NCDC

NATIONAL CURRICULUM DEVELOPMENT CENTRE

NATIONAL CERTIFICATE IN RECORDS AND INFORMATION MANAGEMENT

NCRM

Teaching Syllabus

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Contents

Foreword

Government of Uganda through the National Curriculum Development Centre, under the Ministry of Education and Sports embarked on reviewing the Business, Technical and Vocational curricula to make it competence based as advocated for by the BTVET Strategic Plan (2011 – 2020) of "Skilling Uganda". The government emphasis has been placed on provision of knowledge, skills and work attitudes for majority of Ugandans with a view of improving service delivery and increasing productivity of the citizens.

To ensure quality and standards across the country, the Ministry through National Curriculum Development Centre (NCDC) in partnership with the various institutions that had developed individual curricula took up the responsibility of harmonizing the curriculum materials for both private and public institutions. Government further streamlined the Post Ordinary Level programmes to run for two years, with the aim of equating such qualifications to the Advanced Certificate of Education, allow for progression, and in accordance with the recommendations of the Government White Paper (1992).

The harmonization of this curriculum was premised on the current labour market demands, making it learner centred, and competence based. It focuses on core tasks and continuous assessments, with each semester involving execution of a real life project that makes the graduate competent in the field of work.

The increasing numbers of enterprises established in the country require manpower that can continuously keep records appropriately. As such, the National Certificate in Records and Information Management programme is aimed at equipping learners with skills to record, process and maintain information for immediate and future use.

Records and Information Management is thus, one of the programmes that support the achievement of the Government's goal of employment creation; and when well implemented, will enable learners to perfect their professional attitudes towards job creation and self-employment.

As Minister responsible for the provision of education in the country, I therefore endorse the curriculum for National Certificate in Records and Information Management as the official one to be taught by all institutions engaged in running this programme in Uganda.

Hon. Janet K. Museveni
First Lady and Minister for Education and Sports

Acknowledgement

National Curriculum Development Centre (NCDC) extends her appreciation to all panel members who participated in developing this syllabus for National Certificate in Records and Information Management. Great thanks go to the following institutions that provided participants who worked tirelessly to make better the curriculum for skills development:

The Ministry of Education and Sports, Uganda Colleges of Commerce (UCCs), Uganda National Examinations Board (UNEB), the Directorate of Education Standards (DES), Universities, and the various institutions under the UGAPRIVI umbrella.

Special thanks go to Uganda Business and Technical Examinations Board (UBTEB) for the financial support that enabled the successful review and harmonisation of the various curricula, as well as their contributions towards the implementation policies.

The consultants are greatly applauded for the guidance provided during the development of the professional profiles. Special thanks go towards each and every individual who has worked behind the scenes to ensure successful completion of this curriculum.

We shall always be grateful for your ideas, time and efforts offered towards the design of this National Curriculum.

Grace K. Baguma
Director
National Curriculum Development Centre

List of Acronyms and Abbreviations

CAS	Current Awareness Services
CBET	Competence Based Education and Training
CD	Compact Disc
CGPA	Cumulative Grade Point Average
CH	Contact Hours
CPU	Central Processing Unit
CTF	Curriculum Task Force
CU	Credit Units
DES	Directorate of Education Standards
DVD	Digital Versatile Disc
FVH	Field Visit Hours
GP	Grade Point
GPA	Grade Point Average
JVC	Junior Vocational Certificate
LAN	Local Area Network
MOES	Ministry of Education and Sports
NCCA	Letter code for Computer Applications Skills
NCCS	Letter code for Basic Communication Skills
NCDC	National Curriculum Development Centre
NCED	Letter code for Entrepreneurship Development
NCKS	Letter code for Basic Kiswahili
NCOP	Letter code for Office Practice
NCLO	Letter code for Basic Library Operations and Management
NCPE	Letter code for Principles of Economics
NCRIM	National Certificate in Records and Information Management
NCRM	Letter code for the core modules of NCRIM
NGO	Non-Governmental Organisation
NP	Normal Progress
PH	Practical Hours
PP	Probationary Progress
RAM	Random Access Memory
ROM	Read Only Memory
SME	Small scale and Medium Enterprises
SWOT	Strength, Weaknesses, Opportunities, and Threats
TH	Training Hours
UBTEB	Uganda Business and Technical Examinations Board
UCCs	Uganda Colleges of Commerce

UCE	Uganda Certificate of Education
UGAPRIVI	Uganda Association of Private Vocational Institutions
UNEB	Uganda National Examinations Board
UPF	Uganda Police Force
URA	Uganda Revenue Authority
WAN	Wide Area Network

Introduction

Globalization has enhanced rapid growth of information technology based on knowledge, record systems and human activities. This has accelerated planning and policy formulation at different levels of governance. In the last few couples of years, records and information management has become central in the planning activities at the central and local government levels, in Non-Governmental Organizations (NGO's), the private sector and the general public. The management process of creation and dissemination of records and information has previously been done manually, consisting of paper files and use of cabinets, lockers, and shelves to store records. But with modernization, there is now need to handle records and information electronically by accessioning the materials, file information, mails, catalogues and carrying out stocktaking electronically to ensure efficiency and effectiveness to a wide range.

Records personnel therefore need skills in reprography, indexing, abstracting, classification and cataloguing of information as well as filing and control of file movement to provide adequate services to the public. Modern records management therefore, is at the heart of businesses and requires competent officers to perform these duties and tasks. It is on this basis that NCDC has come up with a revised curriculum to enhance learners' skills and create a difference in the way information and records are handled. When effectively implemented, the curriculum will produce graduates with competences to:

- Record information
- Classify records
- Index and abstract records
- Appraise and retain records
- Receive and dispatch records
- Preserve and conserve records

Guidelines for Implementing the NCRIM Curriculum

Programme Title

The title of the programme is National Certificate in Records and Information Management (NCRIM).

Duration of the Programme

The National Certificate in Records and Information Management is a full time programme to be taught in two academic years. Each academic year will consist of two semesters composed of 17 weeks; 15 weeks shall be for training and continuous assessments and 2 weeks for final examinations.

The CBET system caters for free exit before completion of the programme once the learner obtains reasonable skills to enable him/her do some work to earn a living. Such a learner may return to continue with the programme at a later date as long as it is done within a period of not more than **5** years from the date of enrolment.

Admission/Entry Requirements

A candidate shall be eligible for admission to the National Certificate in Records and Information Management programme on meeting any of the minimum qualifications specified as follows:

a) Ordinary Level Entry Scheme (Uganda Certificate of Education)
The candidate should be a holder of Uganda Certificate of Education (UCE) with at least three passes obtained in the same year of sitting.

b) Certificate Entry Scheme
The candidate should hold a Junior Vocational Certificate (JVC) or any other relevant certificate obtained from a recognised institution.
Curriculum Implementation
The curriculum for National Certificate in Records and Information Management is based on a semester system. During the training, assessments shall be carried out on a continuous basis as a CBET requirement. Each module contains sub-modules that will help the learner to perform the core tasks aimed at providing:

- Applied knowledge
- Practical skills
- Professional attitude towards work

The learner will also have to operate a real life project every semester to put into practice the knowledge and skills acquired from the classroom.

Prospects for National Certificate in Records and Information Management (NCRIM)

Graduates of the NCRIM programme may opt to further their skills and education by offering a diploma and or degree in Records and Information Management or any other related programme of one's choice.

Assessment Criteria

a) Each module shall be assessed out of 100 marks as follows:
- Continuous assessments   40%
- Final examinations   60%

b) Continuous assessments

These shall be either individual based or group assignments. They will consist of:

i) Practical work
ii) Classroom exercises and presentations
iii) Assignments
iv) Tests
v) Industrial training and projects execution

c) There shall be final examinations within the last **two** weeks of every year set and conducted by Uganda Business and Technical Examinations Board (UBTEB).

d) A candidate shall be considered to have acquired a competence in performing tasks required in the labour market. One must have attended **at least 75%** of the module lessons and done both continuous assessments and end of semester final examinations.

e) Continuous assessment shall be handled by the training institutions and verified by UBTEB officials.

Real Life Projects

This involves a combination of subject knowledge, process skills and transferable abilities. Learners have to apply classroom knowledge and skills proactively in a real-life context for an extended period of time. Each learner will be required to run a project outside classroom time. At the end of every semester a learner should have a visible real life project on the ground to be authenticated by UBTEB. Project work shall be assessed continuously by the instructors and marked out of 100% just like other

modules. This shall be based on both the final product and the process involved in making it. A team of examiners from UBTEB will be moving around to assess the implementation, authenticity, and progression of the projects.

The following guidelines shall be considered for project assessment:

Innovation and creativity	10 marks
Customer care	10 marks
Neatness	10 marks
Record keeping	05 marks
Health and safety observation	10 marks
Actual performance	30 marks
Final product	25marks
TOTAL	**100 marks**

Internship

Every student must get placement for internship to be done at the end of the second academic year examinations. Placement in this case is any place where hands-on training and practice shall be applied to produce items or provide services. This may include manufacturing enterprises, companies, corporate organisations, shops, supermarkets, media houses, hotels, restaurants, libraries, hospitals, schools etc.

i) An industrial supervisor shall award 50% of the marks. This is because she/he is in contact with the learner much of the time and gives the necessary practical guidance, support, corrections, and observation.

ii) An academic supervisor shall visit the industry on appointment and award 30% of the marks. She/he shall interact with the learner in the presence of the industrial supervisor where applicable.

iii) An internship report shall be written by the trainee, signed by both supervisors and submitted to UBTEB. This will be marked out of 20% and the scores added to the marks awarded by the industrial and academic supervisors to make 100%. The following assessment guide may be applied by the supervisors:

• Attendance	05 marks
• Time management	05 marks
• Teamwork	05marks

- Creativity and innovativeness   15 marks
- Customer care   10 marks
- Health and safety   15 marks
- Actual performance   25 marks
- Written report   20 marks

TOTAL   100%

Detailed samples of assessment forms for the academic and the work supervisors are provided in the appendices.

Awards

A learner who completes the programme with at least 2.0 Cumulative Grade Point Average (CGPA) in each of the modules shall be awarded a classified ''**National Certificate in Records and Information Management** by UBTEB**.**

A learner who completes the programme period and does not attain at least 2.0 (GPA) in some modules shall be awarded a ''**Competence Class Certificate"** by UBTEB for only the modules passed. The Competence Class Certificate shall enable the learner to have a specialised upgrading and employment since he/she will have attained some useful competences and skills to perform in the specialised field.

On completion of year 1, a learner may on request be given a statement of results by the UBTEB indicating the grades obtained in each module.
Module Credits and the Weighting System
   i)   Each module will be weighted using the Credit Units (CU).
   ii) One credit unit is equivalent to 15 Contact Hours (CH).
   iii) A contact hour can either be a teaching/lecture hour (LH), tutorial hour (TH), field visit hour (FVH) or practical hour (PH).
   iv) One contact hour is equivalent to 1 lecture hour, or 2 tutorial hours, or 2 practical /field visits hours.
   v)   Credit units (CU) range from a minimum of 2.0 to a maximum of 5.0 based on the level of relevance in the programme.
   vi) Hence a module weighted 2 CU would take 30 contact hours; 3 CU would take 45 contact hours; 4 CU would have 60 contact hours; and 75 contact hours for a module with 5 CU. No module will have less than 2 CUs or more than 5 CUs.

Grading

Each module shall be graded out of 100 marks and assigned an appropriate letter grade and grade points as follows:

MARKS (%)	LETTER GRADE	GRADE POINT (GP)
80-100	A	5.0
75-79	B+	4.5
70-74	B	4.0
65-69	C+	3.5
60-64	C	3.0
55-59	D+	2.5
50-54	D	2.0
0 - 49	F	0

Cumulative Grade Point Average (CGPA)

The certificate awarded to a learner shall be graded based on the Cumulative Grade Point Average (CGPA) score.

Computation of the CGPA

The learner's CGPA at a given time shall be obtained by:

i. Multiplying the grade points obtained in each module by the corresponding credit units assigned to the module to arrive at the weighted score for that module.

ii. Adding together the weighted scores for all modules up to that time.

iii. Dividing the total weighted scores by the total number of credit units taken up to that time.

Classification of the Certificates

The National Certificate in Hotel and Institutional Catering shall be classified according to the CGPA obtained up to the end of the module. The certificates shall be classified as follows:

Class	CGPA
Distinction	4.30 – 5.00
Credit	2.80 – 4.29
Pass	2.00 – 2.79

Progression of the Learner

Progression of a learner shall be classified as normal, probationary, or stay put.

a) Normal progress

Normal progression will occur when a student passes all the modules taken in a semester with a grade point of not less than 2.0.

b) Probationary progress

This is a stage in which a learner passes some modules but does not measure up to the minimum GP of 2.0 in other modules. Such a learner will be allowed to move to the next level carrying along the failed module(s) as "Retake(s)"

Retaking a Module

i) Retaking will require a learner to re-do the entire module by attending lectures, doing continuous assessments, and sitting the final examinations of that module. There shall not be a supplementary examination or test set for any retake but a learner will re-sit the failed module when it is next examined.

ii) A learner may retake a module to improve the grades obtained at the first sitting. Should the learner get a lower grade for a retake, his/her original grade shall prevail.

iii) Whenever a module is retaken and passed, the academic transcript should **not** indicate it as a retake.

c) Stay-put

A learner who does not measure up to the minimum GP of 2.0 in more than half of the total number of modules in a semester shall not proceed to the next semester until those modules are cleared. However, the passed modules should not be repeated.

Dead Year

A learner shall be allowed to apply for a dead year of study due to financial constraints, sickness or any other genuine problem and should be allowed to resume the module at the level he/she exited for the dead year. A learner who applies for a dead year should bear in mind that he/she has to

complete the programme within duration of **five** (**5**) years from the time of enrolment and registration into the programme.

Academic Load

A Certificate programme shall carry a maximum of 25 Credit Units per semester.

No semester should have more than <u>seven</u> modules/assessment units including project work.

Final Examination Paper Formats

Depending on the respective modules' examination paper formats, the questioning techniques to be applied should seek for the candidate's ability to remember, comprehend, apply, analyse, synthesis, and evaluate conditions. All questions should be guiding the learner to perform the tasks expected of him/her in **the world of work.**

The structure below shall be followed to guide the assessors during item writing.

Year 1 Semester 1

Paper Name and Code	Examination Format
NCBK111: Bookkeeping NCCS112: Basic Communication Skills NCOP113: Office Practice NCRM114: Fundamentals of Records Management. NCLO115: Basic Library Operations and Management	Each paper shall consist of **eight** questions and the candidate shall be required to answer any five marked out of **100%.** All questions shall carry equal marks of **20** each. The questioning techniques to be applied should seek for the candidate's ability to remember, comprehend, apply, analyse, synthesise and evaluate conditions. The duration shall be **2** hours and **30** minutes.
NCRM116: Real life project	The real life projects shall consist of continuous assessments marked out of 100%. UBTEB shall verify the authenticity of the awarded marks from the completed projects on the ground and learners'

Paper Name and Code	Examination Format
	participation through presentations. The tasks to be performed shall seek the candidate's ability to remember, comprehend, analyse, synthesis, evaluate and apply the knowledge in a real life condition. The total duration of the project assessment shall be the period during the **15** weeks of teaching in an academic year of study.
Year1 Semester 2	
NCRM121: Registry Management NCPE123: Principles of Economics NCED125: Elements of Entrepreneurship Development	Each paper shall consist of **seven** questions and the candidate shall be required to answer any **five** marked out of **100%.** All questions shall carry equal marks of **20** each. The questioning techniques to be applied should seek for the candidate's ability to remember, comprehend, apply, analyse, synthesise and evaluate conditions. The duration shall be **2** hours and **30** minutes.
NCFR122: Fundamentals of Reprography	The paper shall consist of **three** practical questions requiring reproduction of a given number of documents. The candidate will answer **two** in **three** hours.
NCCA124:Computer Applications	The paper shall consist of **three** practical questions set from any *three computer packages of the syllabus*. A candidate will be required to answer **any two**. A print out of the practical outputs together with the softcopies of all files used will be sent to UBTEB. The duration of this examination shall be **three** hours.
Year 2 Semester 1	
NCRM211: Document Works and Information	The paper shall consist of three practical questions, each carrying 50 marks. A

Paper Name and Code	Examination Format
Services	candidate will be required to answer **any two** questions for a total of 100% marks. A print out of the practical outputs together with the softcopies of all files used will be sent to the assessing board, UBTEB. The questioning techniques to be applied should seek for the candidate's ability to comprehend, apply, analyse, synthesise and evaluate conditions. The duration of this examination shall be **three** hours.
NCRM212: Legal and Policy Aspects in Records NCRM213: Introduction to Archives Management NCSK214: Fundamentals of Storekeeping NCRM215: Introduction to Information Services Marketing	Each paper shall consist of **eight** questions and the candidate shall be required to answer **any five** in duration of **2 hours** and **30 minutes**. All questions shall carry equal marks. The questioning techniques to be applied should seek for the candidates' ability to remember, comprehend, apply, analyse, synthesise and evaluate conditions.
Year 2 Semester 2	
NCIM221: Introduction to Museology NCRM223: Introduction to Marketing of Information Services NCPC224: Elements of Preservation and Conservation in Records	The papers shall consist of two sections A and B with a total of **seven** questions. The candidate will be required to answer **five** questions. Section A shall consist of **one** compulsory question. Section B shall consist of **six** high order questions and the candidate will be required to answer any **four** in duration of **2 hours** and **30 minutes.** All questions shall carry equal marks. The questioning techniques to be applied should seek for the candidate's ability to remember, comprehend, apply, analyse, synthesise and evaluate conditions.
NCRM222: Introduction to Electronic Records	The paper shall consist of **three** practical questions of 50 marks each. The candidate

Paper Name and Code	Examination Format
Management	will answer any **two** questions in **three** hours.
NCKS223: Basic Kiswahili	The paper shall consist of **two** examinations, that is, Paper **1** and **2.**
	Paper 1 will consist of **two** sections, **A** and **B.**
	Section A will comprise **one (1) compulsory** question of 20 marks involving **listening** and **speaking** skills. The question will be recorded information to be played to the candidates after which they will write down the answers to the questions that will follow in the question paper provided.
	Section B shall consist of **5 (five)** questions and the candidate will be required to answer any **3 (three)** to be taken to UBTEB for marking**.** Each of these questions shall be marked out of 20 marks.
	Paper **2** will consist of several oral questions where a candidate will directly interface with the examiner and answer the questions in 15 minutes while the marks are recorded. The paper will carry a total of **40** marks.
NCRM224: Real Life Project 2	The real life project shall consist of continuous assessment marks.
	UBTEB shall verify the authenticity of the awarded marks from the completed projects and learners' participation through presentations.
	The tasks to be performed should seek for the candidate's ability to remember, comprehend, apply, analyse, synthesise and evaluate conditions.
	The total duration of the project assessment shall be the period during

Paper Name and Code	Examination Format
	the **15** weeks of teaching and learning in an academic year of study.

Professional Profile for NCRIM

This section describes the professional profile for the graduates of National Certificate in Records and Information Management, the various job titles and the related tasks that can be performed.

