Trainee)
A.	Learning Materials			
1.	TTLM	TTLM prepared by the trainer	25	1:1
2.	Reference Books			
2.1	Medical receptionist and secretaries handbook	4 th edition by Mari Robbins	5	1:5
2.2	The new receptionist	by Hanna Smith, March 08,2019	5	1:5
2.3	Front Office and reception,	by Hotel and catering industry training board.	5	1:5
B.	Learning Facilities & Infrastructure			
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
C.	Consumable Materials			
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	
D.	Tools and Equipment			
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 02	
TVET-PROGRAMME TITLE: Secretarial and Office Administration Level II	
MODULE TITLE: Using and Maintaining Office Equipment and Resources	
MODULE CODE: LSA SOA2 M02 0322	
NOMINAL DURATION: 39 Hours	
<p>MODULE DESCRIPTION: This module describes the performance outcomes, skills, knowledge and attitude required to choose equipment and resources to complete a variety of tasks under direct supervision and includes operating equipment, undertaking routine maintenance and reporting faults to the appropriate person.</p>	
<p>LEARNING OUTCOMES At the end of the module the trainee will be able to:</p> <p>LO1. Select equipment or resources LO2. Operate equipment LO3. Maintain equipment or resources LO4. Monitor and report on resource usage</p>	
<p>LEARNING CONTENTS:</p> <p>LO1. Select equipment or resources (6hrs) 1.1. Identifying and accessing business resources 1.2. Estimating quantities 1.3. Checking equipment</p> <p>LO2. Operate equipment(6hrs) 2.1. Operating equipment 2.2. Identifying equipment faults 2.3. Taking action to ensure equipment is repaired</p> <p>LO3. Maintain equipment or resources(6hrs) 3.1. Maintaining equipment and resources 3.2. Maintaining records 3.3. Storing equipment and resources</p> <p>LO4. Monitor and report on resource usage (5hrs) 4.1. Measuring effectiveness of resource planning 4.1.1 Assessing actual costs, identified shortfalls and surpluses 4.2. Developing and implementing methods of monitoring resource 4.3. Identifying and implementing resource planning 4.4. Maintaining records concerning equipment</p>	

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

Group discussion	<ul style="list-style-type: none"> ❖ Facilitate the integration of trainees with group members ❖ Conduct close follow up ❖ Introduce the trainees with other group member ❖ Brief the thematic issues of the work 	<ul style="list-style-type: none"> ❖ Use sign language interpreters ❖ Facilitate the integration of trainees with group members ❖ Conduct close follow up ❖ Introduce the trainees with other group member 	<ul style="list-style-type: none"> ❖ Facilitate the integration of trainees with group members ❖ Conduct close follow up ❖ Introduce the trainees with other group member ❖ Inform the group members to speak loudly 	<ul style="list-style-type: none"> ❖ Introduce the trainees with their peers
Exercise	<ul style="list-style-type: none"> ❖ Conduct close follow up and guidance ❖ Provide tutorial support if necessary ❖ provide special attention in the process 	<ul style="list-style-type: none"> ❖ Conduct close follow up and guidance ❖ Provide tutorial support if necessary ❖ provide special attention in the process/practical training ❖ Introduce new and relevant vocabularies 	<ul style="list-style-type: none"> ❖ Conduct close follow up and guidance ❖ Provide tutorial support if necessary ❖ provide special attention in the process/ practical training 	<ul style="list-style-type: none"> ❖ Assign peer trainees ❖ Use additional nominal hours if necessary
Individual assignment	<ul style="list-style-type: none"> ❖ prepare the assignment questions in large text ❖ Encourage the trainees to prepare and submit the assignment in large texts ❖ Make available recorded assignment questions ❖ Facilitate the trainees to prepare and submit the assignment in soft or hard copy 	<ul style="list-style-type: none"> ❖ Use sign language interpreter ❖ Provide briefing /orientation on the assignment ❖ Provide visual recorded material 	<ul style="list-style-type: none"> ❖ Provide briefing /orientation on the assignment ❖ Provide visual recorded material 	
Role Play	<ul style="list-style-type: none"> ❖ Provide special attention in the process of the role play 	<ul style="list-style-type: none"> ❖ Assign sign language interpreter ❖ Arrange the class room seating to be conducive for eye to eye contact ❖ Use gestures 	<ul style="list-style-type: none"> ❖ Assign sign language interpreter ❖ Speak loudly ❖ Use gestures ❖ Arrange the class room seating to be conducive for eye to eye contact 	<ul style="list-style-type: none"> ❖ Assign peer trainees ❖ Organize the class room seating arrangement to be accessible for wheelchairs users.
ASSESSMENT METHODS:				
Interview		<ul style="list-style-type: none"> ❖ Use sign language interpreter ❖ Ensure or conform whether the proper communication was 	<ul style="list-style-type: none"> ❖ Speak loudly ❖ Using sign language interpreter if necessary 	<ul style="list-style-type: none"> ❖ Use written response as an option for the trainees having speech challenges

