



NCDC

*NATIONAL CURRICULUM
DEVELOPMENT CENTRE*

**NATIONAL
CERTIFICATE IN
SECRETARIAL
AND OFFICE
MANAGEMENT**

NCSOM

Teaching Syllabus



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A product of the National Curriculum Development Centre for
the Ministry of Education and Sports

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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 Secretarial and Office Management programme is aimed at equipping learners with skills to organise an office, handle office mails, organise meetings, produce office documents, attend to office calls and receive and attend to visitors in any institution, company or organisation.

Secretarial and Office 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 Secretarial and Office 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 extends her appreciation to all panel members that participated in reviewing, harmonising, and editing the curriculum for National Certificate in Secretarial and Office Management.

Great thanks go to the Ministry of Education and Sports, other agencies and institutions that provided participants who worked tirelessly to review the certificate programmes for skills development.

We are grateful for the contribution made by Uganda Colleges of Commerce (UCCs), Uganda Police Force (UPF), 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, Ms Amina Nabalamba and Ms Mary Kisakye are greatly applauded for the guidance provided during the development of the professional profiles.

We shall always be grateful for the ideas, time and efforts offered towards the development of these National Certificate curriculum materials.

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 Points |
| GPA | Grade Point Average |
| JVC | Junior Vocational Certificate |
| LAM | Local Network Area |
| MOES | Ministry of Education and Sports |
| NCBL | Letter code for Basic Business Law |
| NCCA | Letter code for Computer Applications Skills |
| NCCC | Letter code for Customer Care |
| 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 |
| NCPE | Letter code for Principles of Economics |
| NCSM | Letter code for the core modules of NCSOM |
| NCSOM | National Certificate in Secretarial and Office Management |
| 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 |
| SQFs | Service Quality Factors |
| 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 Network Area |

Introduction

The growing rate of business start-ups requires both promoters and proprietors to have basic concepts, skills, and knowledge in how to run and sustain a business. There is therefore need to design a curriculum that will enable trainers and trainees to meet these needs.

National Curriculum Development Centre has thus looked at the various syllabuses developed by different institutions and realised there was a lot of mismatch in the content and course names. NCDC in consultation with various stakeholders agreed to harmonise the syllabus into one national curriculum which resulted in a change in the module structure and content. The curriculum is now unified and in line with the BTVET Act of (2008), the BTVET Strategic Plan 2011- 2020 of “Skilling Uganda”; and the Uganda Vision 2040 that advocates for middle income earning.

The modules offered in this syllabus have been packaged in a manner that will enable the learner to attain employable skills needed to perform tasks at the different levels of his/her respective stages of study. The competences that a learner is expected to acquire are clearly spelt out for every module in each semester and year of study.

There are cross cutting modules of Bookkeeping, Basic Communication Skills, and Entrepreneurship that are aimed at equipping the learner with the soft skills, knowledge and techniques for effective performance in the world of work.

A professional profile was developed which is an amalgamation of the various tasks from which these modules were derived. This led to an educational concept which focuses on the assessment criteria, roles of learners, lecturers, and administrative staff towards education.

The skills to be acquired will enhance the learner’s confidence and ability to participate effectively in income generating activities, not only as a secretary, but also as a creative citizen dealing with issues emanating from the work that impacts on his/her own life and other people.

When effectively implemented, this curriculum will produce NCSOM graduates with knowledge, skills, and competences to:

- i) organise office.

- ii) handle office mails.
- iii) organize meetings.
- iv) produce office documents.
- v) attend to office telephone calls.
- vi) receive and guide office visitors.

Guidelines for Implementing the NCSOM Curriculum

Programme Title

The title of the programme is National Certificate in Secretarial and Office Management (NCSOM).

Duration of the Programme

The National Certificate in Secretarial and Office 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** of which shall be for training and continuous assessment, and the last **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 something 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 the set 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 Secretarial and Office Management programme on meeting any of the following requirements:

a) Ordinary Level Entry Scheme (Uganda Certificate of Education)

The candidate should be a holder of a 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 Secretarial and Office Management is based on a semester modularised system. During the training, assessment 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 and 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 Secretarial and Office Management

NCSOM graduates may opt to further their skills and education by offering a diploma and/or degree in Secretarial or any other related programme of one's choice.