Main Duties and Tasks

Job Title	Duties	Tasks
Records Assistant	Receive records	• Acknowledging receipt of records • Registering both incoming and outgoing records • Identifying different types of records • Providing records security
	Classify records	• Sorting records • Categorising records • Recording audio-visual information
	File records	• Describing files • Cleaning shelve • Labelling shelves/cabinets • Creating physical files • Maintaining file order • Backing up files • Archiving files • Folioing records • Designing file location slips for tracking file movement • Weeding files • Receiving information requests • Locating files • Recording file movement • Noting information actions taken

	Appraise and retain records	• Sorting records for appraisal • Disposing off unwanted records • Retaining records • Accessioning records • Transferring records to the archival centre
	Index and abstract records	• Preparing records for indexing • Cross-checking the index able language • Creating file index • Analysing records for abstracting
	Carry out file census	• Cross-checking accessions • Counting of files • Scanning through file location slips • Verifying file contents • Carrying out file reconciliation • Following up missed documents/files • Preparing report
	Dispatch records	• Receipting outgoing document • Sorting document for dispatch • Packaging document for dispatch • Delivering file to dispatch agent • Preparing dispatch report • Routing documents
	Manage Electronic Documents	• Receiving electronic files • Creating electronic documents • Processing and manipulating e-records • Retrieving e-documents • Updating e-documents • Backing up e-document

		• Archiving e-documents
	Stock take information materials	• Analysing information stock • Transferring stock • Preparing information materials • Replacing old stock
	Process information and Information materials	• Cataloguing information material • Classifying documents • Coding documents • Making information labels • Fixing information labels
	Preserve and Conserve records	• Preserving records • Identify damaged records • Repairing damaged records • Prescribing records • Scanning the environment around the records.
	Manage Records	• Designing record forms • Creating index cards • Registering clients' information • Preparing certificates • Preparing Management Information System (MIS) reports
	Perform administrative tasks	• Preparing requisitions • Dispatching reports • Designing office layouts • Attending to office calls
Library Assistant	Collect library materials	• Manage the circulation desk • Reserve the rare collections • Make and maintain a shelf list

	Classify library material	• Shelve books
		• File catalogue cards
		• Cleans the library
	Catalogue library material	• Dust the library stock
		• Check for overdue borrowed materials and send reminders
Data Entrant	Enter data	• Recording data
		• Processing data
		• Storing data
		• Analysing data
Registry/Documentation Assistant	Classify records	• Handling mails
		• Filing records
		• Opening and closing files
		• Retrieving information
		• Classifying file
		• Censoring file
		• Routing files to different offices
Archive Assistant	Repair archival records	• Receiving, conserving and preserving archival materials

Focus of Education

The focus of education for NCRIM is on the following aspects of learning:
    i)   Competence Based Education and Training **(CBET)**
    ii)   Modularisation of programmes
    iii) Practical assignments and tests
    iv)   Entrepreneurship development
    v)   Integrated education (Knowledge, Application, Skills and attitude)
    vi)   Health, safety and environmental considerations
    vii) Sports, clubs and social interactions
    viii) Disability and gender consideration
    ix)   Sustainability of professional practices, general and specialised code of conduct
    x)   Internship and industrial training
    xi)   Real life project implementation

Roles of the Learners, Teachers, and Administrative Staff

Individuals in the education sector have several roles and responsibilities they play to make training and learning a smooth, pleasant, and constructive process.

Below are some of the roles of learners, teachers, and administrative staff:

Role of the Learner

The learner should:

i)   participate fully in class work and assignments.
ii)   be resourceful in group and personal research.
iii) seek guidance.
iv)   learn to communicate - oral presentation, report writing and development of personal interactive skills.
v)   learn to solve problems she/he has never faced before (initiation and innovation).
vi)   participate in community-based real life projects.
vii) serve as ambassadors of the institution to the world of work.
viii) learn to work independently and as part of a team.
ix)   keep time and manage oneself and other people effectively.
x)   participate in sports, social and guild activities.
xi)   participate in environment, health, safety and security awareness as well as preservation activities.
xii) practice leadership roles.
xiii) learn practical and entrepreneurship skills to enable them start up projects on their own.
xiv) maintain discipline outside the institution.

Role of Teaching Staff

Teachers/lecturers are the main source of information to learners. Their roles include among others, to:

i)   set the tone for a good learning environment.
ii)   prepare schemes of work and lesson plans.
iii) keep records of attendance and assessment results.
iv)   serve as instructors, lecturers, supervisors and coaches.
v)   plan, design and carryout assessment of learners' performance.

vi)   engage learners in continuous assessments and help them to understand what is expected of them.

vii)   participate in quality assurance and ensure that training and assessments are valid and reliable.

viii)   contribute to continuing innovation in education.

ix)   counsel and guide learners on career and social issues that may affect their studies.

x)   arrange for and carry out industrial training placement and supervision.

xi)   arrange industrial tours and site visits.

xii)   prepare learners for project work as well as assess and record learners' progress.

xiii)   guide learners in project design and writing.

xiv)   carry out interdisciplinary activities.

xv)   guide learners on the effectiveness of the module.

xvi)   demonstrate ethical roles.

xvii)   identify learning materials for students.
        update learners on the developments and requirement standards of the industry.

Role of Administrative Staff

The administrative staff should:

i)   keep custody of Institute property (inventories).

ii)   plan for smooth running of the institution (mobilise funds and human resources).

iii)   ensure equity and gender equality.

iv)   link the institution with government, world of work and other stakeholders.

v)   support and facilitate learners' activities.

vi)   carryout admission of learners.

vii)   maintain and uphold the good image of the institution.

viii)   assess the performance of staff and relevance of courses.

ix)   ensure high academic standards of the institution.

x)   arrange for graduations and regular meetings of alumni.

xi)   maintain ethical and moral conduct.

xii)   ensure a safe and conducive learning environment.

xiii)   provide learners with adequate learning materials.

xiv)   allow and facilitate inter-institutional activities.

xv)   ensure co-curricular management and its implementation.

xvi) appraise staff performance.

xvii) ensure security of learners and their property.

xviii)   ensure discipline among staff and learners.

xix) recommend staff for promotion or disciplinary action.

xx)   appraise other staff.

xxi) provide regular support to teaching and learning process.

Effective Learning Environment

For successful implementation of NCRIM, an effective learning environment must be provided, which includes:

i)   Adequate physical infrastructure such as classrooms, laboratories, workshops and libraries equipped with relevant teaching/learning resources

ii)   Provision of electronic teaching and learning environment

iii)   Materials such as audio-visual aids, books, manuals, journals and equipment that offer learners and teachers professional situations

iv)   Adequate facilities to cater for administration and other logistical terms that adequately support the educational process

v)   Medical facilities, proper hygiene and sanitation, proper working and studying environment, good feeding, welfare and security for the learners and staff

vi)   Proper motivation and inspiration of staff and learners to attract commitment for the certificate programme

vii)   Arrangement of seminars, workshops and exhibitions, as well as sites and field visits

viii) A platform for learners and staff to air out their views such as representation on governing councils

ix)   Professional personnel to adequately maintain teaching facilities and sanitation

Co-Curricular Activities

Co-curricular activities are part of the institution activities and they enhance the teaching and learning process. Therefore, the institution should:

i)   ensure that there are adequate sports and recreational facilities.

ii) provide an effective learners' guild through which sports, recreational, religious and cultural activities are channelled and organised, and supported by the institute administration without discrimination.

Organisations that Employ NCRIM Graduates

A graduate of NCRIM may be employed in any of the following organisations:

i) Manufacturing and processing industries
ii) Government corporations
iii) Consultancy and contractors
iv) Non-government organizations (NGOs)
v) Community based organizations (CBOs)
vi) Media houses
vii) Academic institutions
viii) Libraries
ix) Hospitals

Teaching/Learning Methods

The teaching and learning methods in this syllabus are just samples. It is at the teacher's discretion to apply any other methods deemed suitable to the classroom setting. The type of methods selected should be guided by the competences to be acquired by the learner. The teacher is encouraged to use a variety of methods in a lesson to make it more interesting and practical. Examples of some of the teaching/learning methods include:

1. **Discussion**
a) **Group Discussions**

Learners discuss issues in groups. This methodology enables knowledge/information to come from the learners rather than from the teacher. It promotes teamwork and allows all learners to have an opportunity to give their opinions and ideas. It also stimulates their interest as they learn from one another.

Guidelines for using Group Discussion Method
i) Group learners
ii) Give clear instructions to learners as to what each group should do.
iii) Assign task(s) to each group.

iv) Give instructions on the pattern to be followed when discussing to ensure that each individual in the group contributes.

v) Monitor the group discussions to ensure that social skills development takes place.

vi) Assign responsibilities to learners for positions of Chairperson, Secretary, Timekeeper, etc. for effective group dynamics.

vii) Learners discuss issues raised in the task with the guidance of the teacher

viii) Learners agree on the issues to be presented.

ix) Learners have group presentations and general discussions.

x) Learners make a summary of agreed class points.

b)   Guided discussions

In guided discussions, the teacher takes the lead but purposes to provoke the learners to freely give their views about the subject of interest.

Guidelines for using guided discussion method:

i) The teacher leads the discussion and acts as the chairperson/secretary.

ii) The teacher gives clear instructions to learners as to what they should do.

iii) Learners discuss issues raised in the task with the guidance of the teacher

iv) Learners agree on the issues.

v) The Teacher Summarizes the session by drawing on the main points.

2. Case Study

This method is where learners are given information about a situation and they have to come up with decisions or solutions to a problem. The purpose of case study is to:

i) help learners to identify and solve problems in a typical situation.

ii) provide learners with confidence in decision making.

iii) help learners develop analytical skills.

3. Brainstorming

This is a way of obtaining as many views as possible from the learners in a short time. The learners should be guided to give as many ideas as they

can, on a particular issue. It is recommended that all ideas are accepted without questioning. The ideas should be ranked according to the relevance to the issue being brainstormed.

Basic rules for brainstorming
    i)   Encourage as many ideas as possible.
    ii) Criticisms of ideas should not be allowed.

4. Buzz Method
This is a method of training that requires learners seated near each other to discuss an issue that could have a lot of points or controversy to be agreed upon. The noise is the murmur that the class makes like that of buzz. Therefore some manageable noise or murmur should not be mistaken for no learning. This method is good in situations where one cannot conduct effective training like when it is raining.
The teacher asks questions on what learners have discussed to find out if they have understood.

5. Guided Discovery
This method is based on the notion that the learners know more than they think they know. The assumption is that they only need to be prompted to discover this knowledge for themselves. The teacher's role is to organise the learning environment and present the content in such a way that the learners can discover more knowledge and ideas.

6. Demonstration
This is the act of exhibiting, describing, and explaining the operation or process by use of a device, machine, process, product to learners. A demonstration can be carried out by the teacher or learners.

7. **Illustration**
This is a depiction or representation of a subject matter, such as a drawing, sketch, painting, photograph, or other kind of image of things seen, remembered or imagined, using a graphical representation. This method is best used where words are not sufficient to clearly bring out a concept. It gives a visual impression to what is being taught.

8. Guest Speaker
Guest speakers could be local entrepreneurs, government officials, professional practitioners, or community leaders invited to make a presentation to learners. Guest speakers can provide a variety to the

entrepreneurship education learning, share experience, add value by engaging learners in an educational or informative manner.

The method provides learners with an opportunity to physically interact with a practitioner and motivates them to develop an entrepreneurial attitude.

9. Role Play

This method is where learners are presented with a situation they are expected to explore by acting out the roles of those represented in this situation. The learners for the role-play should be carefully selected and properly prepared for their roles. The remaining learners should be equally prepared for the role-play by briefing them on how they are to act during the presentation. The players should try to behave naturally during the presentation.

The teacher:
   i)   observes when the presentation is taking place.
   ii) guides learners in the course of presentation to ensure that they focus on theme of the play.
   iii) engages learners in a discussion or asks them questions about what they have learnt from the role-play with a view of finding out if the role-play has provided sufficient information.

10. Study Tour

This is when learners are taken out to perform particular tasks with the aim of carrying out an observation, practice or witness the flow of events. It enables the learners to link the school situation with the reality in the communities or world of work.

11. Field Attachment

This is when learners are attached to some entrepreneur(s) to practice during their study time. It does not only enable them to relate what they have learnt in the classroom but also allows them to acquire more knowledge and skills beyond what was covered. It further motives learners to becoming practitioners or entrepreneurs.

Summary of the Programme Structure for NCRIM

Year 1 Semester 1

CODE	MODULE NAME	LH	PH	CH	CU
NCBK111	Bookkeeping	30	60	60	4
NCCS112	Business Communication Skills	30	30	45	3
NCOP113	Office Practice	30	60	60	4
NCRM114	Fundamentals of Records Management	30	90	75	5
NCLO115	Basic Library Operations and Management	30	90	75	5
NCRM116	Real Life Project 1	30	60	60	4
Total		**180**	**390**	**435**	**25**

Year 1 Semester 2

CODE	MODULE NAME	LH	PH	CH	CU
NCRM121	Registry Management	30	90	75	5
NCFR122	Fundamentals of Reprography	30	90	75	5
NCPE123	Principles of Economics	30	30	45	3
NCCA124	Computer Applications	30	60	60	4
NCED125	Elements of Entrepreneurship Development	30	60	60	4
NCRM126	Real Life Project 2	-	120	60	4
TOTAL		**150**	**450**	**375**	**25**

Year 2 Semester 1

CODE	MODULE NAME	LH	PH	CH	CU
NCRM211	Document Works and Information Services	30	90	75	5

NCRM212	Legal and Policy Aspects of Records	30	30	45	3
NCRM213	Introduction to Archives Management	30	90	75	5
NCSK214	Fundamentals of storekeeping	30	60	60	4
NCRM215	Introduction to Information Services Marketing	30	30	45	3
NCRM216	Real Life Project 3	-	120	60	4
Total		**150**	**420**	**360**	**24**

Year 2 Semester 2

CODE	MODULE NAME	LH	PH	CH	CU
NCIM221	Introduction to Museology	30	30	45	3
NCRM222	Introduction to Electronic Records Management	30	60	60	4
NCKS223	Basic Kiswahili	30	30	45	3
NCPC1224	Elements of Preservation and Conservation of Records	30	90	75	5
NCRM225	Real Life Project 4	-	120	60	4
NCRM226	Internship (2 months)	20	80	60	4
TOTAL		**130**	**410**	**345**	**23**

Detailed Module Description Year 1
Semester 1
NCBK111: Bookkeeping

Duration: 60 Hours

Module Overview

This Module introduces learners to the fundamental principles and practices of bookkeeping with emphasis on the framework and procedures of recording, classifying and analysing business transactions. Learners will acquire knowledge and understanding of bookkeeping concepts and apply the generally accepted principles to their day-today business scenarios. It mainly involves recording of transactions and preparation of source documents, books of account and simple sets of financial statements.

Learning Outcomes

By the end of this module, the learner should be able to:
i)   prepare source documents.
ii) maintain ledger accounts.
iii) prepare basic financial statements.

Sub-module 1: Concepts of Bookkeeping

Duration 8: Hours

Competences	Contents	Teaching and Learning Strategies

The learner:
• differentiates between forms of accounting.
• describes the activities and elements in the accounting
	• Definition of Bookkeeping
	• Distinction between Bookkeeping and Accounting
	• Forms of Accounting:
	  - Financial Accounting
	  - Cost Accounting
	  - Management
		• Let learners brainstorm on the differences between Bookkeeping and Accounting.
		• Lead a guided discussion on the different forms of

Competences	Contents	Teaching and Learning Strategies
cycle. • identifies the users and uses of accounting information. • applies accounting concepts, bases and standards in bookkeeping.	Accounting • Accounting Cycle • Importance of Accounting information • Users and uses of accounting information • Accounting Concepts, Bases, and Standards	accounting. • Assign learners in groups to identify users and uses of accounting information. • Demonstrate to learners the application of accounting concepts, bases and standards.

Assessment Strategies

Assign learners to:
  i) discuss the importance of bookkeeping.
  ii) identify the users and uses of accounting information.

Teaching and Learning Resource

Financial Reporting Conceptual framework

Sub-module 2: Business Transactions and Source Documents

Duration: 8 Hours

Competences	Content	Teaching and Learning Strategies
The learner: • classifies the business transactions. • identifies the source documents to be used.	• Types of business transactions • Types of source documents • Preparation of source	• Lead a guided discussion on the types of transactions made by businesses. • Task learners to look for copies of business source documents and discuss their purposes

Competences	Content	Teaching and Learning Strategies
• prepares source documents for the business.	documents	in class. • Illustrate the preparation of different source documents.

Assessment Strategy

Give learners assignments involving preparation of different source documents used in accounting.

Teaching/Learning Resources

- Source documents
- Ledger books

Sub-module 3: Journals

Duration: 4 Hours

Competences	Content	Teaching and Learning Strategies
The learner: • classifies journals according to their purposes. • prepares journals using source documents information. • justifies the importance of using journals.	• Meaning of journal • Classification of journals • Preparation of journals • Importance of journals	• Illustrate the preparation of different journals. • Give learners exercise to prepare journals.

Assessment Strategies

Task learners to:
  i)   classify journals according to their purposes.
  ii) record transactions in journals.

Teaching and Learning Resources

Specimens of:
- Invoices
- Vouchers
- Credit notes
- Debit notes
- Receipts
- Journal books

Sub-module 4: Double Entry System and Ledgers

Duration: 8 Hours

Competences	Contents	Teaching and Learning Strategies
The learner applies double entry rules in recording transactions in ledger accounts.	- Concept of double entry - Double Entry Rules - Meaning of a ledger - Classification of ledger accounts - Source documents - Preparation of ledger accounts - Balancing ledger accounts	- Illustrate the concept of double entry system of bookkeeping. - Let learners identify the source documents used in business and discuss their purposes. - Demonstrate the recording of business transactions. - Guide learners in the balancing of ledger accounts.

Assessment Strategy

Give learners assignment to record business transactions in the ledgers using double entry system and balance off accounts.

Teaching and Learning Resources

- Source documents
- Ledger books

Sub-module 5: Cashbooks

Duration: 8 Hours

Competences	Content	Teaching and Learning Strategies
The learner: • categorises a cashbook as a book of original/prime entry (journal) as well as a principle book of accounts (ledger). • identifies different types of cashbooks • records transactions in cashbooks. • prepares a petty cashbook following the imprest system.	• Cashbook as a book of original or prime entry (Cash Receipts and Cash Payments Journal). • Cashbook as a ledger book (with debit and credit sides taking on double entry) • Types of cashbooks (Single column, Double column, and Three column cashbooks) • Posting cash, Bank and discount transactions in the cashbook (including contra entries) • Two column cashbook • Three column cashbook • Petty Cashbook	• Demonstrate to the learners the dual role of a cashbook. • Display different types of cashbooks for learners to identify them. • Provide learners with various source documents and information from which to prepare cashbooks. • Demonstrate the preparing of a petty cashbook using imprest system.

Assessment Strategy

Give learners exercises to prepare different cashbooks.

Teaching and Learning Resources

- Cashbooks
- Source documents (receipts, cheques, bank statements)
- Petty Cash payment vouchers

Sub-module 6: Trial Balance

Duration: 6 Hours

Competences	Content	Teaching and Learning Strategies
The learner: • identifies the purpose/uses of a trial balance. • prepares a trial balance.	• Meaning of trial balance • Purpose/uses of a trial balance • Preparation of trial balance • Errors detected and not detected by trial balance	• Guide learners on the purpose of a trial balance. • Let learners prepare a trial balance from given information.

Assessment Strategies

Give learners exercise to:
- i)   identify errors of the trial balance.
- ii)   extract the trial balance.

Teaching and Learning Resources

- Ledger books
- Structure of a trial balance

Sub-module 7: Preparation of Financial Statements

Duration: 10 Hours

Competences	Content	Teaching and Learning Strategies
The learner: • defines elements of financial statements. • prepares trading profit or	• Elements of financial statements (incomes, expenses, gross profit, net profit, assets, liabilities and capital) • Trading Account and determination of Gross Profit or Gross Loss • Profit and Loss Account	• Guide learners in classifying financial information into elements of financial statements. • Demonstrate

Competences	Content	Teaching and Learning Strategies
loss account and balance sheet. • interprets the balance sheet equation.	and the determination of Net Profit or Net Loss • Combined Trading, Profit and Loss Account • Accounting Equation and the Balance Sheet • Balance Sheet and determination of financial position	the preparation of financial statements. • Task learners to prepare final accounts and balance sheet using different formats.

Assessment Strategy

Provide learners with information to prepare financial statements.

Teaching and Learning Resources

- Financial statements
- Accounting manuals
- Calculator
- Ruler

Sub-module 8: Bank Reconciliation

Duration: 8 Hours

Competences	Content	Teaching and Learning Strategies
The learner: • explains the importance of bank reconciliation. • prepares a bank	• The need for bank reconciliation • Posting bank transactions in the bank statement • Comparing the cashbook and the bank statement (practical)	• Demonstrate the process of identifying discrepancies using a cashbook and a bank

Competences	Content	Teaching and Learning Strategies
statement. • identifies the discrepancies between a cashbook and a bank statement. • adjusts the cashbook. • reconciles the cashbook and the bank statement.	• Causes of differences between the cashbook and the bank statement • Adjusting or amending the cashbook • Preparation of bank reconciliation statement starting with: - Adjusted cashbook balance - Cashbook balance - Bank Statement Balance - Bank overdraft	statement. • Guide learners to correct the cashbook and prepare bank reconciliation statements.