		<p>conducted with the trainee through the service of the sign language interpreter</p> <ul style="list-style-type: none"> ❖ Use short and clear questioning ❖ Time extension 		
Written test	<ul style="list-style-type: none"> ❖ 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 	<ul style="list-style-type: none"> ❖ Prepare the exam using short sentences, multiple choices, True or False, matching and short answers ❖ Avoid essay writing ❖ Time extension 	<ul style="list-style-type: none"> ❖ Prepare the exam using short sentences, multiple choices, true or false, matching and short answers if necessary. 	<ul style="list-style-type: none"> ❖ 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
Demonstration/Observation	<ul style="list-style-type: none"> ❖ Brief the instruction or provide them in large text ❖ Time extension 	<ul style="list-style-type: none"> ❖ Use sign language interpreter ❖ Brief on the instruction of the exam ❖ Provide activity-based/ practical assessment method ❖ Time extension 	<ul style="list-style-type: none"> ❖ Provide activity based assessment ❖ Brief on the instruction of the exam ❖ Use loud voice ❖ Time extension 	<ul style="list-style-type: none"> ❖ Provide activity based assessment ❖ Conduct close follow up ❖ Time extension

ASSESSMENT CRITERIA:

LO.1 Select Equipment or Resources

- Business equipment or resources required to complete task under direct instructions are identified and accessed
- Estimated quantities and resources correctly to complete the task
- Checked equipment for serviceability in accordance with equipment instructions

LO.2 Operate Equipment

- Operated equipment in accordance with manufacturer's specifications and under direct instructions
- Identify equipment faults accurately and take action to ensure equipment is repaired in accordance with manufacturer's specifications
- Report repairs outside area of own responsibility to appropriated persons

LO.3 Maintain Equipment or Resources

- Maintained equipment or resources to support completion of tasks under direct instructions
- Undertaken maintenance to ensure equipment meets manufacturer's specifications
- Records concerning equipment or resources under direct instructions are maintained
- Stored equipment and resources under direct instructions

LO.4 Monitor and Report on Resource Usage

- Effectiveness of resource planning, and assess against actual costs, identified shortfalls and surpluses are measured
- Methods of monitoring resource use to enable timely and accurate reporting against business and operational plans developed and implemented
- Identified improvements in resource planning through consultation and feedback, and implement in accordance with organizational requirements
- Records concerning equipment and resource purchases, in accordance with organizational requirements are maintained

Annex: Resource Requirements

LSA SOA2 02 0322 Use And Maintain Office Equipment And Resources				
Item No.	Category/Item	Description/ Specifications	Quantity	Recommended Ratio (Item: Trainee)
A. Learning Materials				
1.	TTLM	TTLM prepared by the trainer	25	1:1
2.	Reference Books			
2.1	BSBADM101use Business Equipment And Resources:	Leaner Guide	5	1:5
B. Learning Facilities & Infrastructure				
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
C. Consumable Materials				
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	
D.	Tools and Equipment			
1.	Desktop computer	Dell 7010	26	1:1
2.	Computer desk		26	1:1
3.	Computer table		26	1:1
4	Lap top computer		5	
5	Security camera	CCTV camera	1	1:25
6	File cabinet	Wooden with 4 drawers	1	1:25
7	LCD projector	Epson	1	1:25
8	Paper tray	Mica Made	1	1:25
9	Hard File	Kent	5	1:5
10	Fax machine	HP	1	1:25
11	Printer	HP	1	1:25
12	Divider	Power king	10	1:3
13	USB Cable		5	1:5
14	Flash disk	T-max 64Gb	5	
15	Photocopier	Canon /	1	1:25
16	Scanner	HP	1	1:25
17.	Binding machine		1	1:25
18	Stapler		2	2:25
19	Puncher		1	1:25
20	Laminating machine		1	1:25
21	Shredder		1	1:25
22	Antiglare /computer screen glass/		26	1:1
23	Scientific Calculator		5	
24	Dictation Machine		1	1:25
25	Answering Machine		1	1:25

LEARNING MODULE 03

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

MODULE TITLE: **Operating Basic Computer**

MODULE CODE: **LSA SOA2 03 1221**

NOMINAL DURATION: **60** Hours

MODULE DESCRIPTION: This Modules describes the performance outcomes, skills, knowledge and required to start up a personal computer or business computer terminal; to correctly navigate the desktop environment; and to use a range of basic functions.

LEARNING OUTCOMES

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

- LO1.** Start computer, system information and features
- LO2.** Navigate and manipulate desktop environment
- LO3.** Organize files using basic directory and folder structures
- LO4.** Print information
- LO5.** Shut down computer

MODULE CONTENTS:

LO1. Start computer, system information and features (14hrs)

- 1.1 Adjusting **ergonomic requirements**
- 1.2 Ensuring work organization
 - 1.2.1** Applying work place health and safety (OHS) requirements
- 1.3 Starting computer or logging on
- 1.4 Identifying basic functions and features
- 1.5 Customizing desktop configuration.
- 1.6 Using help functions

LO2. Navigate and manipulate desktop environment(13hrs)

- 2.1 Opening, closing and accessing features
 - 2.1.1 Selecting desktop icons
- 2.2 Opening, resizing and closing desktop windows
- 2.3 Creating Shortcuts from the desktop.