Assessment Criteria

a) Each module shall be assessed out of 100 marks as follows:

- Continuous assessment 40%
- Final examination 60%

b) **Continuous assessments**

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

- i) Practical work
- ii) Classroom exercises and presentations
- iii) Assignments
- iv) Tests
- v) Internship and project execution.

c) There shall be final examinations within the last **two** weeks of every semester set and conducted by UBTEB.

d) A candidate shall be considered to have acquired competences when he/she is able to perform tasks required of a NCSOM

graduate in the labour market. One must have attended **at least 75%** of each module lessons and done both continuous assessment and end of semester final examinations.

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

Real Life Projects

This involves a combination of subject knowledge, process skills, and transferable abilities of the learner. The Learner will have to apply classroom knowledge and skills proactively in a real-life context for an extended period of time to execute a project. Each learner is required to run a real life project outside classroom time under the supervision of the teacher and it shall be authenticated by UBTEB officials. Projects shall be assessed continuously by the lecturers and marked out of 100% just like other modules. This shall be based on both, the final product/service 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 may 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 |
| <u>TOTAL</u> | <u>100 marks</u> |

Internship Training

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

- i) An industrial supervisor shall award 50% of the marks. This is because he/she will be in closer contact with the trainee much of the time to give the necessary guidance, support, corrections, and feedbacks.
- ii) An academic supervisor shall visit the trainee on appointment and award 30% of the marks. He/she will interact with the learner to verify the trainings offered at the industry.
- iii) The trainee will write an Internship report detailing the activities done, the procedures followed, and the challenges faced. This report should be signed by the trainee and both supervisors before submission to UBTEB. It will then 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 guidelines 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 Secretarial and Office Management** by Uganda Business and Technical Examinations Board (UBTEB).

A learner who completes the set period for the programme and does not obtain at least 2.0 (GPA) in some modules shall be awarded a **“Competence Class Certificate”** by UBTEB for the modules passed. The competence class certificate shall enable such a learner to have 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 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 will take 30 contact hours, 3 CU will take 45 contact hours, 4 CU for 60 contact hours, and 5 CU for a module with 75 contact hours.
- vii) No module will have less than 2 CUs or more than 5 CUs.

Grading of Modules

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 any given time shall be obtained by:

- i) multiplying the grade points obtained in each module by the corresponding credit units assigned to that 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 Business Administration 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 student 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 semester carrying along the failed module(s) as "Retake(s)"

Re-Taking a Module

- i) Retaking will require a learner to redo 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 that learner get a lower grade for a retake than before, the original grade shall be maintained.
- iii) Whenever a module is retaken and passed, the academic transcript should **not** indicate it as a retake.

c) Stay-put

A learner who fails more than half of the total number of modules in a semester shall not proceed to the next semester until the failed modules are cleared. However, the passed modules should not be repeated.

Dead Year

A learner shall be allowed to apply for a dead year/semester of study due to financial constraints, sickness or any other genuine problem and should be allowed to resume the course 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 **seven** modules/assessment units including project work.

Final Examination Paper Formats

Depending on the respective module 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.

Year 1 Semester 1

| Paper Name and Code | Examination Format |
|---|---|
| NCBK111: Bookkeeping NCCS112: Basic Communication Skills NCOP113: Office practice | <p>Each paper shall consist of eight questions and the candidate will be required to answer any five. All questions shall carry equal marks.</p> <p>The questioning techniques to be applied should seek for the candidate's ability to remember, comprehend, apply, analyze, synthesize and evaluate conditions.</p> <p>Duration shall be 2 ½ hours.</p> |
| NCSM114: Shorthand I | <p>The paper shall consist of two sections, A and B.</p> <p>Section A shall comprise a compulsory recorded dictation at 30 w.p.m. A candidate will be required to transcribe the shorthand notes. A warm up passage which is not part of the examination shall be dictated before the examination.</p> <p>Section B shall comprise four questions and the candidate will be required to attempt all questions.</p> <p>The questioning techniques to be applied should seek for the candidate's ability to remember, comprehend, apply, analyze, synthesize and evaluate the principles of shorthand.</p> <p>Duration shall be 3 hours.</p> |
| NCSM115: Typewriting I | <p>This paper shall consist of two Sections, A and B.</p> <p>Section A shall consist of one compulsory speed and accuracy question and the candidate will be</p> |