Assessment Strategies

Give learners tasks to:
   i)   identify the causes of discrepancies between cashbook and bank statement.
   ii) update the cashbook.
   iii) reconcile the cashbook balance with the bank statement balance.

Teaching and Learning Resources

- Cash Deposit slips
- Cheques Deposit slips
- Withdraw forms
- Cheques
- Cashbooks
- Bank statements

Suggested References

Frank wood & Sangster (2009). Business Accounting 1. 12th end. London, Pitman Publishers.

Jennings, A. R. (2008). Financial Accounting. 10th ed. London, DP
    Publications Ltd.

Saleemi, N. A. (2010). Financial Accounting Simplified. London, Chapman
    & Hall.

Elliott, B. & Elliott, J. (2007). Financial Accounting and Reporting. 6th Ed.
    London, Financial Times Prentice Hall.

Stickney, C.P. & Weil, R. L. (2008). Financial Accounting: An Introduction to
    Concepts, Methods and Uses. Mason, South-Western College.

NCCS112: Basic Communication Skills

Duration: 45 Hours

Module Overview

The module provides the learner with opportunity to develop skills to communicate and get along with others through writing, speaking, listening, and interpreting of body language. The learner will acquire skills needed to perform records work such as welcoming clients, consulting, giving the necessary advice and making simple reports.

Learning Outcomes

By the end of this module the learner should be able to:
i)   communicate effectively with business stakeholders.
ii) handle correspondences at operational levels.

Sub-module 1: Introduction to Communication

Duration: 04 Hours

Competence	Content	Teaching and Learning Strategy
The learner: • defines communication. • identifies the importance of communication in business. • classifies the categories of communication. • applies the different forms of communication.	• Meaning of communication • Importance of communication • Classification of communication (Internal and External) • Forms of communication (Formal and Informal)	• Lead learners to brainstorm on the definition of communication. • Brainstorm on the importance of communication. • Lead guided discussion on types and forms of communication. • Demonstrate to learners the types of communications.

Assessment Strategy

Task learners to identify the forms and types of communication.

Sub-module 2: Grammar

Duration: 06 Hours

Competences	Content	Teaching and Learning Strategies
The learner: • applies the correct grammar in speeches/ • spells words correctly. • construct sentences with the right tenses. • pronounces words correctly.	• Parts of speech (nouns, pronouns, verbs, adverbs, adjectives, conjunctions and interjections) • Spellings • Tenses • Pronunciation	• Guide a discussion on the parts of speech. • Give exercises on spellings of words. • Organise a tutorial for tenses and pronunciations.

Assessment Strategies

i) Give learners tasks to construct sentences using nouns, verbs, adverbs, and pronouns.
ii) Task learners to apply different tenses to construct meaningful sentences.

Sub-module 3: Communication Process

Duration: 06 Hours

Competence	Content	Teaching and Learning Strategy
The learner: • describes the elements of communication. • develops the communication channel. • identifies barriers to effective communication.	• Elements of communication process • Channels of communication • Barriers to effective communication • Solution to the barriers of	• Illustrate to learners the communication process. • Demonstrate the channels of communication. • Task learners to suggest ways of overcoming

Competence	Content	Teaching and Learning Strategy
• identifies solutions to the barriers to effective communication.	communication	barriers to communication.

Assessment Strategies

Assess learners on:
    i)   the communication process.
    ii) the barriers to effective communication.

Sub-module 4: Written Communication

Duration: 10 Hours

Competence	Content	Teaching and Learning Strategy
The learner: • writes business correspondences. • writes reports. • prepares memos.	• Business letters • Curriculum vitae • Business reports • Memorandum • Notices	• Guide learners on how to write business letters, notices, Memos and reports. • Let learners practise written communication.

Assessment Strategy

Give learners exercises to write business letters, memos, notices and
    reports.

Teaching and Learning Resources

Samples of:
- Business letters
- Curriculum vitae
- Business reports
- Memorandum
- Notices

Sub-module 5: Oral Communication

Duration: 8 Hours

Competence	Content	Teaching and Learning Strategy
The learner: • justifies the importance of oral communication • organises meetings. • negotiates for better business terms.	• Importance of oral communication • Meetings • Negotiations	• Use a video recording reflecting conduct of oral communication. • Organise role plays for learners to demonstrate meetings and negotiations.

Assessment Strategies

Let learners:

    i)   discuss the roles of a Chairperson and a secretary to a meeting.

    ii) make class presentations on the conduct of meetings and business negotiations.

Sub-module 6: Non-verbal Communication

Duration: 06 Hours

Competence	Content	Teaching and Learning Strategy

The learner:
• applies non-verbal communication to express feelings.
• interprets the non-verbal communication made by others correctly.
• analyses the advantages and disadvantages of non-verbal communication.
	• Types of non-verbal communication
	  - Body language
	  - Facial expressions
	  - Gestures
	  - Postures
	• Eye contact
	• Advantages and disadvantages of non-verbal communication
		• Use a video recording reflecting different non-verbal communications.
		• Organise role plays in which learners should emulate different non-verbal communication styles.

Assessment Strategy

Ask learners to describe the different types of non-verbal communications

Teaching and Learning Resource

Video tapes

Sub - module 7: Listening

Duration: 5 hours

Competences	Content	Teaching and Learning Strategies
The learner: • justifies the importance of effective listening. • listens effectively. • identifies the causes of poor listening skills.	• Importance of listening • Barriers to effective listening	• Organise a video show on listening skills. • Conduct role-plays on the listening modes.

Assessment Strategy

Assess learners on the listening skills by use of cassette player.

Teaching and Learning Resources

- Video tapes
- Tape recorder
- Radio cassette

Suggested References

Wardrope, W.J. &Bayless, M. L. (2009). Oral Business Communication; Instructions in Business Schools: Journal of Education for Business. Florida, Pearson's publishing.

Komunda, B.M., (2005). Business Communication Skills. 2nd edn. Kampala, Mukono Printing and Publishing Company.

NCOP113: Office Practice

Duration: 60 Hours

Module Overview

The module will introduce the learner to concepts of an office and its environment. It is intended to equip the learner with knowledge, skills, and competences of planning, organising, and controlling an office.

Learning Outcomes

By the end of this module the learner should be able to:
- i) perform managerial functions in an office.
- ii) organise an office.

Sub-module 1: The Office

Duration: 6 Hours

Competences	Content	Teaching and Learning Strategies
The learner: • defines an office. • observes the functions and standards of an office. • lays out an office to an attractive working environment. • observes the office norms and routines.	• Definition of office • Types of offices Open and closed) • Functions of an office • Office Standards • Office layout • Office systems and Routines	• Let learners brainstorm on the definition of an office. • Lead a guided discussion on the functions of an office • Take out learners to any nearest office(s) to view office layouts. • Organize a peer presentation on the factors to consider in selecting a suitable office layout.

Assessment Strategies

- i) Give learners homework to identify the functions of an office.
- ii) Assign learners to discuss in groups and make classroom presentations on the importance of office layouts.

Sub-module 2: Office Personnel

Duration: 10 hours

Competences	Content	Teaching and Learning Strategies
The learner: • manages the office personnel. • executes the duties the different officers. • draws an organisational chart for office staff.	• Office manager • Supervisor • Administrative secretary • Secretary • Stenographer • Copy typist • Office messenger • Data clerk • The organisational chart	• Lead a guided discussion on the duties and responsibilities of different office staff. • Illustrate an organizational chart of office personnel. • Take out learners to a modern office and task them to find out the challenges encountered.

Assessment Strategy

Assign learners to discuss in groups and make classroom presentations on the importance of office layouts.

Teaching and Learning Resources

Samples of organisation charts

Sub-module 3: The Reception

Duration: 10 Hours

Competences	Content	Teaching and Learning Strategies
The learner: • makes a reception layout that is appealing to the visitors. • records the callers	• Meaning of reception • Layout of reception office • Common facilities in the reception	• Demonstrate to learners various ways of laying an office. • Ask learners to name the common facilities

Competences	Content	Teaching and Learning Strategies
made to the office in the callers' register. • observes the procedures of performing reception work. • executes the duties of a receptionist.	office • Callers' register • Procedures of reception work • Importance of reception office • Duties and responsibilities of the receptionist	found at the reception. • Lead a guided discussion on the procedures of reception work. • Let learners role-play the duties of a receptionist.

Assessment Strategy
Give learners assignment to draw the layout of a reception layout.

Teaching and Learning Resources
- Charts of reception layouts
- Charts of reception layouts
- Callers register
- Message book

Sub-module 4: Office Equipment, Furniture and Stationery
Duration: 10 Hours

Competences	Content	Teaching and Learning Strategies
The learner: • identifies the office machines and their uses. • selects appropriate furniture and stationery for office use. • develops solutions to the problems of	• Types of office machines and their uses • Types of office furniture • Types of office stationery • Selection of office equipment and	• Guide learners in identifying the types and the uses of the different office machines. • Guide learners on how to select appropriate office furniture stationery. • Lead a guided discussion on the principles of selecting office equipment.

Competences	Content	Teaching and Learning Strategies
mechanisation.	furniture. • Problems of mechanisation	• Let learners discuss in groups the problems to mechanisation.

Assessment Strategies

Give learners assignments to:
- i) discuss the uses of different office machines.
- ii) identify factors to be considered when selecting office furniture.

Teaching and Learning Resources

- Office tools, machines and equipment
- Office furniture
- Office stationary

Sub-module 5: Office Administration

Duration: 8 Hours

Competences	Content	Teaching and Learning Strategies
The learner: • follows the sets rules, policies, and regulations when performing office duties. • participates in making effective decisions for running the office. • analyses the effects of delegating office duties. • exercises power and authority in office administration.	• Office rules, policies and regulations • Decision making Process • Delegation of duties • Power and authority • Challenges of delegation and how to overcome them.	• Lead a discussion on the rules, policies and regulations of office administration and management. • Let learners role-play on how to execute power and authority if an office. • Ask learners to brainstorm the importance and challenges of delegating office duties.

Assessment Strategies

Task learners to:

    i)   discuss the reasons why officers delegate their duties.

    ii) develop rules and regulations that can be used to govern office activities.

Sub-module 6: Basic Office Security

Duration: 6 hours

Competences	Content	Teaching and Learning Strategies
The learner: • observes the principles of office security. • sets mitigation measures against office risks. • maintains the security of computers and other office machines.	• Basic principles of security. • Importance of office Security • Office risks • Preventive measures against office risks(Internal and External)	• Lead a guided discussion on the principles and importance of office Security. • Task learners to identify the potential security risks that take place in the office. • Invite security personnel to enlighten learners on the measures to prevent occurrence of risks in the office. • Let learners brainstorm on how to maintain computers and other office machines.

Assessment Strategies

    i)   Assess learners on the importance of ensuring security in an office.

    ii) Task learners to suggest preventive measures against office risks.

Sub-module 7: Handling of Mails

Duration: 10 Hours

Competences	Content	Teaching and Learning Strategies
The learner: • classifies mails according to their categories. • carries out postal mail services when working with post office. • performs any telegraphic duties assigned by management.	• Classification of mail • The post office and postal mail services • Incoming and outgoing mails • Aids in handling mails • Telegraphic services	• Take learners to any nearby reception office to get exposure on mail handling. • Let learners role-play on how to perform postal mail services. • Demonstrate the execution of telegraphic services.

Assessment Strategy

Let learners:

i)   classify telegraphic services.

ii)   discuss the procedures involved in handling mails.

Suggested References

Harrison R. and Bosman M. 2013. FET First Office Practice; Student's book level 4. Troupant publishers (Pty) Ltd. Northcliffe.

McLeod and Hare 2006, How to Manage Records in the Environment, 2nd edn, Rutledge, London.

Chopra, C.N. (2005). Office Management. 5th Edn. Mc-Graw-Hill, New Delhi

Keizire, V. B., (2000) Comprehensive Notes of Office Practice. ITEK Kyambogo

Mills, G., Standing Ford, O., Appleby, R.C. (1990). Modern Office. ELBS Pitman, Hong Kong.

Saleemi, N.A (2008). Office Administration Simplified. 3rd edn.   Saleemi Nairobi.

Saleemi, N.A. (2006). Office Management. 5th edn. Saleemi Nairobi.

NCRM114: Fundamentals of Records Management

Duration: 60 Hours

Module Overview

The module introduces the learner to records management activities. It aims at equipping him/her with the basic knowledge on the different forms of records and the skills involved in filing such records.

Learning Outcome

By the end of this module the learner should be able to:

i)   Classify records and archives for easier identification of information.
ii) File information and control its movements.

sub-module 1: Concept of Records Management

Duration: 08 Hours

Competences	Content	Teaching and Learning Strategies
The learner: • applies the concepts of records management to keep organisational information. • classifies records into different categories and forms. • observes the records life cycle and arranges it according to their stages.	• Classification of records • Nature and characteristics of a good record • Forms of records (Paper based, Micro forms) • Records life cycle • Stages of records management (Current/Active, Semi-active, Inactive) • Importance of records management • Environmental	• Lead a guided discussion on the concept of records management. • Illustrate how best records can be classified. • Illustrate the stages that records go through for proper management. • Let learners discuss in groups the importance of managing records in an organisation. • Lead a guided

Competences	Content	Teaching and Learning Strategies
• itigates environmental factors that can affect the safety of records.	dangers to records • Ways of improving active records	discussion on the dangers to records and the mitigation measures that can be undertaken safeguard it.

Assessment Strategy

Assign the learner to:
i) describe the characteristics of a good record.
ii) make a class presentation on a records life cycle.
iii) record information using the traditional system.

Teaching and Learning Resources

• Computers
• Variety of records

Sub-module 2: Forms of Records

Duration: 07 Hours

Competences	Content	Teaching and Learning Strategies
The learner: • identifies appropriate paper • stores and maintains digital records. • dispatches audio visual information. • analyses the dangers of records.	• Paper • Image • Digital • Audio-Visual • Visual • Audio • Dangers to forms of records and means of control	• Let learners indentify the appropriate paper to use. • Guide learners on how to record audio visual. • Let learners discuss in groups the dangers of records and means of control.

Sub-module 3: Filing

Duration: 08 Hours

Competences	Content	Teaching and Learning Strategies
The learner: • identifies the types of files used in managing records. • opens and closes a file of information. • designs file covers that are easy to identify. • selects an appropriate filing method for each category of records. • makes adequate use of the filing equipment. • carries out a files census to establish the number in storage. • controls the movement of files for security purposes.	• Meaning of filing • Types of files (Open and confidential files) • Opening and closing a file • Designing a file cover • File description • Features of a good file • Filing methods • Filing procedure • The filing systems • Filing equipment • Factors that influence filing of records • Advantages of a good filing system • File census • Controlling file movement (file request form, file transit sheet)	• Lead learners for a field visit to any registry to view the filing systems used. • Demonstrate the opening and closing of information files. • Group up learners and ask them to design different file covers. • Illustrate the procedure for filing information. • Demonstrate to the learners the different filing methods. • Guide learner in selecting and apply an appropriate filing system. • Ask learners to visit their school library and carry out a files census. • Guide learners on how to control file movements.

Assessment Strategy

Assign the learner to:
- design file covers.
- discuss the different filing systems.
- describe steps in instituting a good filing system.

Sub-module 4: Appraisal and Retention Scheduling

Duration: 07 Hours

Competences	Content	Teaching and Learning Strategies
The learner: • appraises records • develops a records schedule. • analyses the retention schedules.	• Categories of Appraisal • Principles of retention schedules • Developing records schedule and form • Importance of appraisal and retention scheduling	• Guide learners on how to identify the appropriate appraisal method. • let learners discuss principles of retention schedules. • Let learners discuss in groups the importance of records appraisal.

Assessment Strategies

Assign the learner to discuss the importance of appraisal and retention scheduling.

Teaching and Learning Resources

- Computers/laptops
- Projector
- Existing records
- Files
- Filing equipment

Sub-module 5: Indexing and Abstracting

Duration: 07 Hours

Competences	Content	Teaching and Learning Strategies
The learner: • identifies the different types of indices. • develops an index. • differentiates the difference between indexing and abstracting service.	• Definitions • Types of Indices • Importance of Indexing • Rules of Indexing • Differences Between Indexing and Abstracting Service	• Guide learners on how to identify the different types of indices. • Let learners discuss importance of indexing. • Let learners discuss in groups the different rules of indexing. • Guide learners on indexing and abstracting service.

Assessment Strategies
• Assign learners in groups to discuss the the different rules of indexing.

Teaching and Learning Resources
• Computers/laptops
• Projector
• Existing records
• Files
• Filing equipment

Sub-module 6: Medical Records

Duration: 08 Hours

Competences	Content	Teaching and Learning Strategies
The learner: • identifies medical	• Types of medical records	• Take out learners for a study tour about

Competences	Content	Teaching and Learning Strategies
record. • analyses the characteristics of a good medical record. • manages the health filing system • analyses the context of medical records. • designs medical forms. • manages the health information systems. • appraises and stores case notes.	• Characteristics of a good medical record • Context of medical records • Medical forms design • Types of case notes • Advantages of case notes • Health Filing system • Patient master index • Appraisal, storage and retrieval of case notes. • Health Management Information System	the handling of medical records in a nearby health facility. • Use a medical records officer to guide learners on the context of medical records. • Lead a guided discussion on the advantages of case notes. • Demonstrate the filing system of medical records. • Guide learners on the procedures for appraising, storing, and retrieving of case notes.

Assessment Strategy

Give learners assignments to fill and file medical records.

Teaching and Learning Resources

Samples of medical records

Sub-module 7: Ethics in Records Management

Duration: 08 Hours

Competences	Content	Teaching and Learning Strategies
The learner: • describes the ethics. • observes the code	• Definition of ethics • Code of conduct	• Guide learners on how to describe ethics. • Let learners discuss on the various code of

Competences	Content	Teaching and Learning Strategies
of conduct. • exhibits the work ethics. • identifies the importance of ethics in records management.	• Work Ethics • Importance of ethics in Records Management	conducts. • Let learners discuss in groups the different work ethics. • Guide learners on the importance of ethics in records management.

Teaching and Learning Resources
- Computers/laptops
- Projector
- Existing records
- Files
- Filing equipment

Suggested References

Gunningham, G. and Montana, J. (2006). The Lawyer's Guide to Records Management and Retention. 1st Edition; USA, American Bar Association.

McLeod and Hare (2006). How to Manage Records in the Environment, 2nd edn; London, Rutledge.

Patricia, E., Ann, J. and Schubert, D. (2012). Records Management, Integrated Information Systems. 3rd edn; Prentice Hall, Pearson Education Company.

Real, J and Ginn, M 2007, Records management, 18th edn, Thamson: South-Western

Roper, M. (Ed) (2009), Organising Current Records. London, International Records Management Trust.

Saffady, W. (2004). Records and Information Management: Fundamentals of Professional Practice. 1st edn; USA-ARMA International.

Klaus, N. (2002). Records Management. Ohio, South Western Pub Co.

NCRM115: Basic Library Operations Management

Duration: 45 Hours

Module Overview

The module introduces the learner to the concepts of library management. It will equip them with knowledge and skills to organise a library, collect, circulate, and retrieve information materials both in tangible and digital form.

Learning Outcome

By the end of this module the learner should be able to provide information the basic allied library services to the public.

Sub-module 1: Introduction to Library Operations and Management

Duration: 08 Hours

Competences	Content	Teaching and Learning Strategies
The learner: • identifies the various types of libraries. • organises the library into various sections based on the information materials available. • observes the library rules and regulations in handling library materials.	• Definition of a library. • Types of libraries (academic, public, special) • Library Rules and Regulations • Library materials • Library services (Reference, current awareness, selective dissemination) • Importance of library services	• Let learners brainstorm the definition of a library. • Lead a guided discussion on the different types of libraries. • Make use of videos and pictures to show learners the different types and sections of libraries. • Let learners formulate the rules and regulations to be followed in the library. • Take out learners to any school library to

Competences	Content	Teaching and Learning Strategies
• executes the required library services.		learn more about the materials and services offered therein.