LO3. Organize files using basic directory and folder structures (15hrs)

- 3.1 Creating Folders/subfolders with suitable names
- 3.2 Saving Files
- 3.3 Renaming, and moving folders/subfolders and files

- 3.4 Identifying folder/subfolder and attributes
- 3.5 Using cut, paste, drag and drop techniques
- 3.6 Searching Folders/subfolders
- 3.6 Deleting folder/ subfolders and files

LO4. Print information (5hrs)

- 4.1 Printing documents
- 4.2 Viewing progress of print jobs
- 4.3. Changing default printer

LO5. Shut down computer (1hr)

- 5.1 Closing all open applications
- 5.2 Shutting-down computer

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

ASSESSMENT METHODS:				
Interview		<ul style="list-style-type: none"> ❖ 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 	<ul style="list-style-type: none"> ❖ Speak loudly ❖ Using sign language interpreter if necessary 	<ul style="list-style-type: none"> ❖ Use written response as an option for the trainees having speech challenges
Written test	<ul style="list-style-type: none"> ❖ 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 	<ul style="list-style-type: none"> ❖ Prepare the exam using short sentences, multiple choices, True or False, matching and short answers ❖ Avoid essay writing ❖ Time extension 	<ul style="list-style-type: none"> ❖ Prepare the exam using short sentences, multiple choices, true or false, matching and short answers if necessary. 	<ul style="list-style-type: none"> ❖ 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
Demonstration/ Observation	<ul style="list-style-type: none"> ❖ Brief the instruction or provide them in large text ❖ Time extension 	<ul style="list-style-type: none"> ❖ Use sign language interpreter ❖ Brief on the instruction of the exam ❖ Provide activity-based/ practical assessment method ❖ Time extension 	<ul style="list-style-type: none"> ❖ Provide activity based assessment ❖ Brief on the instruction of the exam ❖ Use loud voice ❖ Time extension 	<ul style="list-style-type: none"> ❖ Provide activity based assessment ❖ Conduct close follow up ❖ Time extension

ASSESSMENT CRITERIA:

LO.1 Start Computer, System Information and Features

- Adjusted workspace, furniture and equipment to suit user **ergonomic requirements**
- Ensured **work organization** meets organizational and **occupational health and safety (OHS) requirements** for computer operation
- Start computer or log on according to user procedures
- Identified basic functions and features using system information
- Customised desktop configuration, if necessary, with assistance from appropriate persons
- Use help functions as required

LO.2 Navigate and Manipulate Desktop Environment

- Open, closed and access features by selecting correct **desktop icons**
- Open, resized and close desktop windows by using correct window functions and roles
- Shortcuts from the desktop, if necessary, with assistance from appropriated persons are created

LO.3 Organize Files Using Basic Directory and Folder Structures

- Folders/subfolders with suitable names are created
- Files with suitable names in appropriated folders are saved
- Rename and move folders/subfolders and files as required
- Identified folder/subfolder and **file attributes**
- Move folders/subfolders and files using cut and paste, and drag and drop techniques
- Folders/subfolders and files to **appropriate media** where necessary are saved
- Folders/subfolders and files using appropriate software tools are searched
- Deleted folder/subfolders and files as necessary are stored

LO.4 Print Information

- Printed information from installed printer
- View progress of print jobs and delete as required
- Change default printer if installed and required

LO.5 Shut Down Computer

- Close all open applications
- Shut-down computer according to user procedures

Annex: Resource Requirements

LSA SOA2 03 0322 Operate Basic Computer				
Item No.	Category/Item	Description/ Specifications	Quantity	Recommended Ratio (Item: Trainee)
A. Learning Materials				
1.	TTLM	TTLM prepared by the trainer	25	1:1
2.	Reference Books			
2.1	Basic Computer Knowledge (Computer Basics)	by John Monyjok Maluth	5	1:5
B. Learning Facilities & Infrastructure				
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
C. Consumable Materials				
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	
D.	Tools and Equipment			
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 04	
TVET-PROGRAMME TITLE: Secretarial and Office Administration Level II	
MODULE TITLE: Organizing Work Schedule	
MODULE CODE: LSA SOA2 M04 0322	
NOMINAL DURATION: 30 Hours	
MODULE DESCRIPTION: This unit describes the performance outcomes, skills, knowledge and attitude required to organize work schedule, and to obtain feedback on work performance.	
<p>LEARNING OUTCOMES</p> <p>At the end of the module the trainee will be able to:</p> <p>LO1. Establish schedule requirements</p> <p>LO2. Manage schedules</p> <p>LO3. Evaluate effectiveness of schedule</p>	
<p>MODULE CONTENTS:</p> <p>LO1. Establish Schedule Requirements(8hrs)</p> <p>1.1 Identifying organizational requirements and protocols</p> <p>1.2 Identifying organizational procedures for appointments</p> <p>1.3 Establishing schedule management requirements of relevant personnel</p> <p>1.4 Identifying task items for individuals</p> <p>1.5 Developing and clarifying appointment schedule and priorities</p> <p>LO2. Manage Schedules(7hrs)</p> <p>2.1 Scheduling recurring appointments and deadlines</p> <p>2.2 Scheduling new appointments</p> <p>2.3 Negotiating alternative arrangements</p> <p>2.4 Recording appointments and managing schedules</p> <p>LO3. Evaluate Effectiveness of Schedule (7hrs)</p> <p>3.1 Seeking feedback on schedule</p> <p>3.2 Assessing effectiveness of schedule</p> <p>3.3 Identifying areas for improvement in scheduling system</p>	