| Paper Name and Code | Examination Format |
|-----------------------------|---|
| | <p>required to type the given text at 30 w.p.m. The supervisor must initial the candidate's work after the given time.</p> <p>Section B shall comprise four questions and the candidate will be required to attempt all.</p> <p>The questions should be commensurate with the available time and level of the candidate.</p> <p>The questioning techniques to be applied should seek for the candidate's ability to apply, analyze, synthesize, and evaluate the Keyboard skills. Duration shall be 3 hours</p> |
| NCSM116: Real Life Projects | <p>The real life project shall consist of continuous assessment marks.</p> <p>The examining body should verify the authenticity of the awarded marks from the completed projects on the ground and learner's participation through presentations.</p> <p>The tasks to be performed should seek for the candidate's ability to comprehend, apply, analyze, synthesize and evaluate conditions.</p> <p>The duration of the project assessment shall be the period during the 15 weeks of training in the semester of study.</p> |

Year 1 Semester 2

| Paper Name | Examination Format |
|-----------------------|--|
| NCSM121: Shorthand II | <p>The paper shall consist of two sections, A and B. Section A shall comprise a compulsory recorded dictation at 40 w.p.m. A candidate will be required to transcribe the shorthand notes. A warm up passage which is not part</p> |

| Paper Name | Examination Format |
|---|--|
| | <p>of the examination, shall be dictated before the examination.</p> <p>Section B shall comprise of four questions and the candidate will be required to attempt all questions.</p> <p>The questioning techniques to be applied should seek for the candidates' ability to remember, comprehend, apply, analyze, synthesize and evaluate the principles of shorthand</p> <p>Duration shall be 3 hours.</p> |
| NCSM122: Typewriting II | <p>This paper shall consist of two Sections, A and B.</p> <p>Section A shall consist of one compulsory speed and accuracy question and the candidate will be required to type the given text at 40 w.p.m. The supervisor must initial the candidates' work after the given time.</p> <p>Section B shall comprise four questions and the candidate will be required to attempt all.</p> <p>The questions should be commensurate with the available time and level of the candidates.</p> <p>The questioning techniques to be applied should seek for the candidates' ability to apply, analyze, synthesize, and evaluate the keyboard skills.</p> <p>Duration shall be 3 hours.</p> |
| NCPE123: Principles of Economics NCED125: Elements of Entrepreneurship Development | <p>Each paper shall consist of eight questions and the candidate will be required to answer any five. All questions shall carry equal marks.</p> <p>The questioning techniques to be applied should seek for the candidate's ability to</p> |

| Paper Name | Examination Format |
|-------------------------------|---|
| | remember, comprehend, apply, analyze, synthesize and evaluate conditions. Duration shall be 2 ½ hours. |
| NCCA124: Computer Application | The paper shall consist of three practical questions carrying 50 marks each. 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 questioning techniques to be applied should seek for the candidate's ability to, comprehend, apply, analyze, synthesize and evaluate conditions. Duration shall be 3 hours. |

Year 2 Semester 1

| Paper Name | Examination Format |
|---|--|
| NCSM211: Work Ethics NCBL212: Introduction to Business Law NCCC213: Customer Care | The paper shall consist of eight questions and the candidate is required to answer any five. All questions shall carry equal marks. Section A shall have one compulsory number. Section B shall consist of six questions and the candidate will be required to choose only four questions. The questioning techniques shall seek for the candidates' ability to remember, comprehend, apply, analyze, synthesize and evaluate office practices. Duration shall be 2 ½ hours. |
| NCSM214: Shorthand III | The paper shall consist of two sections, A and B. Section A shall comprise a compulsory recorded dictation at 50 w.p.m. A candidate will be required to transcribe the shorthand notes. A warm up passage which is not part of the examination, shall be dictated before the |