Assessment Strategy

Let learners:
- discuss the different types of libraries.
- draw a sketch of a library indicating the different sections.
- formulate library rules and regulations.

Teaching and Learning Resources

- Computers
- Internet source
- Library materials
- Samples of library rules and regulations

Sub-module 2: Sections in the Library

Duration: 6 Hours

Competences	Content	Teaching and Learning Strategies
The learner: • identifies different library sections • makes orders for the required library materials. • receives and verifies the materials delivered in the library. • marks and stamps the library materials.	• Types of Sections in the library and their functions • Information materials in the library • Library staff and their responsibilities	• Take learners in the Library and identify the library section • Guide learners on how indentify library materials • Together with learners brainstorm responsibilities of each staff in the library

Sub-module 3: Library Management

Duration: 8 Hours

Competences	Content	Teaching and Learning Strategies
The learner: • observes a library staff hierarchy • manages the information resources. • makes orders for the required library materials. • receives and verifies the materials delivered in the library. • observes the laws of library science in executing library duties. • observes the librarians creed.	• Library Staff Hierarchy • Management of information resources in libraries • Library Management • Structure • Laws of library science • Librarian's creed and relevance	• Illustrates to learners the library staff hierarchy. • Guide learners on how to manage Information resources. • Guide learners on how indentify library materials • Together with learners brainstorm library laws and how they are applied. • Demonstrate to learners on how to observe the librarians creed.

Assessment Strategy

Task learners to:
- i) classify the library materials.
- ii) catalogue library materials.
- iii) label and fix book pockets.

Teaching and Learning Resources

- Library laws
- Library rules and regulations
- Legal Deposit Act 1969

Sub-module 4: Technical Library Processes

Duration: 10 Hours

Competences	Content	Teaching and Learning Strategies
The learner: • accessions library material. • classifies the library materials. • catalogues library materials. • labels the library materials.	• Accessioning of library materials • Classification of library materials (by purpose and schemes) • Cataloguing (forms, types of entries, arrangements of catalogues and importance of cataloguing) • Labelling library materials • Fixing book pockets	• Together with the learners brainstorm on how to accession new library materials. • Guide the learners on how to classify library materials. • Demonstrate to learners how cataloguing is done and guide them as they practise. • Together with learners to label new library materials and make pockets in the book.

Assessment Strategy

Task learners to:
   i)   demonstrate the process involved in handling library material.
   ii) shelve information materials.

Teaching and Learning Resources

- Classification schemes
- Catalogue cards
- Catalogue boxes
- Catalogue trays
- Index trays
- Label stickers
- Paper glue
- Cello tape

Sub-module 5: Shelving and Re-shelving

Duration: 5 Hours

Competences	Content	Teaching and Learning Strategies
The learner: • shelves library materials. • re-shelve library materials.	• How to shelve books • Advantages of Re-shelving books by librarian • Disadvantages of allowing users to re-shelve library materials	• Demonstrate to learners on how to shelve library materials • Together with learners brainstorm on advantages and disadvantages of shelving and re-shelving library materials

Assessment Strategy

Task learners to:
- i) design the shelving plan for the institution library.
- ii) discuss the advantages and disadvantages of shelving library materials.

Teaching and Learning Resources

- Shelves
- Classification schemes
- Catalogue cards
- Catalogue boxes
- Catalogue trays
- Accession registers
- Stamps
- Label stickers

Sub-module 6: Library Stocktaking

Duration: 04 Hours

Competences	Content	Teaching and Learning Strategies
The learner: • stock takes library stock.	• Importance of stocktaking • Challenges in	• Demonstrate to learners on how to stock take library

Competences	Content	Teaching and Learning Strategies
• identifies solutions to the challenges in stock taking.	stocktaking	materials. • Together with learners brainstorm on challenges of stock taking library materials.

Assessment Strategy

Test learners on the importance of and challenges of stocktaking.

Teaching and Learning Resources

- Label stickers
- Paper glue
- Acquisition forms
- Catalogue cards

Sub-module 7: Bibliographies

Duration: 04 Hours

Competences	Content	Teaching and Learning Strategies
The learner: • identifies the types of bibliographies. • justifies the importance of bibliographies. • compiles bibliographies for national use. • maintains the bibliography in good order. • observes the set standards	• Types of Bibliographies (analytical, annotations, current, national, periodic, retrospective, selective, subjective**)** • Importance of Bibliographies • Compilation of national bibliographies • Tools for bibliographic	• Lead a guided discussion on the different types of bibliographies. • Together with learners brainstorm on the evolution of bibliographic control. • Group the learners to discuss the importance of bibliographies. • Guide learners on how to compile a national

Competences	Content	Teaching and Learning Strategies
for compiling bibliographies.	control (bibliographies, databases, indexes, catalogues • Bibliographic standards	bibliography according to the Legal Deposit Act. • Lead the learners to discuss bibliographic standards.

Assessment Strategy

Assign learners to:
- i) visit the library and develop a bibliography.
- ii) discuss the importance of bibliographies.

Teaching and Learning Resources

- Classification schemes
- Index trays
- Accession registers

Suggested References

McLeod and Hare (2006). How to Manage Records in the Environment. 2nd edn, London, Rutledge..

Krishan, K. and Girja, K. (2010). Bibliography. 2nd Revised edn, Vikas Publishing House PVT Ltd.

Patricia, E. Ann, J. and Schubert, D. (2012). Records Management, Integrated Information Systems. 3rd edn; Prentice Hall, Pearson Education Company.

Real, J and Ginn, M 2007, Records Management. 18th edn, Thamson: South-Western.

Roper, M. (Ed) 2009. Organising Current Records. London, International Records Management Trust.

Montana Tech Library (2006). Montana Tech Library Technical Services Policy and Procedures Manual. Exhibit 5.B.III-Lib; [America]

Robert, D., Stuart, B. and Claudia, J. (2012). Library and Information Centre Management. United Kingdom, Oxford University Press.

NCRM116: Real Life Project 1

Duration: 60 Hours

Module Overview

The module will introduce the learner to real-life activities that will spark off his/her look out for business opportunities and develop his/her skills to plan and work in a real-life context to build employable skills.

Learning Outcomes

By the end of this module, a learner should be able to:
i)   identify a project.
ii)   plan for the source of funds and other required resources.
iii)   start up a real-life project related to the programme.

Project Identification and Planning

Duration: 120 Hours

Competences	Content	Teaching and Learning Strategies
The learner: • identifies business opportunities. • mobilizes capital for a business. • plans for financial resources in a business. • draws a simple budget. • selects an appropriate project for implementation.	• Identification of business opportunities • Identification of sources of capital • Budgeting	• Let learners brainstorm the possible projects that can be established. • Guide a discussion on the possible sources of funding for simple project. • Illustrate the budgeting for a simple a real life project. • Guide the learners on the select any of a real life projects to be set up.

Sample Projects

A learner shall chose an affordable project that exposes him/her to business dealings such as:

- Video library
- Stationary shop
- Documentation
- Internet café
- Newspaper selling
- Book binding

A learner may select one of these projects or take on any other of his/her own choice to run during the programme.

Suggested References

Harold, K., (2010). Project Management: A Practical Planning and Implementation Guide. Nairobi, CBPS Publisher & Distributors.

Jason, W., (2006). The Project Management Life Cycle: A Complete Step by Step Method for Initiating, Planning, Executing and Closing a Project Successfully; New York, McGraw Hill Publishing Company Ltd.

Kerzner H. (2002). Project Management: A System Approach to Planning, Scheduling & Controlling; 2nd edn; California, CBP Publishing Company.

Lewis, J.P., (2004). Project Planning Schedule and Control: A Hands-on Guide to Bringing Projects in on Time and on Budget; New Delhi, New Age International (P) limited, Publishers.

Detailed Module Description for Year 1 Semester 2

NCRM121: Registry Management

Duration: 75 Hours

Module Overview

This module is designed to equip the learner with the knowledge and skills to perform activities in a registry.

Learning Outcomes

By the end of this module the learner should be able to:
i) handle incoming, outgoing and internal correspondences in an organization.
ii) sort and categorise documents.

Sub-module 1: Introduction to Registry

Duration: 9 Hours

Competences	Content	Teaching and Learning Strategies
The learner: • observes the structure and registry procedures of records management. • adheres to the purpose of managing the registry. • identifies the types of registries that can be kept in an information setting. • carries out the duties	• Meaning of register • Structure of a registry • Purpose of registry management • Types of registries • Functions of registries • Duties of registry staff	• Illustrate to the learners the structure of a registry. • Lead a guided discussion on the purpose of managing a registry. • Let learners brainstorm on the types and functions of a registry • Lead a

Competences	Content	Teaching and Learning Strategies
of a registry staff. • analyses the need for registries.	• The Registry Procedures • Importance of registries	brainstorming session on the duties and of registry staff. • Take learners through the registry process.

Assessment Strategy

Assign learners to:
  i)   identify the types of registries.
  ii) describe the registry procedures.

Teaching and Learning Resources

- Computer
- Registers
- Charts

Sub-module 2: Mail System and Procedures

Duration: 14 Hours

Competences	Content	Teaching and Learning Strategies
The learner: • identifies different types of mails. • operates the mailing equipment. • receives the incoming mails and forwards them to the	• Definition of mail • Types of mails (Paper and Electronic) • Equipment in a Mail Room • Incoming mail (handling procedures) • Delivery of mails • Outgoing mail	• Lead a guided discussion on the types of mails. • Take out learner for a field study on the equipment used for mailing information. • Demonstrate the process of receiving incoming mail. • Demonstrate to learners how to deliver mails. • Guide learners on how to process and dispatch

Competences	Content	Teaching and Learning Strategies
respective offices. • dispatches the outgoing mails and ensures safe delivery.	(handling procedures) • Bring up action • Registers used in managing mails	outgoing mails. • Demonstrate to learners how to maintain mail registers.

Assessment Strategy

Test learners on the modes of receiving and delivering mails.

Teaching and Learning Resources

- Samples of mails
- Registers

Sub-module 3: Document Sorting

Duration: 18 Hours

Competences	Content	Teaching and Learning Strategies
The learner: • classifies documents into categories. • sorts documents according to the classifications. • indentifies the appropriate criteria to use in document sorting.	• Classification of documents (using Local Government Classification scheme) • Importance of document classification • Methods of document Sorting • Document sorting criteria • Importance of	• Group learners to classify documents. • Guide learners on how to sort documents using different strategies. • Lead a guided discussion on the importance of document classification. • Brainstorm with the learners the importance of document sorting.

Competences	Content	Teaching and Learning Strategies
• justifies the importance of sorting documents.	document sorting • Challenges in document classification	• Take learners through document sorting criteria.

Assessment Strategy

Give learners exercise to:

i) classify documents.

ii) sort documents using various methods.

Teaching and Learning Resources

- Classification lists
- The National Records and Archives Act
- Conservation and preservation guidelines
- Acid free boxes
- Files
- Registers

Sub-module 4: File Management

Duration: 18 Hours

Competences	Content	Teaching and Learning Strategies
The learner: • identifies the types of files in the registry. • performs file movement following the procedure. • makes a follow up on outgoing files. • regulates access to files in the registry. • determines the total number of files in the	• File types • File description and features • Filing practices and procedures: - File movement - File tracking - File control	• Lead learners into a discussion on the different types of file management. • Take learners for a study tour to the registry for them to observe file management in the organisation.

Competences	Content	Teaching and Learning Strategies
registry. • maintains updated files in the registry. • justifies the uses of file management in an organisation. • provides solutions to challenges associated with file management.	- File census - File weeding • Importance of a good filing system • Challenges of file management	• Let learners Buzz on the importance of file management. • Let learners brainstorm on the problems associated with file management and suggest the possible solutions.

Assessment Strategy

    i)   Assess learners on the types of files and different filing systems.

    ii) Give learners assignments to carryout file census/file weeding.

Teaching and Learning Resources

- Samples of files
- Computer
- Existing correspondences

Sub-module 5: Filing Folioing

Duration: 16 Hours

Competences	Content	Teaching and Learning Strategies
The learner: • defines folioing. • observes the procedures required in folioing documents. • analyses the importance of	• Meaning of folioing • Folioing procedure • Importance of folioing • Challenges in folioing	• Lead a guided discussion on the importance of filing records in a registry. • Discuss with the learner the importance of folioing information materials. • Give learners

Competences	Content	Teaching and Learning Strategies
folioing documents. • assigns folio numbers in ascending order to documents in a file.		documents to assign folios. • Task learners to identify the challenges encountered in filing of organisational records.

Assessment Strategy

Give learners documents to assign folios in an ascending order.

Teaching and Learning Resources

- Classification lists
- The National Records and Archives Act
- Conservation and preservation guidelines
- Acid free boxes
- Files
- Registers

Suggested References

Klaus, N. (2002). Records Management. Ohio, South Western Pub Co.

McLeod and Hare (2006). How to Manage Records in the Environment. 2nd edn; London, Rutledge.

Roper, M. (Ed) (2009). Organizing Current Records, London, International Records Management Trust

Steward,J. R. and Melesco, N. M.(2002). Professional Records and Information Management. New York, McGrawill,

NCFR122: Foundations of Reprography

Duration: 75 Hours

Module Overview

Reproduction of documents is an important service of providing various copies of the same information and helps to preserve the original documents. The module is therefore intended to introduce learners to reprographic methods and the equipment used in the reproduction of information. Learners will acquire skills to operate reprographic machines to re-produce documents and care for their conservation.

Learning Outcomes

By the end of this module, the learner should be able to:
   i)   reproduce documents using reprographic machines.
   ii) produce information digitally.

Sub-module 1: Reprography

Duration: 8 Hours

Competences	Content	Teaching and Learning Strategies
The learner: • develops the reprographic program to be followed when reproducing documents. • devises protective measures to keep documents safe.	• Meaning of reprography • Developing reprographic program • Reprographic activities	• Let learners brainstorm what they understand by the term reprography. • Demonstrate to learners the various ways of developing reprographic programs. • Engage learners in practical reprographic activities.

Assessment Strategy

Give learners exercise on the procedures involved in carrying out reprographic services.

Sub-module 2: Reprographic Methods

Duration: 7 Hours

Competence	Content	Teaching and Learning Strategy
The learner applies different methods such as printing, duplicating, photocopying or scanning to reproduce documents.	• Printing • Duplicating • Photocopying • Scanning	Lead a guided demonstration of the different reprographic methods.

Assessment strategy

Assess learners on the application of reprographic methods to produce documents.

Teaching and Learning Resources

- Printed documents
- Duplicated documents
- Photocopied documents
- Scanned documents

Sub-module 3: Reprographic Equipment

Duration: 16 Hours

Competences	Content	Teaching and Learning Strategies
The learner operates reprographic equipment to produce documents.	• Printing Machine • Photocopying machine • Duplicating machine • Types of each machine	• Lead a guided discussion on the different types of reprographic equipment. • Demonstrate the use of each reprographic machine in

Competences	Content	Teaching and Learning Strategies
	• Factors to consider when purchasing. • Care and maintenance	reproducing documents.

Assessment Strategy
Assess learners on the operation of reprographic equipment to produce documents.

Teaching and Learning Resources
- Printers
- Photocopiers
- Duplicators
- Scanners

Sub-module 4: Printing of Documents
Duration: 16 Hours

Competences	Content	Teaching and Learning Strategies
The learner prints documents using the digital, offset, and lithographic methods.	• Digital printing • Offset printing • Lithographic processes	Lead learners through the practice of printing documents using the digital, offset, or lithographic process. Lead a guided discussion on the merits and demerits of each printing method.

Assessment Strategy
Give learners task to re-produce documents using different printing methods.

Teaching and Learning Resources
- Computer
- Printers

Sub-module 5: Duplicating

Duration: 14 hours

Competences	Content	Teaching and Learning Strategies

The learner:
• duplicates documents using hectographs, stencil, or spirit.
• analyses the merits and demerits of each duplicating method.
	• Duplicating methods
	  - Hectograph
	  - Stencil duplicating
	  - Sprit duplicating
	• Duplicating process
	• Merits and demerits of each method
		• Demonstrate to learners how to duplicate documents.
		• Guide learners through practice to duplicate information using hectograph, stencil, or spirit.
		• Lead a guided discussion on the merits and demerits of each duplicating method.

Assessment Strategy

Give learners tasks to duplicate documents using the hectograph, stencil, and spirit methods.

Teaching and Learning Resource

Duplicators

Sub-module 6: Photocopying

Duration: 14 Hours

Competences	Content	Teaching and Learning Strategies

The learner:
• photocopies documents using thermograph
	• Photocopying methods
	  - Thermograph
	  - Electrostatic (Wet method
		• Demonstrate to learners how to operate a photocopying machine.

Competences	Content	Teaching and Learning Strategies
, electrostatic, or dyeline methods. • analyses the merits and demerits of each photocopying method.	and Xerography) - Dyeline • Merits and demerits of each photocopying method.	• Let learners photocopy documents using the different methods. • Lead a guided discussion on the merits and demerits of each photocopying method.

Assessment Strategy

Give learners tasks to photocopy documents using the thermograph, electrostatic, and dyeline methods.

Teaching and Learning Resource

Photocopiers

Suggested References

UC (2012) Reprographic Guidelines. Printing and Reprographics; Atlanta, Atlanta Printing Plant.

Artuff, T. A. (2014). Reprography in University Libraries and Copyright Laws. New Delhi, ESS-ESS publications.

NCPE123: Principles of Economics

Duration: 45 Hours

Module Overview

This module introduces the learner to micro and macroeconomics concepts and practices. These develop his/her skills to analyse, assess, interpret and mitigate economic problems that arise from scarcity and public issues such as unemployment, income inequality, inflation and competition. It covers the basic skills necessary to understand the supply and demand principles of business, production and cost theories, market structures, consumer equilibrium, money and banking functions, national income and trading across borders. These are potential areas applicable to real-life situations in today's global markets for stimulation of self-employment.

Learning Outcome

By the end of this module, the learner should be able to:
   i)   analyse the economic problems for business purposes.
   ii)   produce goods and services that provide consumer satisfaction.
   iii) trade locally and internationally.

Sub-module 1: Economic Concepts

Duration: 4 Hours

Competences	Content	Teaching and Learning Strategies
The learner: • makes choice basing on the resources available. • analyses the prevailing economic systems.	• Definition of Economics • Importance of studying economics • Fundamental economic problems of man (i.e. scarcity, choice, opportunity cost & Production Possibility Frontier) • Economic questions	• Let learners brainstorm the importance of economics. • Guide a discussion on the economic problems and on how they affect customer decision

Competences	Content	Teaching and Learning Strategies
• applies the knowledge of economic questions in real life situations.	• Economic systems • Positive versus normative Economics • Microeconomics versus macroeconomics	making. • Discuss with learners the different types of economics.

Assessment Strategy

Give learners a case study about an economic problem and task the learners to apply the economic concepts in real life situations to solve the problem.

Teaching and Learning Resources

- Economic reports
- Newspapers
- Journals

Sub-module 2: Price Theory

Duration : 4 Hours

Competences	Content	Teaching and Learning Strategies
The learner: • identifies the factors that affect demand and supply of a commodity. • determines the equilibrium point of demand and supply. • analyses the responsiveness of quantity	• Concepts of demand and supply. • Demand function, schedule and curves • Supply function, schedule and curves • Determination of Equilibrium Price and Quantity	• Lead a guided discussion on the factors that affect demand and supply of a commodity. • Illustrate: - Graphically the equilibrium point of the demand and supply.

Competences	Content	Teaching and Learning Strategies
demanded or supplied to changes in price. • analyses the concept of price mechanism.	(graphical and numerical) • Price Mechanism	- The concepts of elasticity of demand and supply - The concept of price mechanism.

Assessment Strategies

Task learners to:
    i)   prepare the demand and supply schedules.
    ii) draw the demand and supply curves.
    iii) determine the equilibrium point.

Teaching and Learning Resources

• Price lists
• Graph paper

Sub-module 3: Consumer Behaviour

Duration: 4 Hours

Competences	Content	Teaching and Learning Strategies
The learner: • analyses the trends of customer behaviour. • relates the utility theories to the prevailing consumer behaviour. • draws graphically the budget line of the consumer.	• Cardinal utility theory • Ordinal utility theory • Budget line of the consumer	• Demonstrate how the Cardinal and Ordinal theories of economics can be applied in a Ugandan economic system. • Guide learners on how to determine a graphical budget line of a consumer.