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

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

	copy			
ASSESSMENT METHODS:				
Interview		<ul style="list-style-type: none"> ❖ 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 	<ul style="list-style-type: none"> ❖ Speak loudly ❖ Using sign language interpreter if necessary 	<ul style="list-style-type: none"> ❖ Use written response as an option for the trainees having speech challenges
Written test	<ul style="list-style-type: none"> ❖ 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 	<ul style="list-style-type: none"> ❖ Prepare the exam using short sentences, multiple choices, True or False, matching and short answers ❖ Avoid essay writing ❖ Time extension 	<ul style="list-style-type: none"> ❖ Prepare the exam using short sentences, multiple choices, true or false, matching and short answers if necessary. 	<ul style="list-style-type: none"> ❖ 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
Demonstration/ Observation	<ul style="list-style-type: none"> ❖ Brief the instruction or provide them in large text ❖ Time extension 	<ul style="list-style-type: none"> ❖ Use sign language interpreter ❖ Brief on the instruction of the exam ❖ Provide activity-based/practical assessment method ❖ Time extension 	<ul style="list-style-type: none"> ❖ Provide activity based assessment ❖ Brief on the instruction of the exam ❖ Use loud voice ❖ Time extension 	<ul style="list-style-type: none"> ❖ Provide activity based assessment ❖ Conduct close follow up ❖ Time extension

ASSESSMENT CRITERIA:

LO.1 Establish Schedule Requirements

- Identified organizational requirements and protocols for staff planning tools
- Identified organizational procedures for different types of appointments
- Established schedule management requirements of relevant personnel
- Identified task items for individuals according to requirements
- Developed appointment schedule and priorities and clarify in discussion with individual personnel

LO.2 Manage Schedules

- Operated equipment in accordance with manufacturer's specifications and under direct instructions
- Identify equipment faults accurately and take action to ensure equipment is repaired in accordance with manufacturer's specifications
- Report repairs outside area of own responsibility to appropriated persons

LO.3 Evaluate Effectiveness f Schedule

- Maintained equipment or resources to support completion of tasks under direct instructions
- Undertaken maintenance to ensure equipment meets manufacturer's specifications
- Records concerning equipment or resources under direct instructions are maintained
- Stored equipment and resources under direct instructions

Annex: Resource Requirements

LSA SOA2 04 0322 Organizing Work Schedule				
Item No.	Category/Item	Description/ Specifications	Quantity	Recommended Ratio (Item: Trainee)
A.	Learning Materials			
1.	TTLM	TTLM prepared by the trainer	25	1:1
2.	Reference Books			
2.1	Mastering the Business of Organizing: 2 nd ed., February 11, 2019	by Anne M. Blumer CPO	5	1:5
2.2	Organizing from the Inside Out: The Foolproof System For Organizing Your Home and Your Office	2 nd Edition	5	1:5
2.3	Your Life Paperback – August 12, 2004	by Julie Morgenstern	5	1:5
B.	Learning Facilities & Infrastructure			
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
C.	Consumable Materials			
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	
D.	Tools and Equipment			
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 05

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

MODULE TITLE: **Developing Amharic and English Keyboard Skills**

MODULE CODE: **LSA SOA2 05 0322**

NOMINAL DURATION: **200** Hours

MODULE DESCRIPTION: This module describes the performance outcomes, skills, knowledge and attitude required to develop basic Amharic and English keyboard skills using touch typing techniques.

LEARNING OUTCOMES

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

- LO1.** Use safe work practices
- LO2.** Identify and develop keyboard skills
- LO3.** Check accuracy

MODULE CONTENTS:

LO1. Use safe work practices(20hrs)

- 1.1 Adjusting workspace, furniture and equipment
 - 1.1.1 Understanding ergonomic requirements
- 1.2 Ensuring work organization

LO2. Identify and develop keyboard skills(108hrs)

- 2.1 Identifying and applying Keyboard functions
- 2.2 Applying **touch typing technique**
- 2.3 Developing **speed and accuracy**

LO3. Check accuracy and speed (40hrs)

- 3.1 Proofreading documents
- 3.2 Checking document completion
- 3.3 Checking speed improvement of the trainees

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

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

ASSESSMENT METHODS:

Interview		<ul style="list-style-type: none"> ❖ 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 	<ul style="list-style-type: none"> ❖ Speak loudly ❖ Using sign language interpreter if necessary 	<ul style="list-style-type: none"> ❖ Use written response as an option for the trainees having speech challenges
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Written test	<ul style="list-style-type: none"> ❖ 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 	<ul style="list-style-type: none"> ❖ Prepare the exam using short sentences, multiple choices, True or False, matching and short answers ❖ Avoid essay writing ❖ Time extension 	<ul style="list-style-type: none"> ❖ Prepare the exam using short sentences, multiple choices, true or false, matching and short answers if necessary. 	<ul style="list-style-type: none"> ❖ 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
Demonstration/ Observation	<ul style="list-style-type: none"> ❖ Brief the instruction or provide them in large text ❖ Time extension 	<ul style="list-style-type: none"> ❖ Use sign language interpreter ❖ Brief on the instruction of the exam ❖ Provide activity-based/ practical assessment method ❖ Time extension 	<ul style="list-style-type: none"> ❖ Provide activity based assessment ❖ Brief on the instruction of the exam ❖ Use loud voice ❖ Time extension 	<ul style="list-style-type: none"> ❖ Provide activity based assessment ❖ Conduct close follow up ❖ Time extension

ASSESSMENT CRITERIA:

LO.1 Use Safe Work Practices

- 2 Adjusted workspace, furniture and equipment to suit user ergonomic requirements
- 3 Ensured work organization meets organizational and occupational health and safety (OHS) requirements for computer operation

LO.2 Identify and Develop Keyboard Skills

- Keyboard functions for both alpha and numeric keyboard functions Identified and applied
- Applied touch typing technique to complete a task
- Speed and accuracy in accordance with workplace requirements for level of responsibility are developed

LO.3 Check Accuracy

- Proofread document carefully to identify errors
- Amend document, correct errors and complete a final accuracy check

Annex: Resource Requirements

LSA SOA2 M05 0322 Develop Amharic And English Keyboarding Skill				
Item No.	Category/Item	Description/ Specifications	Quantity	Recommended Ratio (Item: Trainee)
A. Learning Materials				
1.	TTLM	TTLM prepared by the trainer	25	1:1
2.	Reference Books		5	1:5
2.1	Merriam-Webster's Secretarial Handbook Hardcover	January 1, 1979 by Anna L. Eckersley-Johnson		
2.2	Gregg Typing books	Author? Part 1 & 2	5	1:5
B. Learning Facilities & Infrastructure				
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
C. Consumable Materials				
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	
D.	Tools and Equipment			
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 II**

MODULE TITLE: **Handling Workplace information and Managing Office Records**

MODULE CODE: **LSA SOA2 M06 0322**

NOMINAL DURATION: **65 Hours**

MODULE DESCRIPTION: This module describes the performance outcomes, skills, knowledge and attitude required to collect, process, and store and maintain workplace information and Record Management systems. It also includes the maintenance of filing and records systems.

LEARNING OUTCOMES

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

- LO1.** Collect and distribute incoming mails
- LO2.** Collect and dispatch outgoing mails
- LO3.** Process Records
- LO4.** Maintain information systems

MODULE CONTENTS:

LO1. Collect and distribute incoming mails (10hrs)

- 1.1 Collecting relevant information in a timely manner
- 1.2 Using business equipment/technology
- 1.3 Checking Organizational requirements
- 1.4 Checking and registering incoming mails
- 1.5 Identifying and distributing urgent and confidential mails
- 1.6 Sorting and despatching mails
- 1.7 Recording and reporting damaged, suspicious or missing items
 - 1.7.1 Taking appropriate action

LO2. Collect and dispatch outgoing mails (10hrs)

- 2.1 Collecting, checking and sorting outgoing mails for despatch
- 2.2 Recording and processing outgoing mails
- 2.3 Dispatching outgoing mails

LO3. Process Records(20)

- 3.1 Using business equipment/technology
- 3.2 Applying filing system
- 3.3 Processing information
- 3.4 Updating, modifying and filing information
- 3.5 Creating, storing and retrieving workplace records
- 3.6 Implementing life cycle of records

LO4. Maintain information systems (13hrs)

- 4.1 Maintaining information and filing systems
- 4.2 Identifying, removing and relocating inactive or dead files
- 4.3 Establishing and assembling new files
- 4.4 Updating reference and index systems
- 4.5 Processing the retention and disposal of records

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

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

		❖ Use gestures	❖ Use gestures ❖ Arrange the class room seating to be conducive for eye to eye contact	users.
ASSESSMENT METHODS:				
Interview		❖ 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
Written test	❖ 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
Demonstration/ Observation	❖ 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:

LO.1 Collect and Distribute Incoming Mail

- Collected information in a timely manner and ensure that it is relevant to organizational needs
- Business equipment/technology available in the work area to effectively obtain information are used
- Organizational requirements relating to security and confidentiality in handling information is applied
- Ensured that incoming mail is checked and registered in accordance with organizational policies and procedures
- Urgent and confidential mail in accordance with organizational requirements are identified and distributed
- Sorted and dispatched mail to nominated person/location in accordance with organizational requirements
- Record and/or report damaged, suspicious or missing items and take appropriate action in accordance with organizational policies and procedures

LO.2 Collect and Dispatch Outgoing Mail

- Collect, check and sort outgoing mail to ensure all items are correctly prepared for dispatch in accordance with organizational policies and procedures
- Record and process outgoing mail for dispatched in accordance with organizational requirements
- Dispatched mail to meet designated time lines

LO.3 Process Records

- Business equipment/technology to process information in accordance with organizational requirements are used
- The filing system are applied based on organizational requirement
- Processed information in accordance with defined timeframes, guidelines and procedures
- Update, modify and file information in accordance with organizational requirements are done
- Work place records are created, stored and retrieved as per organizational requirement are done
- Life cycle of records are implemented

LO.4 Maintain Information Systems

- Maintain information and filing systems in accordance with organizational requirements
- Identify, remove and/or relocate inactive or dead files in accordance with organizational requirements
- Establish and assemble new files in accordance with organizational requirements
- Update reference and index systems in accordance with organizational requirements
- The Retention and disposal of records are processed as per schedule

Annex: Resource Requirements

LSA SOA2 M06 0322 Handle Work Place Information And Manage Office Records				
Item No.	Category/Item	Description/ Specifications	Quantity	Recommended Ratio (Item: Trainee)
A. Learning Materials				
1.	TTLM	TTLM prepared by the trainer	25	1:1
2.	Reference Books			
2.1	Office Records Management,	Tadesse Dady 1993 E.C.	5	1:5
2.2	Records Management Policy and Procedures,	CQ university, Australia 2017	5	1:5
B. Learning Facilities & Infrastructure				
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
C. Consumable Materials				
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	
D.	Tools and Equipment			
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 II**

MODULE TITLE: **Producing Simple Word Processed Documents**

MODULE CODE: **LSA SOA2 M07 0322**

NOMINAL DURATION: **120** Hours

MODULE DESCRIPTION: This module describes the performance outcomes, skills, knowledge and attitude required to correctly operate word processing applications in the production of workplace documents.