| | |
|--------------------------|--|
| | <p>examination</p> <p>Section B shall comprise four questions and the candidate will be required to attempt all questions.</p> <p>The questioning techniques to be applied should seek for the candidate's ability to remember, comprehend, apply, analyze, synthesize and evaluate the principles of shorthand.</p> <p>Duration shall be 3 hours.</p> |
| NCSM215: Typewriting III | <p>This paper shall consist of two Sections, A and B</p> <p>Section A shall consist of one compulsory speed and accuracy question and the candidate will be required to type the given text at 50 w.p.m. The supervisor must initial the candidates' work after the given time.</p> <p>Section B shall comprise four questions and the candidate will be required to attempt all.</p> <p>The questions should be commensurate with the available time and level of the candidates.</p> <p>The questioning techniques to be applied should seek for the candidates' ability to apply, analyze, synthesize, and evaluate the Keyboard skills.</p> <p>Duration shall be 3 hours.</p> |

Year 2 Semester 2

| Paper Name | Examination Format |
|-------------------------|--|
| NCSM221: Shorthand IV | <p>The paper shall consist of two sections A and B. Section A shall comprise of a compulsory recorded dictation at 60 w.p.m. A candidate will be required to transcribe the shorthand notes. A warm up passage which is not part of the examination, shall be dictated before the examination proper.</p> <p>Section B shall comprise of four questions and the candidate will be required to attempt all questions.</p> <p>The questioning techniques to be applied should seek for the candidates' ability to remember, comprehend, apply, analyze, synthesize and evaluate the principles of shorthand.</p> <p>Duration shall be 3 hours.</p> |
| NCSM222: Typewriting IV | <p>This paper shall consist of two Sections, A and B.</p> <p>Section A shall consist of one compulsory speed and accuracy question and the candidate will be required to type the given text at 60 w.p.m. The supervisor must initial the candidate's work after the given time.</p> <p>Section B shall comprise four questions and the candidate will be required to attempt all. The questions should be commensurate with the available time and level of the candidates.</p> <p>The questioning techniques to be applied should seek for the candidate's ability to apply, analyze, synthesize, and evaluate the Keyboard skills.</p> <p>Duration shall be 3 hours.</p> |

| | |
|--|--|
| NCKS223: Basic Kiswahili | <p>The paper shall consist of two examinations, Paper 1 and 2.</p> <p>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.</p> <p>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.</p> <p>Paper 2 will consist of several oral questions where a candidate will directly interface with the examiner and answer the questions in about 15 minutes while the marks are recorded.</p> <p>The paper will carry a total of 40 marks.</p> |
| NCSM224: Computer Graphics and Photo editing | <p>The paper shall consist of three practical questions carrying 50 marks each. 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.</p> <p>The questioning techniques to be applied should seek for the candidate's ability to, comprehend, apply, analyze, synthesize and evaluate conditions.</p> <p>Duration shall be 3 hours.</p> |

Professional Profile for NCSOM

This section describes the various job titles and the related tasks that can be performed by the graduates of National certificate in secretarial and office management

Job Titles and Tasks for NCSOM

The main duties and tasks performed by graduates of the National Certificate in Secretarial and Office Management include the following:

| Job Title | Duties | Tasks |
|--------------------------|--|--|
| Typist | <ul style="list-style-type: none"> • Production of office documents • Filing of Information • Keep secrets of the job • Maintenance of office tools and equipment • Cut and cycle styles stencils • Speed and accuracy • Willingness to be advised • Oath of diligence | <ul style="list-style-type: none"> • Drafts documents • Typesets documents • Edits documents • Formats documents • Prints documents • Scans document • Cuts and Cycle style stencil • Seas/Laminates documents • Binds documents • Files documents • Maintains office tools and equipment |
| Pool Stenographer | <ul style="list-style-type: none"> • Production of office documents • File Information • Maintenance of office tools and equipment • Organize meetings • Take minutes • Supervise office attendants | <ul style="list-style-type: none"> • Organises office • Typesets documents • Edits documents • Files documents |
| Receptionist | <ul style="list-style-type: none"> • Receive and direct visitors • Maintain visitors' register • Manage phone calls • Handle office mails | <ul style="list-style-type: none"> • Attends to clients • Records messages • Responds to routine enquiries • Receives mail/correspondence |