Assessment Strategy

Give learners homework to research on the assumptions of the Cardinal and Ordinal utility theories and how they relate to the economic conditions in Uganda.

Teaching and Learning Resources
- Economic reports
- Newspapers
- Journals
- YouTube

Sub-module 4: Production Theory

Duration: 7 Hours

Competences	Content	Teaching and Learning Strategies
The learner: • identifies the types, stages and factors of production. • classifies tasks in the production process. • determines the cost of production. • describes the economies and diseconomies of scale. • determines location, revenue and profit of the firm.	• Types of production (Direct and Indirect) • Stages of production • Factors of production • Specialisation and division of labour • Costs of production • Economies and diseconomies of scale • Location of a firm • Theory of revenue and profit	• Guide learners to brainstorms the types, stages, and factors of production. • Task learners to compute cost of production. • Illustrate the graphical representation of economies and diseconomies of scale. • Let learners discuss in groups the factors to consider when selecting location of a firm.

Assessment Strategies

Assess learners on the:
  i) factors of production.
  ii) cost of production.
  iii) economies and diseconomies of scale.
  iv) factors to consider when locating a production firm.

Teaching and Learning Resources

- Economic reports
- Newspapers
- Journals
- YouTube slides

Sub-module 5: Market Structures

Duration: 4 Hours

Competences	Content	Teaching and Learning Strategies
The learner: • describes the operations of market structures. • determines the equilibrium of different market structures. • identifies market structures in an economy.	• Perfect competition • Monopolistic competition • Monopoly • Oligopoly	• Illustrate the equilibrium level of a market's operations using cost and revenue curves. • Divide learners in groups to discuss advantages and disadvantages of different market strictures.

Assessment Strategy

Assess learners on the different market structures.

Teaching and Learning Resources

- Economic reports
- Newspapers
- Journals
- YouTube slides

Sub-module 6: National Income

Duration: 6 Hours

Competences	Content	Teaching and Learning Strategies
The learner: • computes the level of national income. • justifies the uses and limitations of measuring national income. • analyses the inflows and outflows of a nation's income. • compares national income and the standard of living. • computes and interprets the price indices. • computes the equilibrium level of the nation's income. • invests and saves income.	• Definition National Income, • Approaches to the measuremen t of National Income • Circular flow of income • Uses of National Income statistics , (GDP, GNP, Per Capita Income) • Problems faced in compiling national income statistics	• Illustrate how National income figures are measured. • Lead a guided discussion on the importance of National income statistics. • With the help of a case study, let learners discuss the problems encountered in measuring national income figures. • Illustrate the Circular Flow of income. • Give learners tasks o compute price indices.

Assessment Strategy

Give learners exercises to compute the National Income statistics.

Teaching and Learning Resources

• National budgets
• Uganda Bureau of statistics reports
• URA reports

Sub-module 7: Money and Banking

Duration: 6 Hours

Competences	Contents	Teaching and Learning Strategies

The learner:
• defines money.
• identifies the functions of money.
• describes the functions of a Central Bank.
• operates as a banking agent
• uses e-banking to run business.
	• Definition of money, functions, qualities of good money
	• Functions of Commercial banks
	• Functions of a Central bank
	• Emerging trends in banking
	  - Agent-banking
	  - E-banking
	• Mobile money banking
		• Guide learners to discover the qualities and functions of money from their daily experiences.
		• Invite a bank official to give a public lecture on the functions of Commercial and Central banks.
		• Group learners to discuss the non-banking financial organisations.
		• Demonstrate the e-banking process using e-banking application in a mobile phone
		• Visit with learners an agent banking outlet.

Assessment Strategy

Assess learners on:
- i) features and characteristics of good money.
- ii) functions of commercial and central banks
- iii) e-banking

Teaching and Learning Resources

- Monetary policy reports
- News paper articles
- Currency notes and coins
- Mobile money facility (Mobile phone)
- Banking videos

Sub-module 8: Inflation

Duration: 4 Hours

Competences	Content	Teaching and Learning Strategies
The learner: • identifies the types of inflation. • analyses the causes and effects of inflation. • sets measures to mitigate inflation.	• Types of inflation • Causes of inflation • Effects of inflation • Controlling inflation	• Lead a discussion on the types of inflation. • Group learners to discussion the causes and effects of inflation. • Let learners brainstorm on the ways of controlling inflation.

Assessment Strategies

i) Give learners assignment to identify issues that give rise to inflation.

ii) Let learners have class presentations on the control of inflation in an economy.

Teaching and Resources

• Inflation rate charts
• Price list charts
• Receipts

Sub-module 9: International Trade

Duration: 6 Hours

Competences	Content	Teaching and Learning Strategies
The learner: • applies the terms used in international trade correctly. • justifies the importance of	• Importance of International Trade • Problems of international trade. • Terms used in International trade • Restrictions to	• Guide learners on the importance of international trade. • Lead a guided discussion on the

Competences	Content	Teaching and Learning Strategies
international trade. • analyses the problems of trading internationally.	International Trade • Foreign aid	problems a country like Uganda may encounter when it involves in international trade.

Assessment Strategies

Assess learners on the importance of international trade.

Teaching Materials

- Business news articles
- Documents used in international trade such as Balance of Payment, Terms of Trade

Suggested Reading Materials

Birungi,P. & Mutenyo. (2001). Principles of Economics. Kampala, Uganda

Harvey, J., (1997). Modern economics; London, MacMillan Education Publishers..

Koutsoyiannis, A., (1979). Modern Micro Economics. 2nd edn. New Delhi, MacMillan Education Ltd.

Lipsey G. R., (1999). Introduction to Positive Economics. 12th edn; Boston, The Addison-Wesley Publishers.

Saleemi N. A, (1991). Economics simplified; Northampton, Edward Elgar Publishing Ltd.

Ssentamu, J. D., (2010). Basic Economics for East Africa: Concepts, Analysis and Applications; Kampala, Fountain.

Tayebwa, B. M. (2007). Basic Economics. Kampala, Uganda.

NCCA124: Computer Applications

Duration: 60 Hours

Module Overview

This module introduces the learner to the use of computers. It will provide learners with basic knowledge and skills to familiarise with the use and working of computers using different modern information communication technologies. They will acquire hands-on experience in Microsoft Office applications such as Word Processing, Spread Sheet, Database applications, publication and the use of the Internet resources. These will enable them to digitally access, process, store, and disseminate information.

Learning Outcome

By the end of the module, the learner should be able to use and manipulate a computer to prepare documents and search web based information from the Internet.

Sub-module 1: Introduction to Computer

Duration: 6 Hours

Competences	Content	Teaching and Learning Strategies
The learner: • identifies the origin of a computer. • describes the types of computers. • describes the components of a computer. • boots and shuts a computer. • identifies the	• Origin of computer • Types of computers • Components of a computer • Starting a computer, • Closing down the computer • Computer Hardware • Computer	• Lead a guided discussion on the origin of computers. • Display components of a computer for learners to identify their functions. • Guide learners through practice to start and close a computer. • Demonstrate the use of the different components of a computer.

Competences	Content	Teaching and Learning Strategies
computer hardware. • identifies the computer software. • observes the need for computers. • identifies the dangers of using computers. • provides safety and security of a computer.	Software; (Video card, network cards, ROM, RAM, cameras, processors) • Importance of a computer. • Dangers of using computers, • Safety and Security of a computer	• Let learners demonstrate the removal and replacement of computer RAMS. • Guide learners to use the keyboard to manipulate the typing techniques. • Lead a guided discussion on the uses and dangers of computers. • Guide learners through practice to implement the safety and security measures of a computer.

Assessment Strategy

Assign learners to identify and sort out computer hardware components according to their application.

Teaching and Learning Resources

- Computer
- External drives
- Keyboards
- Mouse
- Memory cards
- RAM sets
- CPU
- Monitor/screen
- UPS
- Cables
- Power source

Sub-module 2: Operating System

Duration: 6 Hours

Competences	Content	Teaching and Learning Strategies
The learner: • classifies the computer operating systems. • describes the operation of the computer system. • identifies the benefits of using the computer operating systems. • installs and uninstalls windows operating system, application software and other support programmes.	• Types and classification of operating systems. • Functions of an operating system. • Benefits of operating Systems • Installation of windows operating system and application software	• Assign learners to research on the types and classifications of operating systems and make class presentations. • Lead a guided discussion on computer operating system and its functions. • Guided learners through a discussion on types, classification and benefits of computer operating system. • Demonstrate the procedure of installing and uninstalling operation system and other support computer programmes.

Assessment Strategy

Give learners assignment to install and uninstall the computer operating system.

Teaching and Learning Resources

Computers with installed operating system

Sub-module 3: Desktop Main Menu

Duration: 6 Hours

Competences	Content	Teaching and Learning Strategies
The learner: • locates the desktop start menu. • creates desktop background and screen saver. • identifies icons on desktop and their application. • resizes windows. • maximises and minimises windows to task pane. • closes and opens windows from task pane.	• Start Menu • Applications menu • Working with the desktop background and screen saver. • Icons, files and folders • Manipulating open windows; resizing, maximizing, minimizing task pane, and tiling windows.	• Guide learners through practice to locate desktop start menu. • Guide learners through practice to create desktop background and screen saver from default settings. • Demonstrate the application of various icons on desktop and allow learners to practise. • Demonstrate the resizing, minimizing and maximizing of open windows.

Assessment Strategies

Assign learners to:
   i) create desktop background and screen saver from default settings and pictures or photographs saved in the computer.
   ii) apply the different icons of the computer to produce documents.

Teaching and Learning Resources

- Functioning computers
- Monitors/screens
- Power

Sub-module 4: Word Processing

Duration: 12 Hours

Competences	Content	Teaching and Learning Strategies
The learner: • starts, creates or opens a word window. • works with texts and manages files. • uses word menus to typeset and edit documents. • formats documents. • saves documents to different to storage media.	• Starting, creating and opening a Word window • Working with texts • Word menus for document editing; e.g. copy, paste, cut • Saving a Word document • Formatting a page, document, and paper size • Working with tables • Working with drawings, clipart and pictures	• Guide learners to open new documents and work with texts to manage files. • Guide learners through practice to use Word menus for document editing; e.g. copy, paste, cut. • Guide learners through demonstrations and practise to save a document in different formats and to a storage media, e.g. flash disc. • Demonstrate the formatting of a page and documents for learners to practise.

Assessment Strategy

Give learners assignment to type documents and save on the desktop.

Teaching and Learning Resources

- Computers
- Power source
- Power cable
- Monitor
- Keyboard

Sub-module 5: Printing, Scanning and Copying Documents

Duration: 6 Hours

Competences	Content	Teaching and Learning Strategies
The learner: • installs a printer to the computer. • describes the procedure followed when printing documents. • inserts tonner in the printer. • prints documents. • scans documents. • observes security and safety precautions printing and scanning documents.	• Installing a printer • Working with printer cartridges and toners • Printing documents • Scanning documents and pictures • Safety, security and health precautions when printing and scanning documents.	• Guide learners through practice to install the printer to a computer. • Guide learners on the insertion of tonners into a printer. • Demonstrate the printing of a document. • Guide learners through practice to scan and copy documents. • Guide learners to observe security and safety precautions when printing and scanning documents.

Assessment Strategy

Give learners tasks to type and print documents.

Teaching and Learning Resources

• Working computers
• Power source
• Printer
• Scanner
• Tonner / Cartridge

Sub-module 6: Microsoft Excel

Duration: 8 Hours

Competences	Content	Teaching and Learning Strategies
The learner: • creates an excel document. • enters data in a spreadsheet. • edits and formats spreadsheet information. • applies excel formulae to calculate figures. • draws charts, tables, and graphs using excel icons. • Prints excel documents.	• Creating an excel document. • Entering data to a spreadsheet, editing and formatting a datasheet • Using formulas and functions • Creating/plotting charts and graphs from excel data values • Inserting tables to excel worksheet • Printing a spreadsheet	• Guide learners through practice to create excel documents. • Give learners tasks to enter data in excel sheets. • Guide learners through practice to calculate using excel formulae. • Demonstrate the insertion of tables, charts, and graphs in excel documents.

Assessment Strategy

Give learners test to enter data in excel sheets and apply the formulae for addition and multiplication to calculate figures.

Teaching and Learning Resources

- Computers
- Power source
- Samples of excel documents
- Printer

Sub-module 7:   Internet and E-mail

Duration: 8 Hours

Competence	Content	Teaching and Learning Strategy
The learner: • connects to an internet	• The Internet, Web browsers • Opening a website;	• Demonstrate the connections to internet

Competence	Content	Teaching and Learning Strategy

website
• surfs information from the internet, downloads saves information from the internet
• creates a strong password for the email address.
• creates an e-mail address.
• creates an e-mail password.
• connects two computers in one room to a LAN.
• sends messages through e-mails.
• downloads messages received through e-mails.
• observes the health, safety, and security precautions when using the Internet.
	website address
	• Internet surfing and search engines
	• Saving information from the Internet, downloading files, music, pictures to the computer
	• Electronic mail
	  - Creating email account
	  - E-mail folders and attachments
	  - Attaching documents to outgoing e-mail
	  - Downloading e-mail attachment
	  - Formatting mail
	  - Searching mail
	• Health, safety and security precautions when using the Internet and email.
		websites.
		• Guide learners through practice to browse information from the Internet.
		• Guide learners to save downloaded information.
		• Demonstrate the creation of an e-mail account and password.
		• Give learners tasks to write and send messages through e-mails, with an attachment.
		• Lead a guided discussion on the security, safety and health practices to be observed when using the internet and e-mail.

Assessment Strategies

Assign the learner to:

    i)   open new e-mail addresses, write, send and read mails.

ii) copy and download documents from the internet web browser and save them in computers and other storage media.

Teaching and Learning Resources
- Computers
- Network cables and accessories
- Scanner
- printer
- Modem
- Flash discs and CDs

Sub-module 8: Basic Networking
Duration: 8 Hours

Competences	Content	Teaching and Learning Strategies
The learner: • connects to wireless and cable networks. • communicates through the LAN and WAN • troubleshoots simple network connection problems. • connects a printer to a network.	• Introduction to computer networking • Types of network; WAN (Wide Area Networks), LAN (Local Area Network) • Types of communication media; cables, wireless, optic fibres • Connecting a computer to a network • Troubleshooting simple connection problems • Connecting and configuring a printer to a network	• Lead a guided discussion on the types of networks. • Guide learners to connect to both cable and wireless networks. • Demonstrate the procedure of networking and allow learners to practise. • Demonstrate the installation and disconnection of a network computer and modem. • Guide learners to troubleshoot network problems.

Assessment Strategy
Give learners assignments to send messages through LAN.

Teaching and Learning Materials

- Internet router
- Data cable
- Computer
- Local area Network connections

Suggested References

Bazi, M, Baguma, I. and Anjoga, H. (2007). Unmasking Information Communication Technology. 1st edn; Kampala, Uganda.

Moya, M. and Nyeko, S. (2009). Information and Communication Technology in business, 1st edn.

Saleemi, N.A. (1997). Electronic data processing simplified. Nairobi, Kenya, N. A. Saleemi Publishers.

NCED125: Elements of Entrepreneurship Development

Duration: 60 Hours

Module Overview

The module will equip the learner with creative and innovative skills and ability to look out for opportunities by manipulating the natural and man-made resources into business. It is intended to make the learner develop a positive career attitude towards entrepreneurship as a means of making a living. It covers units concerning creativity and innovation, scanning the environment for business opportunities, planning a business, managing a business, and entrepreneurial ethics.

Learning Outcomes

By the end of this module, learners should be able to:

i)   generate business ideas.
ii)   identify viable business opportunities.
iii) mobilise business resources.
iv) start and manage a business.

Sub-module 1: Concepts of Entrepreneurship

Duration: 6 Hours

Competences	Content	Teaching and Learning Strategies
The learner: • defines entrepreneur and entrepreneurship. • observes the qualities of an entrepreneur. • identifies the types of entrepreneurs and what they do. • justifies the roles of entrepreneurs in the community. • describes entrepreneurship process. • identifies the barriers to entrepreneurship development.	• Entrepreneur and entrepreneurship • Characteristics/qualities of an entrepreneur • Types of entrepreneurs • Roles of an entrepreneur. • Entrepreneurship process. • Barriers to entrepreneurship development.	• Let learners brainstorm on the differences between entrepreneur and entrepreneurship. • Let learners discuss in groups the qualities of a good entrepreneur and make presentations. • Lead a guided discussion on the types and roles of entrepreneurs in the community. • Illustrate the process followed by entrepreneurs to create business. • Guide learners on the barriers to entrepreneurship development.

Assessment Strategy

Give learners group work to discuss the characteristics and qualities of a good entrepreneur.

Sub-module 2: Creativity and Innovation

Duration: 10 Hours

Competences	Contents	Teaching and Learning strategies
The learner: • distinguishes between creativity and innovation. • demonstrates the characteristics of a creative person. • analyses the types and causes of innovation. • identifies barriers creative and innovation thinking. • justifies the benefits of innovation to small businesses. • generates business ideas for setting up a business.	• Distinction between Creativity and innovation • Characteristics of a creative person • Types of innovation • Causes of innovation • Characteristics of innovative people • Barriers to creative and innovation thinking. • Benefits of innovation to small business. • Sources of business ideas	• Let learners brainstorm the differences between creativity and innovation. • Give learners tasks to research on the characteristics of creative and innovative persons. • Lead a guided discussion on the barriers to creative thinking. • Group learners to discuss the benefits of innovation in business and make classroom presentations. • Guide a brainstorming session on the sources of business ideas.

Assessment Strategies

i)   Task learners to discuss in groups barriers to creativity and how to overcome them.

ii) Give learners homework to discuss the characteristics of an innovative person.

Sub-module 3: Business Opportunities

Duration: 8 Hours

Competences	Content	Teaching and Learning Strategies
The learner: • identifies business opportunities. • screens business opportunities to select the most appropriate. • analyses the forms of businesses. • sets up a business based on the analysis and decisions made. • looks out for causes of businesses success/failure.	• Identifying business opportunities • Screening business opportunities • Forms of business ownership (Sole proprietorship and partnership) • Establishing a business • Reasons for success/failure of businesses	• Assign learners to identify business opportunities in their communities. • Let learners make presentation of the identified business opportunities so as to screen out the most viable ones. • Let learners discuss the requirements for starting up a business. • Lead a guided discussion on the forms of business ownership.

Assessment Strategies

i) Let learners discuss the different forms of business ownership.
ii) Give learners assignment on the causes of business success and failure.

Sub-module 4: Small Scale and Medium and Enterprises (SMEs)
Duration: 10 Hours

Competences	Content	Teaching and Learning Strategies
The learner: • identifies the sources of business idea. • observes the characteristics of SMEs and their sources of capital. • analyses the challenges faced by SMEs and the remedies to the challenges.	• Definition of SME • Sources of Business ideas • characteristics of small scale enterprises • Sources of capital to small scale enterprises. • Importance of small scale businesses. • Challenges faced by small scale businesses in Uganda. • Remedies to the challenges	• Lead discussion on sources of business ideas and presentations. • Let learners brainstorm the characteristics, source of capital, importance, challenges and remedies of small scale enterprises.

Assessment Strategies

Organise a field study on the importance and challenges faced by small and medium enterprises.

Sub-module 5: Business Planning

Duration: 10 Hours

Competences	Content	Teaching and Learning Strategies
The learner: • makes a business plan. • justifies the importance of a business plan. • identifies the challenges	• Structure of a business plan • Uses of a business plan • Challenges of planning a business. • Government	• Illustrate to learners the different structures of a business plan. • Ask learners to draw a business plan for their projects.

Competences	Content	Teaching and Learning Strategies
involved in making a business plan. • observes the role of government in entrepreneurship development.	role in entrepreneurship development.	• Let learners make classroom presentations on the challenges encountered in preparing a business plan. • Lead a guided discussion on the role of government in entrepreneurship development.

Assessment Strategy

Task learners to prepare a simple business plan.