LEARNING OUTCOMES

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

LO1. Prepare to produce documents

LO2 Produce documents

LO3. Finalize documents

MODULE CONTENTS:

LO1. Prepare to produce documents (20 hrs.)

1.1 Addressing use of safe work practices

1.1.1 Applying Work organization and energy requirements

1.1.2 Resource conservation requirements

1.2 Identifying and clarifying document requirements

1.3 Identifying organizational and task requirements

LO2. Produce documents (58 hrs.)

2.1 Formatting document

2.2, Using System features

2.2.1 Identifying and manipulating screen display options and controls

2.3 Using Manuals, user documentation and online help

LO3 Finalize documents (10 hrs.)

3.1 Ensuring final document preview, check, adjust and print

3.2 Preparing documents within designated time lines

3.3 Naming and storing document.

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

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

	<ul style="list-style-type: none"> ❖ questions ❖ Facilitate the trainees to prepare and submit the assignment in soft or hard copy 	material		
ASSESSMENT METHODS:				
Interview		<ul style="list-style-type: none"> ❖ 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 	<ul style="list-style-type: none"> ❖ Speak loudly ❖ Using sign language interpreter if necessary 	<ul style="list-style-type: none"> ❖ Use written response as an option for the trainees having speech challenges
Written test	<ul style="list-style-type: none"> ❖ 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 	<ul style="list-style-type: none"> ❖ Prepare the exam using short sentences, multiple choices, True or False, matching and short answers ❖ Avoid essay writing ❖ Time extension 	<ul style="list-style-type: none"> ❖ Prepare the exam using short sentences, multiple choices, true or false, matching and short answers if necessary. 	<ul style="list-style-type: none"> ❖ 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
Demonstration/ Observation	<ul style="list-style-type: none"> ❖ Brief the instruction or provide them in large text ❖ Time extension 	<ul style="list-style-type: none"> ❖ Use sign language interpreter ❖ Brief on the instruction of the exam ❖ Provide activity-based/ practical assessment method ❖ Time extension 	<ul style="list-style-type: none"> ❖ Provide activity based assessment ❖ Brief on the instruction of the exam ❖ Use loud voice ❖ Time extension 	<ul style="list-style-type: none"> ❖ Provide activity based assessment ❖ Conduct close follow up ❖ Time extension

ASSESSMENT CRITERIA:

LO.1 Prepare to Produce Documents

- Use safe work practices to ensure ergonomic, work organization, energy and resource conservation requirements are addressed
- Identify document purpose, audience and presentation requirements, and clarify with relevant personnel as required
- Organizational and task requirements for document layout and design are identified

LO.2 Produce Documents

- Format document using appropriate software functions to adjusted page layout to meet information requirements, in accordance with organizational style and presentation requirements
- System features to identify and manipulate screen display options and controls are used
- Manuals, user documentation and online help to overcome problems with document presentation and production are used

LO.3 Finalize Documents

- Ensure final document is previewed, checked, adjusted and printed in accordance with organizational and task requirements
- Ensure document is prepared within designated time lines and organizational requirements
- Name and store document in accordance with organizational requirements and exit application without information loss/damage

Annex: Resource Requirements

LSA SOA2 M07 0322 Producing Simple Word Processing Documents				
Item No.	Category/Item	Description/ Specifications	Quantity	Recommended Ratio (Item: Trainee)
A. Learning Materials				
1.	TTLM	TTLM prepared by the trainer	25	1:1
2.	Reference Books			
2.1	MS Office Word Training Manuals	Microsoft Office Software	5	1:5
2.2	Gregg Typing books	Parts 1 & 2	5	1:5
B. Learning Facilities & Infrastructure				
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
C. Consumable Materials				
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	
D.	Tools and Equipment			
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 II	
MODULE TITLE: Maintaining Financial Records	
MODULE CODE: LSA SOA2 M08 0322	
NOMINAL DURATION: 80 Hours	
MODULE DESCRIPTION: This module covers Skills Knowledge and attitude Required to preparing and processing of routine Office financial documents.	
LEARNING OUTCOMES At the end of the module the trainee will be able to: LO1. Prepare and process invoices for payment to creditors and debtors LO2. Prepare and process banking documents and petty cash documents LO3. Process petty cash transactions LO4. Process financial forms and applications	
MODULE CONTENTS: LO1. Prepare and Process Invoices for Payment to Creditors and for Debtors (18hrs) 1.1. Identifying, checking and recording information 1.2. Undertaking works with procedures, legislation and regulations 1.3. Processing , recording, and transmitting documents LO2. Prepare and Process Banking Documents and Petty Cash Documents(25hrs) 2.1. Completing documents with banking guidelines 2.2. Checking checkes and card vouchers for validity 2.3. Reconciling banking documentation 2.4. Entering and balancing deposits and withdrawals 2.5. Using software and technology LO3. Process Petty Cash Transactions (15 hrs) 3.1. Referring any irregularities 3.2. Checking, processing and recording petty cash claims and vouchers 3.3. Balancing petty cash books LO4. Process Financial Forms and Applications(10hrs) 4.1. Filing invoices and related documents 4.2. Checking invoices against source documents 4.3. Correcting errors 4.4. Preparing invoices	