| Job Title | Duties | Tasks |
|-------------------------|---|--|
| | <ul style="list-style-type: none"> • Maintain front office • Distribute and sell handbooks published by the organization • Receives and controls the circulation of magazines and News paper • Sets office layout • Organizes meetings • Prepares work schedules • Makes appointments • support staff | <ul style="list-style-type: none"> • Sorts mails/correspondence • Forwards mails/correspondence • Receives telecom calls • Forwards telephone calls • Manages outgoing calls • Maintains visitors' register • Receives and controls magazines and news papers |
| Office Assistant | <ul style="list-style-type: none"> • Organize office • Handle office mails • Organize refreshments • File documents • Photocopy documents • Disseminate information to respective offices and officers | <ul style="list-style-type: none"> • Retrieves records • Sorts records • Updates records • Files records • Stores electronic and manual records • Supervises support staff • Maintains inventory • Coordinates office activities • Handles petty cash (office imprest) • Organize refreshments • Delivers sealed mails/correspondence • Dispatches mail/correspondence |

Focus of Training

The training for NCSOM should emphasise the following aspects of learning:

- i) Competence Based Education and training
- 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
- xi) Real life project implementation

Roles of 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, Support, and administrative staff:

Role of Learners

A learner must seriously take into consideration that learning requires great commitment. Their roles include among others to:

- i) Participate fully in class work and assessments
- ii) Be resourceful in group and personal research
- iii) Seek guidance
- iv) Look out for and solve problems that have never been faced by one before (Initiation and Innovativeness)
- v) Participate in community-based real life projects
- vi) Assess the usefulness of the module and performance of staff
- vii) Serve as ambassadors of the institution in the world of work
- viii) Keep time and manage oneself effectively
- ix) Participate in sports, social and guild activities

- x) Participate in health, safety, environmental and security awareness
- xi) Practice leadership roles
- xii) Demonstrate entrepreneurship skills
- xiii) Maintain discipline in and outside the college

Role of Teaching Staff

Teachers/lecturers are the main source of information to students. 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 carry out 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.
- xviii) update learners on the developments and requirement standards of the industry.

Role of Administrative Staff

The Institute administrative staffs coordinate the running of the institution and play various roles in the implementation of the training syllabi. Such roles include among others to:

- i) plan for the smooth running of the college by mobilising funds and human resources.
- ii) ensure equity and gender equality.
- iii) link the institution with the government, world of work and other stakeholders.
- iv) support and facilitate teaching and learning.
- v) keep custody of college property (inventories).
- vi) admit learners to the institution.
- vii) maintain and uphold the good image of the institution.
- viii) ensure high academic standards of the institution.
- ix) arrange for graduations and regular meetings of alumni.
- x) maintain ethical and moral conduct.
- xi) ensure a safe and conducive learning environment.
- xii) provide learners with adequate materials.
- xiii) allow and facilitate inter-institutional activities.
- xiv) ensure co-curricular activities and implementation.
- xv) appraise staff performance.
- xvi) Ensure the security of learners and their property.
- xvii) ensure discipline among staff and learners.
- xviii) recommend staff for promotion or disciplinary action.

Co-curricular Activities

Co-curricular activities are part of the institution's activities and they enhance the teaching/ learning process. Therefore the institution should ensure that:

- i) there are adequate sports and recreational facilities.
- ii) there is an effective learners' guild through which their affairs may be channelled and organised.
- iii) religious and cultural affairs of all learners are well catered for without discrimination.
- iv) disability and gender issues are considerations.