Teaching and Learning Resources

- Economic reports
- Newspapers
- Journals
- YouTube slides

Sub-module 6: Managing a Business

Duration: 10 Hours

Competences	Content	Teaching and Learning Strategies
The learner: • scans the environment within which to run a business. • identifies the risks involved in managing a business. • sets measures to	• Business environment • Business risks • Sustaining competitiveness of a business • Leadership and	• Lead a discussion on how to manage a business in a changing environment. • Invite an industrialist to guide learners on the risks involved in business and how to sustain

Competences	Content	Teaching and Learning Strategies
sustain competition in business. • exhibits good leadership skills to promote implementation of the business plans.	motivation in a business	competitiveness. • Demonstrate the best leadership styles for learners to emulate.

Assessment Strategies

Give learners:
  i)   assignment to describe the macro and micro business environment.
  ii)   homework to analyse the leadership styles, power, and motivation of an entrepreneur.

Teaching and Learning Resources

- Economic reports
- Newspapers
- Journals
- YouTube slides
- Business magazines
- Compendiums about entrepreneurs
- Free publicity and promotional materials
- Government publications

Sub-module 7: Entrepreneurship Ethics

Duration: 6 Hours

Competences	Content	Teaching and Learning Strategies
The learner: • appreciates the importance of entrepreneurship ethics. • identifies the roles of ethics in entrepreneurship.	• Introduction to entrepreneurship ethics • Importance of entrepreneurship ethics • Ethical	• Guide group discussions on the importance and roles of ethics in entrepreneurship.

Competences	Content	Teaching and Learning Strategies
• describes the ethical challenges facing entrepreneurs. • identifies solutions to ethical challenges.	challenges facing entrepreneurs. • Solution to ethical challenges.	• Guide a brainstorming session on ethical challenges facing entrepreneurs and how to overcome them.

Assessment Strategy

Task learners to discuss, in groups the importance and role of ethics in entrepreneurship.

Teaching and Learning Resources

- Business magazines
- Compendiums about entrepreneurs
- Free publicity and promotional materials
- Government publications
- Journal articles
- Newspaper articles
- Proceedings of conferences

Suggested References

Brychan, T., Miller, C. & Lyndon, M., (2011). Innovation and Small Businesses, Vol.1; London, BookBoon Publishers.

Greg, B., (2006). Six Sigma for Small Business; Texas, Entrepreneur Press.

Kuratko, (2008). The Emergence of Entrepreneurship Education: Development, Trends and Challenges. 9th edn.

Srivastava, S. B. (2001). A Practical Guide to Industrial Entrepreneurs. New Delhi, Sultan Chand & Sons.

Timmons, J. A. & Spinelli, S. (2003). New Venture Creation and Entrepreneurship for the 21st Century. , 6th edn; Boston, McGraw-Hill.

NCRM126: Real Life Project 2

Duration: 60 Hours

Module Overview

The module will develop the learner's skills and abilities to create awareness for the goods/services of the started project. This will involve implementing the plans created in Project 1 as the business runs. A series of organising and management processes shall be undertaken to monitor, control and maintain the deliverables as the project records for the inventories, finances, achievements, and all transactions are emphasised.

Learning Outcomes

By the end of this module the learner should be able to:
  i)   apply classroom knowledge in a real life project.
  ii)   produce and deliver goods/services
  iii) take record of the business activities.

Sub-module: Project Execution

Duration: 120 Hours

Competences	Content	Teaching and Learning Strategies
The learner: • creates awareness of the existing project products/ services. • organises stock and operates the project.	• Creating awareness • Acquiring stock • Maintaining records • Managing a project	• Guide learners on the quality of services/ products supplied. • Supervise learners' project implementation.
Sample Projects • Book binding • Document binding • Designing file covers • Current awareness services A learner may select any of the above projects to be set up or take on any other of his/her own choice.		

Detailed Module Description for Year 2 Semester 1

NCRM211: Documentation and Information Services

Duration: 75 Hours

Module Overview

This module equips the learner with skills to handle office documents and information professionally.

Learning Outcome

By the end of this module, the learner should be able to effectively manage documents and offer information services.

Sub-module 1: Introduction to Documentation

Duration: 9 Hours

Competences	Content	Teaching and Learning Strategies
The learner: • identifies the types of documents available. • determines the techniques to apply in documenting information. • observes the importance of documenting information. • identifies the non-documentary	• Types of documents (print and non-print) • Techniques of documentation (Active and passive) • Importance of documentation • Documentary Sources of information (Primary, secondary and Tertiary) • Non-Documentary sources of	• Lead a guided discussion on the types of documents. • Demonstrate the techniques used in documenting information. • Provide a case study to indicate the importance of documentation. • Lead a brainstorming session on the documentary and non-documentary sources of information. • Demonstrate the activities involved in

Competences	Content	Teaching and Learning Strategies
sources of information. • performs the necessary documentation service.	information (formal & informal sources) • Activities involved in documentation.	documentation. • Guide learners to practise the binding of documents.

Assessment Strategy

Give learners exercise to:
   i)   identify the sources of documentary and non-documentary sources of information.
   ii) discuss the importance of documenting information.
   iii) bind document.

Teaching and Learning Resources

- Sample documents
- Computer
- Printer
- Stationery
- Files

Sub-module 2: Forms Management

Duration: 10 Hours

Competences	Content	Teaching and Learning Strategies
The learner: • identifies the types of forms and forms management program. • follows the set principles for	• Types of forms • Purpose of forms • Forms management program • Forms analysis • Elements of forms management program	• Discuss with learners the purpose of forms • Take learners to a school library to observe the types of information forms. • Lead a guided discussion on the elements of forms management program. • Guide learners on how to design forms.

Competences	Content	Teaching and Learning Strategies
designing forms. • executes the objectives of forms control.	• Forms design • Forms Control • Advantages of forms control	• Lead a discussion on the advantages of form control

Assessment Strategy

Ask learners to:
   i)   discuss the types of forms and their purposes.
   ii) design form(s).

Teaching and Learning Resources

Samples of forms

Sub-module 3: Reports Management

Duration: 10 Hours

Competences	Content	Teaching and Learning Strategies
The learner: • classifies reports. • performs a needs assessment. • designs reports following the reports management program. • controls the flow of reports. • writes reports.	• Categories of reports • Reports management program • Purpose of report Management program • Report analysis and design • Report control • Report writing	• Guide learners in a discussion on different categories of reports. • Guide learners on report analysis and design. • Guide learners in a discussion on forms control. • Demonstrate the different formats of writing reports.

Assessment Strategies

Give learners assignments to:
- i)   discuss the different categories of reports.
- ii) identify a report management program.
- iii) design reports.

Teaching and Learning Resources

Samples of reports

Sub-module 4: Information Services

Duration: 12 Hours

Competences	Content	Teaching and Learning Strategies
The learner: • identifies qualities of good information. • exhibits the qualities of a good information officer. • provides current awareness service (CAS). • observes the requirements for SDI. • determines the information storage systems to use.	• Meaning of Information • Qualities of good Information • Roles of an Information officer • Qualities of an information officer • Current Awareness Services (CAS) • Activities involved in CAS • Evaluation of CAS • Characteristics of good CAS • Selective Dissemination of Information (SDI) • Information Storage Systems	• Let learners brainstorm on the meaning of information. • Group learners to discuss the qualities of good information. • Lead a guided discussion on current awareness service. • Lead a role play on Selective dissemination of information. • Group the learners to brainstorm on the information storage systems.

Assessment Strategy

Assign learners to:

- identify the qualities of good information.
- discuss the appropriate methods of disseminating information.
- discuss the types of information storage systems.

Teaching and Learning Resources

- Business magazines
- Computers
- internet
- Compendiums about Information Services
- Free publicity and promotional materials
- Government publications

Sub-module 5: Reference Services

Duration: 10 Hours

Competences	Content	Teaching and Learning Strategies
The learner: • defines reference services. • provides different types of reference services. • identifies the reference sources. • exhibits the qualities of a good reference officer.	• Meaning of reference services • Nature of references • Types of reference services (short range and long range services) • Importance of reference Services • Reference Sources • Qualities of a good reference personnel	• Lead a guided discussion on the types of reference services. • Let learners brainstorm on the need for reference services. • Take learners to the library and guide them to identify reference materials. • Let learners buzz on the qualities of reference personnel. • Discuss the importance of reference services to the information users.

Assessment Strategy

Task learners to:
- i)   identify types of reference materials.
- ii) discuss the need for reference services.

Teaching and Learning Resources

Reference materials

Sub-module 6: Indexing and Abstracting Services

Duration: 14 Hours

Competences	Content	Teaching and Learning Strategies
The learner: • distinguishes between an index and an abstract. • identifies the type of indices and abstracts. • applies the principles of indexing. • follows the process of indexing. • identifies the elements of an abstract. • determines the need for indexing and abstracting.	• Distinction between indexing and abstracting • Types of Indices and abstracts • Rules of Indexing and abstracting • Methods of indexing • Principles of indexing • Importance of indexing • Elements of an abstract • Importance of abstracting	• Lead a guided discussion on the difference between indexing and abstracting. • Let learners brainstorm the types of indices and abstracts • Guide learners on the rules of indexing and abstracting. • Demonstrate the different methods of indexing. • Let learners discuss the principles and importance of indexing. • Lead a guided discussion on the elements and importance of an abstract.

Assessment Strategy

Assign learners to:
- i)   differentiate between indexing and abstracting.
- ii) index materials.

Teaching and Learning Resources

- Index samples

- Indexed material
- Abstracted materials

Sub-module 7: Collection Development
Duration: 10 Hours

Competences	Content	Teaching and Learning Strategies
The learner: • describes a collection. • identifies the importance of collection development. • observes the principles of collection development. • makes a collection following the development policy.	• Introduction to collection development • Importance of collection development • Collection development policy • Principles of a collection development policy • Elements of a collection development policy	• Demonstrate a collection and ask learners to discuss its importance in records. • Lead a guided discussion on the collection development policy. • Let learners research on the principles and elements of a collection development policy.

Assessment Strategy

Assign learners to develop a collection.

Suggested References

Steward, JR & Melesco, NM 2002, Professional records and information management. New York, McGrawill.

Wallace et al, (2007). Records Management Integrated Information Systems. 2nd edn; John Willy and Sons Inc, Canada.

Anderson, R. G. (2009). Information Systems in Development and Operation; Pitman Publishing.

Frank, B. (2005). Selecting and Appraising Archives and Manuscripts.

George, M. (2003). Records Management in NAS.

NCRM212: Legal and Policy Aspects in Records

Duration: 45 Hours

Module Overview

The module equips the learner with legal knowledge while handling records.

Learning Outcome

By the end of this module, the learner should be able to apply legal policies in execution of records' activities.

Sub-module 1: Nature of Records Legal Policies

Duration: 04 Hours

Competences	Content	Teaching and Learning Strategies
The learner: • identifies sources of law in Uganda. • observes the policy issues in managing information. • differentiates between a bill and a law.	• Purpose of law • Sources of law in Uganda • Policy issues in information management • Types of law • Bill and law • Formation of laws	• Guide learners on the legal and policy aspects in records management. • Let learners brainstorm the purpose of law. • Guide learners on the sources of law in Uganda. • Invite guest speaker to discuss the policy issues in information management. • Lead a guide discussion on the formation of Laws in Uganda.

Assessment Strategy

Assign learners to:
i) discuss the purpose of law in records management.
ii) identify the sources of law in Uganda.
iii) find differences between bill and law.

Teaching/Learning Resources

- Legal Acts, guidelines and manuals
- Constitution of the republic of Uganda
- Internet

Sub-module 2: Administration of Law in Uganda

Duration: 5 Hours

Competences	Content	Teaching and Learning Strategies
The learner: - observes the court structure in Uganda - describes the composition of courts. - observes the jurisdictions of courts.	- Court structure and hierarchy - Composition and jurisdiction of different courts	- Illustrate the court structure and guide learners as they practise. - Lead a guided discussion on the composition and jurisdiction of courts in Uganda.

Assessment Strategies

Give learners assignment to:
  i)   draw the structure of courts in Uganda.
  ii) discuss the jurisdiction of each court in Uganda

Teaching and Learning Resource

Court structure

Sub-module 3: Intellectual Property

Duration: 6 Hours

Competences	Content	Teaching and Learning Strategies
The learner: - applies intellectual property to records	- Concept of intellectual property - Importance of	- Discuss with learners the concept of intellectual property. - Let learners brainstorm the

Competences	Content	Teaching and Learning Strategies
• analyses the importance of intellectual property. • applies laws governing intellectual property to protect the innovations.	intellectual property • Laws governing intellectual property in Uganda	relevance of intellectual property in records management. • Lead a guided discussion on the laws governing intellectual property in Uganda.

Assessment Strategy

Task learners to:
   i)   discuss the importance of intellectual property.
   ii)   discuss the laws governing intellectual property.

Teaching and Learning Resources

   • Legal Acts, guidelines and manuals
   • Constitution of the republic of Uganda

Sub-module 4: Information Management Bills and Statutes

Duration: 8 Hours

Competences	Content	Teaching and Learning Strategies
The learner: • applies the national record and archives Act (2006) to manage records and archives. • uses the national libraries Act (2003) to manage library material. • applies the freedom of access to information Act(2005) to access	• The National Record and Archives Act (2006) • The National Libraries Act (2003) • Freedom of Access to Information Act (2005)	• Let learners brainstorm on the meaning of the Act. • Guide learners on the application of Library and Information Act. • Lead a guided

Competences	Content	Teaching and Learning Strategies
information. • Applies the Copyright and Neighbouring Act (2006) to protect innovations and creativity. • applies the Legal Deposit Act to determine the deposit resources in the depository.	• Copyright and Neighbouring Act (2006) • Legal Deposit Act (1969) • The purpose of bills and statutes in records management	discussion on the relevance of the Copyright and Neighbouring Act. • Guide a discussion on the importance of bills and statutes in records management.

Assessment Strategy

Assess learners on the bills and statutes related to information management.

Teaching and Learning Resources

- The National Record and Archives Act (2006)
- The National Libraries Act (2003)
- Freedom of Access to Information Act (2005)
- Copy Right and Neighbouring Act (2006)
- Legal Deposit Act (1969)

Sub-module 5: Law of Contract

Duration: 10 Hours

Competences	Content	Teaching and Learning Strategies
The learner: • defines contract. • analyses the importance of contract. • identifies the forms and types	• Definition and nature of a contract • Purpose and importance of the of the contract • Forms of contracts • Exclusion clauses	• Task learners to define the term contract. • Guide learners to identify the importance of signing a contract.

Competences	Content	Teaching and Learning Strategies
of contracts. • observes the exclusion clauses of a contract. • executes the essential elements of a valid contract. • discharges the contract following the recommendations by law. • sets mitigation measures for breach of contract.	• Essential elements of a valid contract • Discharge/termination of a contract • Remedies for breach of a contract	• Lead a brainstorming session on the forms of contracts. • Group learners to discuss the elements of a valid contract. • Use a case study to guide learners on the factors that lead to breach of a contract. • Lead a guided discussion on the circumstances under which a contract may be terminated.

Assessment Strategies

Test learners on:
i) forms of contracts.
ii) exclusion clauses.
iii) the essentials of a valid contract.
iv) the remedies for breach of contract.

Teaching and Learning Resources

• Case studies
• Case laws

Sub-module 6: Ethics and Censorship in Records Management

Duration: 6 Hours

Competences	Content	Teaching and Learning Strategies
The learner: • identifies the pillars of ethics in	• Purpose of ethics in records management	• Group learners to identify the purpose of records ethics. • Discuss with learners

Competences	Content	Teaching and Learning Strategies
records management. • develops a professional register. • exhibits Ethics and Censorship in Records management.	• Pillars of records ethics • Purpose of a Professional register • Introduction to censorship • Reasons for information censorship	the pillars of records ethics. • Together with the learners develop a professional register • Guide learners to brainstorm the need for information censorship.

Assessment Strategy

Task learners, to develop a professional register

Teaching and Learning Resources

• Legal Acts, guidelines and manuals
• Records Code of conduct

Sub-module 7: Dispute Resolution

Duration: 6 hours

Competences	Content	Teaching and Learning Strategies
The learner: • selects the method for solving disputes. • follows the right procedures to resolve disputes. • solves disputes without going to court.	• Methods of dispute resolution • Procedure of dispute resolution • Alternative dispute resolution	• Give learners dispute cases to analyse and make class presentations. • Let learners demonstrate an understanding of dispute resolution through role-plays.

Assessment Strategies

Let learners:
   i) discuss the methods of dispute resolution in Uganda.

ii) describe the procedures for dispute resolution.

Teaching and Learning Resources

- The Constitution of the Republic of Uganda, 1995 (amended 2005)
- The Local Government Act
- Hotel Act
- Samples of written agreements

Suggested References

Bakibinga, D. (2006). Law of Contract in Uganda. Kampala, Professional publisher and consultant ltd.

Bakibinga, D. (2003). Partnership Law in Uganda. Kampala, Professional publisher and consultant ltd.

Essel, R. D. & Howard, C. G.,(2011). Principles of Business Law. 4th edn; New Jersey, Pearson Prentice Hall Inc.

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NCRM213: Introduction to Archives Management

Duration: 75 Hours

Module Overview

The module introduces the learner to records and archives management activities. It is intended to equip the learner with the basic knowledge on the different forms of records and the skills of managing archival records.

Learning Outcomes

By the end of this module the learner should be able to:
   i)   classify records and archives for easier identification of information.
   ii)   file information and control its movements.

Sub-module 1: Introduction to Archives Management

Duration: 08 Hours

Competences	Content	Teaching and Learning Strategies
The learner: • defines archive. • identifies the forms of archives. • identifies the importance of archives. • identifies of values of archives in records. • applies the principles of archives management to control records.	• Meaning of archive • Forms of archives • Importance of archives • Values of archives • Principles of archives management	• Lead a guided discussion on forms of archives. • Let learners research on the importance and values of archives. • Guide learners on the principles of archives management.

Assessment Strategy

Test learner on the importance of archives.

Sub-module 2: Management of Archives

Duration: 10 Hours

Competences	Content	Teaching and Learning Strategies
The learner: • arranges archives • sets the tools and equipment for use in archives management. • exhibits the roles of archives personnel. • appraises archival records. • accessions archives.	• Arrangement of archives • Tools and equipment used in archives • Roles of archives personnel • Archival appraisal and retention schedules Accessioning of archives	• Guide learners on how to arrange archives. • Lead a guided discussion on the roles of archives personnel. • Demonstrate the use of tools and equipment for archives management. • Guide learners on the appraisal and retentions of archives. • Demonstrate to learners accessioning of archives.

Assessment Strategy

Assign the learner to discuss and make class presentations on the roles of archives personnel in records management.

Sub-module 3: Conservation of Archives

Duration: 12 Hours

Competences	Content	Teaching and Learning Strategies
The learner: • defines conservation of archives. • determines the methods for conserving archives. • identifies the dangers to archival materials. • plans for disaster and security of	• Meaning of conservation • Methods of conserving archives. • Importance of conserving archives. • Dangers to archival materials • Security and disaster planning for archives.	• Demonstrate to learners how to conserve archives. • Ask learners to make a security and disaster plans for archives. • Lead a guided discussion on the dangers to archival materials. • Demonstrate to learners how to

Competences	Content	Teaching and Learning Strategies
archives. • carries out outreach programs of archives.	• Outreach programs of archives	organise outreach programmes

Assessment Strategy
Give learners homework to research on the dangers of archival materials.

Sub-module 4: Design of Archival Building
Duration: 12 Hours

Competences	Content	Teaching and Learning Strategies
The learner: • identifies the types of archival building. • makes internal arrangement of archives. • differentiates between archives, records centres and libraries.	• Types of archival building • Partners in archival building • Organizational arrangement of archives • Difference between archives, records centres and libraries	• Lead a guided discussion on the types of archival building. • Guide learners on how to organise the archives. • Assign learners to research on the relationships and differences between archives, records centres and libraries.

Assessment Strategy
Test learners on archival binding.

Sub-module 5: Archival Storage Equipment and Supplies
Duration: 8 Hours

Competences	Content	Teaching and Learning Strategies
The learner: • identifies the	• Types of equipment in	• Take out learners to an archive to study about

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Competences	Content	Teaching and Learning Strategies
equipment used in archives. • selects the supplies for archival management. • maintains the archival equipment.	archives. • Types of supplies for archival management. • Creating storage space • Care for archival equipment. • Challenges of archival storage.	the operation of archival equipment. • Guide learners on the types of supplies required for archival management. • Demonstrate the care for archival equipment.