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

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

		<p>communication was conducted with the trainee through the service of the sign language interpreter</p> <ul style="list-style-type: none"> ❖ Use short and clear questioning ❖ Time extension 	interpreter if necessary	trainees having speech challenges
Written test	<ul style="list-style-type: none"> ❖ 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 	<ul style="list-style-type: none"> ❖ Prepare the exam using short sentences, multiple choices, True or False, matching and short answers ❖ Avoid essay writing ❖ Time extension 	<ul style="list-style-type: none"> ❖ Prepare the exam using short sentences, multiple choices, true or false, matching and short answers if necessary. 	<ul style="list-style-type: none"> ❖ 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
Demonstration/ Observation	<ul style="list-style-type: none"> ❖ Brief the instruction or provide them in large text ❖ Time extension 	<ul style="list-style-type: none"> ❖ Use sign language interpreter ❖ Brief on the instruction of the exam ❖ Provide activity-based/ practical assessment method ❖ Time extension 	<ul style="list-style-type: none"> ❖ Provide activity based assessment ❖ Brief on the instruction of the exam ❖ Use loud voice ❖ Time extension 	<ul style="list-style-type: none"> ❖ Provide activity based assessment ❖ Conduct close follow up ❖ Time extension

ASSESSMENT CRITERIA:

LO.1 Prepare to Produce Documents

- Use safe work practices to ensure ergonomic, work organization, energy and resource conservation requirements are addressed
- Identify document purpose, audience and presentation requirements, and clarify with relevant personnel as required
- Organizational and task requirements for document layout and design are identified

LO.2 Produce Documents

- Format document using appropriate software functions to adjusted page layout to meet information requirements, in accordance with organizational style and presentation requirements
- System features to identify and manipulate screen display options and controls are used
- Manuals, user documentation and online help to overcome problems with document presentation and production are used

LO.3 Finalize Documents

- Ensure final document is previewed, checked, adjusted and printed in accordance with organizational and task requirements
- Ensure document is prepared within designated time lines and organizational requirements
- Name and store document in accordance with organizational requirements and exit application without information loss/damage

Annex: Resource Requirements

LSA SOA2 M08 0322 Maintain Financial Records				
Item No.	Category/Item	Description/ Specifications	Quantity	Recommended Ratio (Item: Trainee)
A. Learning Materials				
1.	TTLM	TTLM prepared by the trainer	25	1:1
2.	Reference Books			
2.1	Principles of accounting	(Fess & Warren 23 rd edition)	5	1:5
2.2	Introduction to accounting	2 nd edition published by Emile Woolf International	5	1:5
2.3	Bookkeeping & Accounting	20 th and 21 st Century		
B. Learning Facilities & Infrastructure				
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
C. Consumable Materials				
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	
D.	Tools and Equipment			
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 09

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

MODULE TITLE: Applying 5S Procedures

MODULE CODE: **LSA SOA2 M09 0322**

NOMINAL DURATION: **40 Hours**

MODULE DESCRIPTION: This module describes the performance outcomes, skills, knowledge and attitude required to apply 5S techniques to his/her workplace. It covers responsibility for the day-to-day operations of the workplace and ensuring that continuous improvements of Kaizen elements are initiated and institutionalized respond effectively to perform reception, handle customer and resolve customer complaints.

LEARNING OUTCOMES

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

- LO1.** Prepare for work
- LO2.** Sort items.
- LO3.** Set all items in order
- LO4.** Perform shine activities
- LO5.** Standardize 5S
- LO6.** Sustain 5S.

MODULE CONTENTS:

LO1. Prepare for work (5hrs)

- 1.1. Using Work instructions to determine job requirements
- 1.2. Reading and interpreting Job specifications.
- 1.3. Observing OHS requirements
- 1.4. Preparing and using Tools and equipment to implement 5S.
- 1.5. Identifying and checking Safety equipment and tools
- 1.6 Preparing and using Kaizen Board (Visual Management Board)

LO2. Sort items (7hrs)

- 2.1. Preparing Plan
- 2.2. Performing Cleaning activities
- 2.3. Identifying all items in the workplace.
- 2.4. Listing Necessary and unnecessary items.

- 2.5. Using Red tag strategy for unnecessary items.
- 2.6. Evaluating unnecessary items
- 2.7. Recording and quantifying Necessary items.
- 2.8. Reporting Performance results
- 2.9 Checking necessary items regularly

LO3. Set all items in order(5hrs)

- 3.1. Preparing Plan to implement set in order activities.
- 3.2. Performing general cleaning
- 3.3. Deciding Location/Layout, storage and indication methods
- 3.4. Preparing and using Necessary tools and equipment
- 3.5. Placing Items in assigned locations.
- 3.6. Rreturning items to their assigned locations.
- 3.7. Rreporting Performance results.
- 3.8 Checking each item regularly

LO4. Perform shine activities (5hrs)

- 4.1 Preparing Plan to implement shine activities.
- 4.2 Preparing and using tools and equipment
- 4.3** Implementing Shine activity.
4. 4 Reporting Performance results
- 4.5 Shining activities are conducting Regularly

LO5. Standardize 5S (5hrs)

- 5.1 Preparing Plan to standardize 5S activities.
- 5.2** Preparing and implementing tools and techniques
5. 3 Following Checklists for standardize activities
- 5.4 Standardizing the workplace
- 5.5 Avoiding problems by standardizing activities.