Assessment Strategy

Assess learners on the management of archival equipment.

Teaching and Learning Resources

Archival equipment and supplies

Sub-module 6: Types of Archives

Duration: 07 Hours

Competences	Content	Teaching and Learning Strategies
The learner differentiates between public, private, and manuscript archives	• Public archives • Private archives • Manuscript/collecting archives	• Take learners for a study tour on the different types of archives.

Assessment Strategy

Give learners tasks to research on the types of archives.

Teaching and Learning Resources

Archival equipment and supplies

Sub-module 7: Archives retention and appraisal

Duration: 10 Hours

Competences	Content	Teaching and Learning Strategies
The learner: • applies different methods of archives appraisal. • appraises archives. • applies the principles of retention in archives management.	• Meaning of archives, retention, and appraisal • Method of archives appraisal and retention • Significance of archives appraisal and retention • Types of appraisal • Principles guiding, retention decisions	• Lead a guided discussion on the methods of archives appraisal and retention. • Demonstrate how to appraise archival records. • Take learners through the principles guiding retention decisions.

Assessment Strategy

Test learners on the significance of appraising archives.

Teaching and Learning Resources

Archival equipment and supplies

Sub-module 8: Archives Disposition

Duration: 08 Hours

Competences	Content	Teaching and Learning Strategies
The learner: • disposes off archival records. • applies the principles guiding document disposition decisions. • identifies the documents to dispose. • registers documents for disposition.	• Ways of disposition • Principles guiding disposition decisions • Documents to dispose • Registration of disposed documents	• Demonstrate to learners how to dispose off archival records. • Lead a guided discussion on the principles guiding disposition. • Guide learners to identify different document to dispose off. • Demonstrate and let learners register documents for disposition.

Assessment Strategies

Assign Learners to discuss on the principles guiding disposition.

Teaching and Learning Resources

- Computer
- Internet
- Copies of documents

Suggested References

Gunningham, G. and Montana, J. (2006). The Lawyer's Guide to Records Management and Retention, 1st Edition; USA, American Bar Association, and Chicago.

McLeod and Hare (2006), How to Manage Records in the Environment, 2nd edn; London, Rutledge.

Patricia, E; Ann, J and Schubert, D (2012), Records management, Integrated Information Systems, 3rd edn, Pearson Education Company, Prentice Hall.

Real, J and Ginn, M (2007), Records management, 18th Edn, Thamson: South-Western.

Roper, M (Ed) (2009). Organising Current Records. London, International Records Management Trust

Saffady, W (2004), Records and Information Management: Fundamentals of Professional Practice. 1st edn, USA-ARMA International.

Walch, Victoria.L. (2006). Archival Census and Education Needs Survey in the United States: Part 1: Introduction" (PDF). The American Archivist. **69** (2): 2

NCSK214: Fundamentals of Storekeeping

Duration: 60 Hours

Module Overview

Organizations normally have stores in which their materials are kept in a systematic and orderly manner for easy access and management. This module is therefore designed to introduce the learner to storekeeping criteria to be able to classify and codify records and move materials from the stores to different destinations.

Learning Outcome

By the end of this module the learner should be able to:
  i)   store records
  ii) conduct stock verifications

Sub-module 1: Introductions to Storekeeping

Duration: 04 Hours

Competences	Content	Teaching and Learning Strategies
The learner: • pursues the organisation's objectives of storekeeping. • manages the different types of stores. • executes the duties of a storekeeper.	• Definition of storekeeping • Objectives of storekeeping • Types of stores (house storage, commercial storage) • Duties of a storekeeper • Factors that lead to successful storekeeping	• Let learners brainstorm on the meaning of storekeeping. • Discuss with learners the objectives of storekeeping in records management. • Guide learners on the duties of a storekeeper. • Let learners research on the factors that lead to successful storekeeping.

Assessment Strategy

Assess learners on the:
  i)   objectives of storekeeping in records management.
  ii) types of stores and how they operate.
  iii) duties of a storekeeper.

iv) factors that lead to successful storekeeping in an organisation.

Teaching and Learning Resources

- Computer
- Internet
- Flipchart and flip stand
- Mark pen
- Stationary

Sub-module 2: Materials Management

Duration: 6 Hours

Competences	Content	Teaching and Learning Strategies
The learner: • articulates the scope and components of the supply chain. • receives and stores the information materials. • handles the stored materials with care.	• The supply chain concept • Materials acquisition • Materials handling	• Illustrate to the learners the various channels of the supply chain process of information materials. • Let the learners demonstrate the materials handling etiquettes.

Assessment Strategy

Assess learners on the best ways of handling information materials in the store.

Sub-module 3: Stores Management

Duration: 10 Hours

Competences	Content	Teaching and Learning Strategies
The learner: • creates a conducive stores environment. • stores information materials in such a way that they are easily identified and reached. • safeguards materials in	• Stores environment • Ways of storing materials • Good store keeping practices. • Safeguarding	• Take out learners to a nearby information materials store to get exposure to stores environment. • Let learners

Competences	Content	Teaching and Learning Strategies
the store against theft and other risks.	materials in storage facilities	demonstrate the good store keeping practices.

Assessment Strategies

Assess learners on:
  i) the best ways of storing information materials.
  ii) good store keeping practices.

Sub-module 4: Records Storage Equipment

Duration: 08 Hours

Competences	Content	Teaching and Learning Strategies
The learner: • identifies the appropriate storage facilities for records. • stores records safely.	• Types of records storage equipment (E-Records storage equipment, filing cabinets, open, closed shelves, mobile shelves). • Factors to consider when choosing equipment for storing records.	• Guide learners on how to identify the different types of storage facility. • let learners discuss the different types of storage equipment. • Demonstrate to learners on how to use records storage equipment. • Let learners discuss in groups the different factors to consider in choosing suitable equipment.

Assessment Strategy

Assess learners on the modes of storing records.

Teaching and Learning Resources

• Computers

- CDs
- Flash discs
- Existing records
- Files
- Filing equipment

Sub-module 5: Records Codification

Duration: 12 Hours

Competences	Content	Teaching and Learning Strategies
The learner: • articulate the scope and components of the supply chain. • receives and stores the information materials. • handles the stored materials with care.	• Stores environment • The supply chain concept • Records acquisition • Good storekeeping practices. • Handling of records in storage facilities	• Illustrate to the learners the various channels of the supply chain process of information materials. • Let the learners demonstrate the materials handling etiquettes.

Assessment Strategies

Assess learners on the:
   i)   methods of codifying information materials.
   ii) importance of codifying information materials.

Sub-module 6: Packing and Packaging Records

Duration: 10 Hours

Competences	Content	Teaching and Learning Strategy
The learner: • selects the suitable packaging for information materials. • uses the packaging machines to	• Types of packaging • Packaging machines • Package labels • Packing of materials	• Display different packaging materials for learners to get an insight of how information materials can be packaged. • Demonstrate the use of any machine used for packaging information

Competences	Content	Teaching and Learning Strategy
package information materials. • composes an attractive label for the information materials. • packs materials for the customers for easier carrying.		materials. • Let learners come up with suitable labels that can be put on information materials. • Demonstrate the packaging of information materials.

Assessment Strategy

Task learners collect possible packaging materials for records and discuss their advantages and disadvantages.

Teaching and Learning Resources

- Computers/laptops
- Projector
- Existing records
- Files
- Filing equipment

Sub-module 7: Stocktaking

Duration: 10 Hours

Competences	Content	Teaching and Learning Strategies
The learner: • executes the objectives of stocktaking. • applies various methods to verify the amount of stock in the store. • observes the advantages of stocktaking.	• Objectives of records stocktaking • Methods of records stocktaking • Advantages records stocktaking	• Let learners brainstorm the objectives of stocktaking. • Illustrate to the learners the methods of stocktaking. • Lead a guided discussion on the advantages of carrying out stocktaking.

Assessment Strategy

Assess learners on the methods and advantages of records stocktaking.

Suggested References

Saleem N. A. (2007). Storekeeping and Stock Control Simplified; 2nd edn. Nairobi, Saleemi Publications.

Farquhar, H. H. (2007). Storekeeping: The Control and Storage of Materials. New York, McGraw – Hill book Company.

NCRM215: Introduction to Information Service Marketing
Duration: 45 Hours

Module Overview
The module introduces the learner to the basic principles and practices of marketing by which information services are brought to the awareness of the existing and prospective users.

Learning Outcomes
By the end of this module the learner should be able to:
- i) develop informative strategies.
- ii) market information materials or resources.

Sub-module 1: Introduction to Marketing Information
Duration: 04 Hours

Competences	Content	Teaching and Learning Strategies
The learner: • defines marketing. • analyses the importance of marketing information. • exhibits the qualities of good marketer. • observes the principles of marketing information.	• Meaning of marketing • Importance of marketing • Qualities of a good information marketer. • Principles of marketing information	• Let learners to brainstorm on the definitions of marketing. • Lead a discussion on the importance of marketing information. • Let learners demonstrate the qualities of a good information marketer. • Guide learners on the principles to be followed when marketing information.

Assessment Strategies
Assess learners on:
- i) the importance of marketing information.
- ii) the information marketing principles.

Sub-module 2: Information Packaging and Repackaging

Duration: 7 Hours

Competences	Content	Teaching and Learning Strategies
The learner: • defines packaging and repackaging. • performs the functions of packaging. • justifies the reasons for repacking information.	• Definitions of packaging and repackaging • Functions of packaging • Reasons for repacking information	• Lead a guided discussion on the key terms. • Let learners research on the functions of packaging. • Lead a guided discussion on importance of repacking information.

Assessment Strategy

Give learners homework to research on the reasons for packaging information.

Sub-module 3: Public Relations as a Marketing Tool

Duration: 10 Hours

Competences	Content	Teaching and Learning Strategies
The learner: • carries out the activities of public relation. • justifies the importance of public relations to organisation. • exhibits the qualities of a good public relations officer. • sets strategies to mitigate barriers to effective public relations.	• Activities of public relation • Importance of public relations to organizations • Qualities of a public relations officer. • Barriers to effective public relations	• Lead a guided discussion on the activities of public relations. • Let learners role-play the qualities of a public relations officer. • Group learners and task them to brainstorm on the barriers to effective public relations.

Assessment Strategies

Test learners on the: discussion on the principles guiding disposition

i) importance of public relations.
ii) qualities of a good public relations officer.
iii) barriers to effective public relations.

Teaching and Learning Resource

- Computer
- Internet
- Flipchart and flip stand
- Mark pen
- Computer
- Internet
- Flipchart and flip stand
- Mark pen
- Stationary

Sub-module 4: Information Outreach Program and Services

Duration: 10 Hours

Competences	Content	Teaching and Learning Strategies
The learner: • organises outreach services. • circulates publications. • organises workshops and seminars.	• Organising outreach service • Publications • Seminars and workshops	• Guide on how to organise outreach service. • Make learners to participate in the organisation of seminars and workshops at their institutions.

Assessment Strategy

Give learners tasks to research on the procedures for making outreaches, publications, and seminars.

Teaching and Learning Resources

- Computer
- Internet
- Flipcharts /Flip stand
- Mark pens
- Stationary

Sub-module 5: Service Marketing

Duration: 08 Hours

Competences	Content	Teaching and Learning Strategies

The learner:
• defines service marketing
• identifies characteristics of a service.
• creates a marketing system for services.
• differentiates between a service and a good.
• applies the service marketing mix in executing a sale.
	• Meaning of a service
	• Characteristics of a Service
	• Importance of service marketing.
	• Difference between a service and a good
	• Service Marketing Mix:
	  - People
	  - Process
	  - Physical evidence
	• Marketing a service
		• Task learners to define service marketing.
		• Demonstrate the characteristics of a service.
		• Group learners to discuss the importance of service marketing and task them to present in class.
		• Develop a role play for the learners to act and practice marketing of a service.

Assessment Strategy

Task the learner to discuss the service marketing mix in executing a sale.

Sub-module 5: Market Segmentation

Duration: 06 Hours

Competences	Content	Teaching and Learning Strategies
The learner: • observe the market segments for a product. • describes the bases of market segmentation. • analyses the importance of market segmentation.	• Process of segmentation • Bases/variables of segmentation • Importance of segmentation	• Illustrate the process of segmenting a market. • Gide learners on the importance of market segmentation.

Assessment Strategy

Assess learners on the process of segmenting a market.

Teaching and Learning Resources

- Marketing manuals
- Marketing magazines
- Electronic media
- Service marketing manuals
- Free publicity and promotional materials.
- Marketing information systems manual

Suggested References

Claque, H. (1992). Charging for information services, New Zealand libraries.

Hawkins, D.T. (1992). In Search of Ideal Information Pricing in Crown B edn. The Marketing

International Labour Organization, Geneva. (1980). Creating a Market. New DelhIi, Starting.

Kotler, P. (1997). Principles of Marketing. 7th edn. Prentice-Hall, Englewood, Cliffs NJ.

Kotler, P. and Armstrong, G. (2004). Principles of Marketing, 10th edn. (Upper saddle river, NJ: Prentice Hall

Kottler, P. (1995). Marketing non-profit organizations, 2nd edn. New Delhi: prenticePublishers.

Ntayi, J. (1999). Marketing Theory. 3rd edn. Problem solving and Decision Making Approach and Practical marketing of Library and information services.

Reid. P.W. (1994).Marketing Planning and Strategy.

Statton, W. M. & Futrell, C. (1999). Fundamentals of Marketing, 8th edn. Prentice Hall International (UK) Limited.

NCRM216: Real Life Project 3

Duration: 60 Hours

Module Overview

The module is intended to enable learners to improve their project operations and expand on their businesses. It will involve application of social skills to add value to the project products/services and attract more customers.

Learning Outcome

By the end of this module the learner should be able to:
i)   protect books and other information materials from damage.
ii) evaluate a business and make final report of the experiences encountered.

Generation of Value Additions

Duration: 120 Hours

Competences	Content	Teaching and Learning Strategies
The learner: • binds books and other documents. • seals important documents. • evaluates business. • writes a project report.	• Book binding • Laminating of documents • Evaluation of the business • Writing of project report **Sample Projects** • Laminating documents • Binding documents • Designing book covers • Making document folders / files • Embossing books	• Guide the learner on various ways of evaluating a business. • Let learners make reports of their projects.

Detailed Module Description for Year 2 Semester 2

NCIM221: Introduction to Museology

Duration: 45 Hours

Module Overview

Museums have varying aims, ranging from serving researchers to serving the general public for the purposes of education, study and enjoyment. In order for them to retain their relevance, there is need to train professional museologists who will maintain the operations of these institutions of natural and historical heritage. This module will therefore develop the learner's skills to manage museums by keeping records of historical value.

Learning Outcomes

By the end of this module, the learner should be able to preserve records of national heritage in a museum.

Sub-module 1: Museum

Duration: 5 Hours

Competences	Content	Teaching and Learning strategies
The learner: • defines a museum. • justifies the relevancies of museums. • differentiates types of museums in society.	• Meaning of a m museum • Types of museums • Importance of museums	• Let learners brainstorm on the meaning of museum. • Guide learners on the types of museums. • Lead a discussion on the importance of museums.

Assessment Strategy

Let learners:
i)   discuss the importance of museums in society.
ii) identify the different museums.

Sub-module 2: Management of Museums

Duration: 12 Hours

Competences	Content	Teaching and Learning strategies
The learner: • observes the activities done in a museum. • draws an organisational structure for a museum. • makes museum collections. • executes duties and responsibilities of museum curators or operators in. • exhibits the qualities of a good museologist.	• Museum Activities • Organisational Structures of a Museum • Museum Collections • Museum curators and operators • Qualities of a museologist	• Let learners brainstorm the museum activities. • Illustrate the organisational structure of a museum. • Take out learners to a museum to observe the record collections. • Lead a guided discussion on the duties and responsibilities of museum curators and operators. • Let the learners brainstorm the qualities of a good museologist.

Assessment Strategy

Assess learners on the qualities of a museologist.

Sub-module 3: Inventory and Documentation in a Museum

Durations: 14 Hours

Competences	Content	Teaching and Learning Strategies
The learner: • identifies the inventories in a museum. • applies the museum inventory management techniques to control collections. • documents the	• Types of museum Inventories • Inventory management • Importance of documentation in a museum	• Lead a discussion on the types of inventories in a museum. • Guide learners on the techniques applied to manage museums. • Let the learners to brainstorm on the

Competences	Content	Teaching and Learning Strategies
inventory in a museum.		importance of keeping record in a museum.

Assessment Strategy

Give learners assignments to visit any museum and make a report on the management of inventory.

Sub-module 4: Exhibitions and Displays

Duration: 14 Hours

Competences	Content	Teaching and Learning Strategies
The learner: • distinguishes between exhibition and display. • identifies the types of exhibitions of museum materials. • exhibits museum materials for sale. • explores exhibitions to display museum material.	• Distinction between exhibition and display. • Exhibition materials • Exhibition as a marketing tool. • Importance of exhibitions and displays.	• Lead a guided discussion on the types of exhibitions. • Organise a study tour to an exhibition. • Let learners brainstorm the importance of exhibitions and displays in a museum.

Assessment Strategies

Give learners homework to:
   i)   examine the importance of museums.
   ii) identify the role of national heritage.

Teaching and Learning Resources

- Museums
- Artefacts
- Libraries

NCRM222: Introduction to Electronic Records Management

Duration: 60 Hours

Module Overview

Organisations need to capture electronic records so as to ensure an efficient and effective evidence of the organisation's activities using Records Management Software. This module will introduce the learner to the basic concepts of electronic records and their management.

Learning Outcomes

By the end of this module the learner should be able to:
i) process information electronically.
ii) manage electronic records.

Teaching and Learning Resources

- Computers/laptops
- Projector
- Existing records
- Files
- Filing equipment

Sub-module 1: Introduction to Electronic Records

Duration: 10 Hours

Competences	Content	Teaching and Learning Strategies
The learner: • describes the different forms of electronic records. • identifies the characteristics of electronic records. • identifies importance of	• Forms of electronic records • E-mail • Short Messaging Services (SMS) • Benefits of electronic records • Maintenance of electronic records • Challenges of managing	• Lead a guided discussion on the forms of records. • Assign learners to research on the characteristics of electronic records. • Let learners brainstorm the importance of electronic records.

Competences	Content	Teaching and Learning Strategies
electronic records over paper records. • manages challenges in managing electronic records.	electronic records	• Lead a guided discussion on the challenges in managing electronic records.

Assessment Strategy

Give learners homework on the characteristics of electronic records.

Teaching and Learning Resources

- Computers/laptops
- Projector
- Existing records
- Files
- Filing equipment

Sub-module 2: Creation of Electronic Records

Duration: 14 Hours

Competences	Content	Teaching and Learning Strategies
The learner: • follows the stages involved in creating electronic records. • justifies the importance of electronic records in an organisation.	• Procedure of creating electronic record (Digitisation process) • Importance of electronic records • Challenges of electronic records	• Illustrate to learners the stages of creating an electronic record. • Lead a guided discussion on the importance of electronic records in an organisation.

Assessment Strategy

Give learners exercise to work on and forward to the teacher via e-mail.

Sub-module 3: Storage and Retrieval of Electronic Records

Duration: 16 Hours

Competences	Content	Teaching and Learning Strategies
The learner: • sets the storage media for electronic records. • names the file for electronic records. • downloads and accesses electronic records. • indexes electronic records. • protects electronic data from damage.	• Storage Media • Retrieval and Accessing of electronic records • Electronic file name • Indexing electronic records • Maintaining electronic records	• Guide learners on the best storage media for electronic records. • Demonstrate the downloading and accessing of electronic records. • Ask learners to formulate suitable names for record files. • Demonstrate the indexing of electronic records. • Guide on the protective measures for electronic records.

Assessment Strategy

Give learners exercise to retrieve, file, and name electronic information.

Sub-module 4: Ethics in Electronic Records

Duration: 10 Hours

Competences	Content	Teaching and Learning Strategies
The learner: • describes the cyber crime. • identifies the types and causes of cyber crime. • identifies the preventive measures to cyber crime.	• Cyber crime • Cause of cyber crime • Types of cyber crime • Preventive measures to cyber crime	• Lead a guided discussion on cyber crime and its causes. • Demonstrate a collection and ask learners to discuss the types of cyber crime. • Let learners research on the preventive measures to cybercrime

Assessment Strategies

Give learners assignment on the measures to prevent cyber crime in electronic mailing.

Sub-module 5: Security of Electronic Records

Duration: 10 Hours

Competences	Content	Teaching and Learning Strategies
The learner: • applies various security measures to protect electronic records. • creates e-mail password. • scans mails against virus attack. • creates data backup.	• Creating password • Data encryption • Scan mails • Data backup	• Task learners to create security measures for their electronic mails.

Assessment Strategy

Task learners to create passwords and backups for their mail information.

Teaching and Learning Resources

- Computers/laptops
- Projector
- Existing records
- Files
- Filing equipment

Suggested References

Gunningham, G. and Montana, J. (2006). The Lawyers Guide to Records Management and Retention. 1st edn; Chicago, American Bar Association. USA

McLeod and Hare (2006). How to Manage Records in the Environment. 2nd edn London, Rutledge.

Patricia, E, Ann, J. and Schubert, D. (2002). Records Management, Integrated Information Systems. 3rd edn; Prentice Hall, Pearson Education Company.

Real, J. and Ginn, M. (2007). Records Management. 18th edn; South-Western, Thamson.

Saffady, W. (2004). Records and Information Management: Fundamentals of Professional Practice. 1st edn, USA, ARMA International.

Stewart, J. and Melesco, H. (2000). Records Management Handbook. England, Gowers Publishing.

NCKS223: Basic Kiswahili

Duration: 45 Hours

Module Overview

This module introduces the learner to the basic Kiswahili used in the industry and by the general public to carry out daily business. It also enables the learner to carry out his/her profession in any part of East Africa where Kiswahili is the major language of communication.

Learning Outcome

By the end of the module the learner should be able to:
i)   make simple expressions in Kiswahili.
ii)   count in Kiswahili.
iii) construct coherent Kiswahili sentences.

Sub-module 1: Introduction to Kiswahili

Duration: 2 Hours

Competences	Content	Teaching and Learning Strategies

The learner:
• acknowledges the importance of learning and using Kiswahili language.
• correctly greets elders, peers and the young at different times.
• introduces oneself.
• makes introduction of oneself and other persons.
	• Origin and spread of Kiswahili
	• Importance of Kiswahili to Ugandans
	• Greetings
	  - At different times
	  - To elders, peers, the young
	  - To one person
	  - To many people
	• General Introduction
	  - Of oneself
	  - Of others
		• Allow learners to buzz over different greeting styles.
		• Ask learners to make self-introductions before the class.

Assessment Strategies

Assess learners on the:
i)   importance of learning Kiswahili in the context of records and information management.
ii) greeting of peers, elders and supervisors at different times.

Sub-module 2: Definite Articles

Duration: 6 Hours

Competences	Content	Teaching and Learning Strategy
The learner: • makes correct use of the Kiswahili alphabet. • pronounces Kiswahili verbs and names in the correct accent. • states phrases in the correct tense.	• Vowels and Consonants, • Verbs and Nouns • Production of Kiswahili sounds/accent	• Use Tapes/Compact Disks for learners to listen to word sounds and pronunciations. • Guide learners on the names of different places and common titles in the catering profession. • Set out a number of Kiswahili vowels, verbs and nouns for the learners to practise their application. • Use a tape recording to produce Kiswahili sounds for learners to emulate.

Assessment Strategies

Assess learners on:
  i)   word pronunciation.
  ii) use of verbs and nouns.

Teaching and Learning Resources

- Documentaries
- Charts
- Photographs/pictures
- Kiswahili dictionary
- Reading charts
- Audio CD packs
- Radio cassette
- Video tapes

Sub-module 3: Polite Language

Duration: 7 Hours

Competences	Content	Teaching and Learning Strategies
The learner: • expresses appreciation to others. • makes requests for products, services, or places by names. • identifies people by their professional titles.	• Welcoming clients • Making requests • Providing the available information and. • Expressing appreciation • Advertising products • Negotiating for better terms • Asking for pardon	• Organise a role-play in which learners shall make simple expressions involving asking for particular information, service, place or direction and appreciating for the assistance offered. • Let learners express themselves by asking for forgiveness for a wrong done.

Assessment Strategies

Task learners to:

    i) role-play the receiving of clients and providing information of the available records.

    ii) give assignment to design and format a Kiswahili advert for records materials.

Teaching and Learning Resources

- The Internet
- Kiswahili dictionary

Sub-module 4: Indefinite Articles

Duration: 6 Hours

Competences	Content	Teaching and Learning Strategies
The learner: • combines words to construct good sentences.	• Introductory vocabulary • Sentence pattern	• Guide learners to use the indefinite article to construct sentences. • Group learners to role-

Competences	Content	Teaching and Learning Strategies
• asks questions and responds to inquiries. • expresses likes and dislikes.	• Questions and responses • Expressing likes and dislikes	play the asking and answering of questions related to catering services. • Ask learners to express their likes and dislikes in the role play.

Assessment Strategy

Assess learners on the construction of sentences in response to questions.

Sub-module 5: Numbers and Arithmetic

Duration: 6 Hours

Competences	Content	Teaching and Learning Strategies
The learner: • counts and numbers items using the cardinal and ordinal numbers. • states the time, date, days and months correctly.	• Counting Cardinal numbers • Counting Ordinal numbers • Time, Dates, Days, Months	• Lead learners in the counting exercise. • Guide learners in stating time and dates. • Ask learners to make presentations of their dates of birth.

Assessment Strategies

i)   let learners count using ordinal and cardinal numbers.
ii) task learners to state different periods in Kiswahili.

Teaching and Learning Resources

• Charts of numbers, dates and days
• Calendar
• Clock
• Mathematical symbols

Sub-module 6: Grammar and Syntax

Duration: 8 Hours

Competences	Content	Teaching and Learning Strategies
The learner: • makes a logical flow of sentence construction. • applies the singular and plural nouns/verbs correctly. • applies correct Kiswahili tenses in sentence construction.	• Basic sentence elements • Sentence logic • Singular and plural • Tenses	• Guide learners to make sentences in Kiswahili using first person singular and first person plural. • Let learners demonstrate the application of different tenses in sentence construction.

Assessment Strategies

Give learners exercises on:
  i) the way they arrange the words in a sentence.
  ii) the rule of singular and plural.
  iii) the application of tenses.

Teaching and Learning Resources

• The Internet
• Kiswahili dictionary

Sub-module 7: Professional Related Vocabulary
Duration: 8 Hours

Competences	Content	Teaching and Learning Strategies
The learner: • applies the records terminologies correctly. • identifies and names the tools, materials, and equipment used records. • refers to officers by their titles. • describes the tasks performed by different officials in the records and information establishments.	• Terminologies used in records • Prices, Quantity, Quality, Order • Names of tools, materials, and equipment used in records. • Professional titles like records officer, librarian, registrar, clerk, teacher, Head-teacher, storekeeper • Tasks performed in records establishments	• Guide learners to identify and name the tools, materials, and equipment used in records. • Ask learners to research on the Kiswahili titles for the staff that work in the records and information establishments. • Discuss with learners the tasks performed by different officials in the records and information establishments.

Assessment Strategy
Task learners to write the titles of various professionals in records and information management.

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NCRM224: Elements of Preservation and Conservation of Records

Duration: 75Hours

Module Overview

This module is designed to equip the learner with knowledge and skills to preserve and conserve information materials.

Learning Outcomes

By the end of this module the learner should be able to:
  i)   preserve and conserve information materials.
  ii) manage archival material.

Sub-module 1: Concepts of Preservation

Duration: 16 Hours

Competences	Content	Teaching and Learning Strategies
The learner: • defines preservation. • identifies the types of preservation. • applies various methods to preserve information. • adheres to the set principles of preservation. • justifies the importance of preservation. • sets mitigation measures to challenges in preserving records.	• Definition of preservation • Types of preservation • Methods of preservation • Principles of preservation • Importance of preservation • Challenges of preservation	• Let learners brainstorm on the meaning of preservation. • Guide a discussion on the preservation for records. • Lead a guided discussion to learners on the methods of preservation. • Illustrate the principles of preservation. • Lead a guided discussion on the importance of preserving records. • Lead a discussion on the challenges in records preservation.

Assessment Strategies

Give learners tests on:
  i)   Methods of preserving records.

ii) Importance of preserving records.

Sub-module 2: Document Conservation
Duration: 16 Hours

Competences	Content	Teaching and Learning Strategies
The learner: • identifies the types of document conservation. • applies various methods to conserve documents. • observes the guidelines to document conservation. • justifies the importance of document conservation. • sets strategies to minimise challenges to document conservation.	• Types of document conservation • Methods of conservation • Guidelines to document Conservation • Importance of document conservation • Challenges of document conservation	• Lead a guided discussion on the types of document conservation. • Demonstrate the methods of document conservation. • Guide learners to follow the guidelines for document conservation. • Let learners brainstorm the importance of document conservation. • Guide a discussion on the challenges in document conservation.

Assessment Strategies
Give learners tests on:
i) methods of conserving records.
ii) importance of conserving records.

Sub-module 3: Records Deterioration

Duration: 14 Hours

Competences	Content	Teaching and Learning Strategies
The learner: • analyses records deterioration rates. • prevents records from the causes of deterioration.	• Categories of records deterioration • Causes of records deterioration • Preventive measures to records deterioration.	• Guide learners on the categories of records deterioration. • Lead a guided discussion on the causes of records deterioration and how they are prevented.

Assessment Strategies

i) Give learners exercise involving classification of records.
ii) Give learners group work on the causes and prevention of records deterioration.

Sub-module 4: Storage Equipment

Duration: 15 Hours

Competences	Content	Teaching and Learning Strategies
The learner: • stores information materials. • identifies appropriate equipment to use in storing information. • chose the suitable facility for the storage of information materials.	• Storage of information materials • Maintenance of storage equipment • Advantages of proper storages • Factors to consider when choosing storage facility	• Lead a guided discussion with learners on how to store information materials. • Demonstrate to learners how to use the storage equipment. • Take learners through the factors to consider when choosing a storage facility.

Assessment Strategy
Give learners assignment to identify materials for storing information.

Sub-module 5: Records Disaster Planning
Duration: 14 Hours

Competences	Content	Teaching and Learning Strategies
The learner: • identifies different causes of disaster. • applies the preventives measures to safe guide records. • recovers records.	• Causes of disaster • Preventive measures • Guidelines to disaster planning	• Let learners buzz on the causes of disaster to records. • Demonstrate to learners how to prevent disaster on records.

Assessment Strategy

Assess learners on the:
   i)   causes of disaster and how to prevent it.
   ii) recover missing records.

Teaching and Learning Resources

- Computers/laptops
- Projector
- Existing records
- Files
- Filing equipment

Suggested References

Benoit, Gerard and Daniele Neirinck. (1987). the Most Cost-effective Methods of Conservation in Archival Repositories in Industrial and Tropical Countries. Paris, FR: UNESCO.

Chapman, Patricia. Guidelines on Preservation and Conservation Policies on the Archives and Libraries Heritage. (RAMP Study PGI-90/WS/7). Paris, FR: UNESCO, 1990. Available electronically through the

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NCRM225: Real Life Project 4

Duration: 60 Hours

Module Overview

The module will enhance the learner's attitudes towards business and self-employment. It will empower the learner with skills to protect documents from destruction and prepare them for what to do after school so as to generate income.

Learning Outcome

By the end of this module, the learner should be able to set strategies of sustaining the project.

Diversification of Project

Duration: 120 Hours

Competences	Content	Teaching and Learning Strategies
The learner: • improves on the quality of products/services. • makes more products to expand on the project. • presents the project products/services.	• Product/service modification • Project expansion • Project diversification • Project presentation	• Guide lines on how to improve on the project outputs. • Demonstrate to learners the need to diversify the project services. • Let learners present the outcomes of their projects.
Sample Projects • Laminating documents • Photocopying • Designing receipt books		

NCRM226: Internship (IT)

Duration: 60 Hours

Module Overview

This module introduces the concept of attachment of the learner to industries and other work places to enhance practical skills and expose the learner to different working environments. The learner will understand the concepts studied in class in a more detailed and hands on practice within a real work situation.

Learning Outcome

By the end of this module, the learner should be acquainted with practical skills of managing and information.

Sub-module 1: Internship

Duration: 120 Hours

Competences	Content	Teaching and Learning Strategies
The learner: • observes safety, health and environmental regulations • acquaints with working environment. • familiarizes with office tools and equipment • keeps records. • manages records effectively. • translates theoretical knowledge learnt into practice in a working environment. • interrelates with others. • writes performance reports.	• Safety, health and environmental regulations • Acquaintance with working environment • Familiarization with equipment, tools and other office procedures • Record keeping • Relating with others • Report writing • Ethical code of conduct • Customer care	• Lead a guided discussion on the importance of industrial training, how it should be conducted, where it can be conducted and when to conduct it. • Write introduction letters for the learners to send to firms that they have hope to train with. • Send institute staff to search for places for the learners' industrial training. • Record all learners' contacts to ease follow up and industrial training supervision.

Competences	Content	Teaching and Learning Strategies
• demonstrates ethical and professional code in handling record activities.		• Supervise the learners as they train • Guide and advise the learner in the areas of need.

Assessment Strategy

Assign a learner to share their experiences and challenges with the visiting instructors to industries during the supervision.

Teaching and Learning Resources

- Learners' identity cards
- Introductory letters
- Assorted tools and equipment
- Protective wears

Suggested References

Ronnestad M. H. & Skovholt, T. M., (2001). Developing Practitioners. 5th edn; Howard, Anderson Publishing.

Studer, J.R. & Diambra, J. F., (2010). A Guide to Practicum & Internship for School Counsellors-in-training. 1st edn; London, Routledge.

Appendices

Appendix 1: Internship Guidelines

The guidelines below should be followed during Industrial Training:

i)   It starts at the end of the 4th semester (2nd year).

ii)   It takes a minimum period of 8 weeks.

iii) It is carried out at the world of work located in any part of Uganda including the training institutions.

iv)   The training institution has the duty of budgeting for Industrial Training, obtaining money from government for government sponsored students, explaining to the learners what they are expected to do, finding placements for the learners, posting learners, supervising and assessing them during the Industrial Training.

Supervision

i)   There should be two supervisors; one from the world of work / field / industry supervisor and an academic supervisor from the training institution.

ii)   The academic supervisor will visit the learner at least once. During these visits, she/he will interact with the learner and the field supervisor to assess the learner's performance.

Assessment

Marks for assessment should be divided into three as follows:

i)   Assessment by field supervisor   50%

ii)   Assessment by academic supervisor   30%

iii) Field attachment report   20%

All the above assessment must be carried out to ascertain the learner's competences.

Note: The institutions should submit the list of industrial placements for the candidates with contacts in order for the examination board to carry out its external supervision and verification.

Appendix 2: Internship Assessment Form for Field or Onsite Supervisor

Name of Institution...................... Name of the firm................................

Name of Student................................Signature...................................

Registration.. Name of Supervisor..........................

Signature................................. Date. ....

	Area of Assessment	Marks	Score	Area of Improvement
A	Attendance (% age of days and times within the days present)	5		
B	Work Performance Involvement	30		
	1. Co-operation with other staff	5		
	2. General ability to use various equipment and records in the industry	10		
	3. Flexibility-willingness to learn from various sections in industry	7		
	4. Job planning	8		
C	Initiative and Innovations	15		
	1. Problem-solving	8		
	2. New ideas on improvement for efficiency of performance or operations	7		
D	Time Management	5		
	1. Reporting on time	1		
	2. Leaving at specified break-off or stoppage time	1		
	3. Meeting deadlines on assignments given by supervisors or instructors	3		
E	Discipline and Safety	15		

	Observation			
	1. Use of right equipment for right job	4		
	2. Obeying instructions	4		
	3. Proper handling of equipment and or materials	2		
	4. Ability to practise safety measures in the workplace	3		
	5. Knowledge of first aid procedures in case of accident	2		
F	Practical Skills	20		
	1. Ability to put into practice training instructions from instructors or supervisors	4		
	2. Ability to relate theoretical knowledge with practical applications	4		
	3. Proper use of manuals and interpretation of drawings	4		
	4. Ability to carry out troubleshooting on equipment, (put right mistakes in work or finishing)	4		
	5. Ability to service and repair equipment (clean and maintain tools and workplace)	4		
G	General Remarks (other assessment at discretion of assessor)	5		

The assessment shall be carried out as indicated in each area, and the total mark obtained will be computed to 50%.

Appendix 3: Internship Assessment Form for Academic Supervisor

	Name of Institution.......................... Name of Industry.................................... Name of Student................................ Signature.................................... Registration Number.................. Name of supervisor .... Signature........................ Date..			
	Area of Assessment	**Marks**	**Score**	**Area of Improvement**
A	**Attendance (Was the learner at his work place?)**	**5**		
B	**Understanding of tasks**	**21**		
	1. Did the learner provide weekly summary of work performed?	2		
	2. How did the learner describe the tasks performed?	4		
	3. How was the learner able to explain why tasks were being done in a particular way?	3		
	4. How did the learner explain problems experienced when carrying out the work and how they were solved?	3		
	5. How did the learner explain the knowledge and skills acquired at the institute that	2		

	enabled him/her to perform?			
	6. How did the learner describe the new knowledge and skills gained?	3		
	7. How did the learner explain his/her relationship with his/her co-workers and supervisors and how he/she plans to improve or maintain it?	2		
	8. How did the learner relate the industrial training tasks to his/her training as a records assistant?	2		
C	**General Remarks (Other assessment at discretion of examiner)**	**4**		
	Total mark	**30**		

The assessment shall be carried out as indicated in each area and then the total mark obtained shall be computed to 30%.

Appendix 4: Field Attachment Report and Guide for Internship

The report should be written in English and must contain the following to be assessed as shown:

No	Contents	Maximum Score
1	**Cover page:** i) Name of institution ii) Name of department iii) Name of learner and year of study iv) Place of industrial training v) Period of industrial training e.g. July- September 1510 vi) Academic and Field Supervisor's signatures	1 mark
2	**Acknowledgements** i) Acknowledge all assistance during field training ii) Acknowledge assistance during report writing	0.5 marks
3	**Executive summary or abstract** i) To include statement of the most practical work carried out ii) Challenges iii) Conclusions	2 marks
4	**Table of contents** To show the content of the report and page numbers where they first occur	0.5 marks
5	**List of figures** i) All figures in the report must have a number and a caption ii) Figures must be numbered according to the chapters where they occur for example; Figure 4.1, to refer to first Figure in chapter 4 iii) The pages where the figures occur must be shown in the list of figures	0.5 marks
6	**List of tables** i) All tables in the report must have a number and a header ii) Tables must be numbered according to the chapters where they occur for example; Table 2.1, to refer to first table in Chapter 2 iii) The pages where the tables occur must be shown in the list of tables	0.5 marks

7	**List of acronyms or abbreviations** Acronyms used should be given in alphabetical order with their full meaning shown	0.5 marks
8	**Introduction** i) Location and description of place of field attachment ii) Objectives of field attachment iii) Structure, organisation iv) Tasks carried out by the place attached to e.g. if District Local Government, describe its role in society.	2 Marks
9	**Main body of the report** i) Description of work carried out ii) Duties and responsibilities assigned and how they were carried out iii) New knowledge and skills gained iv) Relationship with other staff and supervisor v) Problems experienced and how they were handled	8 marks
10	**Conclusions** A brief summary of knowledge gained as outlined in the objectives	1mark
11	**Recommendations** i) For improving industrial training, usually derived from problems experienced ii) For improvement of work output at the place of work (this is included if allowed by the field supervisor)	1.5 marks
12	**References** i) Design standards and guidelines used during training ii) Books and internet material iii) Harvard style of referencing must be used for example Kyalikisa R., (1510). "Effect of window net on the reduction of Malaria," Journal Health Construction, Vol 17, New York.	1 mark
13	**Appendices** i) Drawings ii) Photographs, etc.	1 mark
Total mark		**20 marks**

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