LO6. Sustain 5S. (5hrs)

- 6.1 Preparing Plan to sustain 5S activities.
- 6.2 Discussing, preparing and implementing tools and techniques

- 6.3 Inspecting Workplace regularly
- 6.4 Cleaning Workplace after completion of job
- 6.5 Identifying Situations not to standards
- 6.6 Recommending Improvements
- 6.7 Following Checklists to sustain activities
- 6.8 Avoiding Problems by sustaining activities.

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

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

ASSESSMENT METHODS:

Interview		<ul style="list-style-type: none"> ❖ 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 	<ul style="list-style-type: none"> ❖ Speak loudly ❖ Using sign language interpreter if necessary 	<ul style="list-style-type: none"> ❖ Use written response as an option for the trainees having speech challenges
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<p>Written test</p>	<ul style="list-style-type: none"> ❖ 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 	<ul style="list-style-type: none"> ❖ Prepare the exam using short sentences, multiple choices, True or False, matching and short answers ❖ Avoid essay writing ❖ Time extension 	<ul style="list-style-type: none"> ❖ Prepare the exam using short sentences, multiple choices, true or false, matching and short answers if necessary. 	<ul style="list-style-type: none"> ❖ 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
<p>Demonstration/ Observation</p>	<ul style="list-style-type: none"> ❖ Brief the instruction or provide them in large text ❖ Time extension 	<ul style="list-style-type: none"> ❖ Use sign language interpreter ❖ Brief on the instruction of the exam ❖ Provide activity-based/ practical assessment method ❖ Time extension 	<ul style="list-style-type: none"> ❖ Provide activity based assessment ❖ Brief on the instruction of the exam ❖ Use loud voice ❖ Time extension 	<ul style="list-style-type: none"> ❖ Provide activity based assessment ❖ Conduct close follow up ❖ Time extension

ASSESSMENT CRITERIA:

LO.1 Prepare for Work

- Work instructions are used to determine job requirements, including method, material and equipment.
- Job specifications are read and interpreted following working manual.
- **OHS requirements**, including dust and fume collection, breathing apparatus and eye and ear personal protection needs are observed throughout the work.
- **Tools and equipment** are prepared and used to implement 5S.
- **Safety equipment and tools** are identified and checked for safe and effective operation.
- Kaizen Board (Visual Management Board) is prepared and used in harmony with different workplace contexts

LO.2 Sort Items

- Plan is prepared to implement sorting activities.
- Cleaning activities are performed.
- All **items** in the workplace are identified following **the appropriate procedures**.
- Necessary and **unnecessary items** are listed using the **appropriate format**.
- **Red tag** strategy is used for unnecessary items.
- Unnecessary items are evaluated and placed in an appropriate place other than the workplace.
- **Necessary items** are recorded and quantified using appropriate format.
- Performance results are reported using appropriate formats.
- Necessary items are regularly checked in the workplace

LO.3 Set all Items in Order

- Plan is prepared to implement set in order activities.
- General cleaning activities are performed.
- Location/Layout, storage and indication methods for items are decided.
- Necessary tools and equipment are prepared and used for setting in order activities.
- Items are placed in their assigned locations.
- After use, the items are immediately returned to their assigned locations.
- Performance results are reported using appropriate formats.

- Each item is regularly checked in its assigned location and order.

LO4. Perform Shine Activities

- Plan is prepared to implement shine activities.
- Necessary tools and equipment are prepared and used for shining activities.
- **Shine activity** is implemented using appropriate procedures.
- Performance results are reported using appropriate formats.
- Regular shining activities are conducted

LO5. Standardize 5S.

- Plan is prepared and used to standardize 5S activities.
- **Tools and techniques to standardize 5S** are prepared and implemented based on **relevant procedures**.
- Checklists are followed for standardize activities and **reported to relevant personnel**.
- The workplace is kept to the specified standard.
- Problems are avoided by standardizing activities

LO6. Sustain 5S.

- Plan is prepared and followed to sustain 5S activities.
- Tools and techniques to sustain 5S are discussed, prepared and implemented based on relevant procedures.
- Workplace is inspected regularly for compliance to specified standard and sustainability of 5S techniques.
- Workplace is cleaned up after completion of job and before commencing next job or end of shift.
- Situations are identified where compliance to standards is unlikely and actions specified in procedures are taken.
- Improvements are recommended to lift the level of compliance in the workplace.
- Checklists are followed to sustain activities and report to relevant personnel.
- Problems are avoided by sustaining activities

Annex: Resource Requirements

LSA SOA2 M09 0322 Apply 5S procedures				
Item No.	Category/Item	Description/ Specifications	Quantity	Recommended Ratio (Item: Trainee)
A. Learning Materials				
1.	TTLM	TTLM prepared by the trainer	25	1:1
2.	Reference Books			
2.1	KAIZEN	by Masaaki Imai 1986	5	1:5
B. Learning Facilities & Infrastructure				
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
C. Consumable Materials				
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	
D.	Tools and Equipment			
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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