Learning Environment

For successful implementation of NCSOM syllabus, a conducive learning environment has to be provided. This should include:

- i) Adequate physical infrastructure such as lecture rooms, laboratories, workshops and libraries equipped with relevant resources
- ii) An electronic learning and teaching environment which may include computers, and the Internet sources among others, to support teaching and learning processes
- iii) Teaching and Learning materials
- iv) Healthcare facilities for hygiene and sanitation
- v) Welfare and security officers
- vi) Inspiration of staff and learners to feel committed to the module
- vii) Adequate arrangements for seminars, workshops and exhibitions, as well as sites and industrial visits.
- viii) A platform for learners and staff to air out their views such as representation on governing councils.
- ix) Adequate maintenance of the learning facilities

Teaching and 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 and 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; and 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) They make a summary of agreed class points.

b) Guided discussions

Guidelines for using guided discussion method:

- i) The teacher leads the discussion and acts as the chairperson/secretary.
- ii) Give 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) Summarize 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 their 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's 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 to take part in 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 the 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 classroom but also allows them to acquire more knowledge and skills beyond what was covered. It further motives learners to becoming practitioners or entrepreneurs.

Programme Structure

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 |
| NCSM114 | Shorthand I | 30 | 90 | 75 | 5 |
| NCSM115 | Typewriting I | 30 | 90 | 75 | 5 |
| NCSM116 | Real Life Project | 30 | 60 | 60 | 4 |
| TOTAL | | 180 | 390 | 375 | 25 |

YEAR 1 SEMESTER 2

| CODE | MODULE NAME | LH | PH | CH | CU |
|--------------|---|------------|------------|------------|-----------|
| NCSM121 | Shorthand II | 30 | 90 | 75 | 5 |
| NCSM122 | Typewriting II | 30 | 90 | 75 | 5 |
| NCPE123 | Principles of Economics | 30 | 30 | 45 | 3 |
| NCCA124 | Computer Applications | 30 | 60 | 60 | 4 |
| NCED215 | Elements of Entrepreneurship Development | 30 | 60 | 60 | 4 |
| NCSM126 | Real Life Project 2 | - | 120 | 60 | 4 |
| TOTAL | | 150 | 450 | 375 | 25 |

Year 2 Semester 1

| CODE | MODULE NAME | LH | PH | CH | CU |
|--------------|------------------------------|------------|------------|------------|-----------|
| NCSM211 | Work Ethics | 30 | 30 | 45 | 3 |
| NCBL212 | Introduction to Business Law | 30 | 30 | 45 | 3 |
| NCCC213 | Customer Care | 30 | 60 | 60 | 4 |
| NCSM214 | Shorthand III | 30 | 90 | 75 | 5 |
| NCSM215 | Typewriting III | 30 | 90 | 75 | 5 |
| NCSM216 | Real Life Project 3 | - | 120 | 60 | 4 |
| TOTAL | | 150 | 420 | 360 | 24 |

Year 2 Semester 2

| CODE | MODULE NAME | LH | PH | CH | CU |
|--------------|-----------------------------|------------|------------|------------|-----------|
| NCSM221 | Shorthand IV | 30 | 90 | 75 | 5 |
| NCSM222 | Typewriting IV | 30 | 90 | 75 | 5 |
| NCKS223 | Basic Kiswahili | 30 | 30 | 45 | 3 |
| NCFR224 | Fundamentals of Reprography | 30 | 90 | 75 | 5 |
| NCSM225 | Real Life Project 4 | - | 120 | 60 | 4 |
| NCSM226 | Industrial Training | 20 | 80 | 60 | 4 |
| TOTAL | | 140 | 410 | 390 | 26 |

Detailed Module Description for Year One Semester 1

NCBK111: Bookkeeping

Duration: 60 Hours

Module Overview

This module introduces the learner to the fundamental principles and practices of bookkeeping with emphasis on the framework and procedures of recording, classifying and analysing business transactions. The learner will acquire knowledge and understanding of bookkeeping concepts and apply the generally accepted principles to his/her 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 |
|--|---|---|
| <p>The learner:</p> <ul style="list-style-type: none"> • differentiates between forms of accounting. • describes the activities and elements in the accounting cycle. • identifies the users and uses of | <ul style="list-style-type: none"> • Definition of Bookkeeping • Distinction between Bookkeeping and Accounting • Forms of Accounting <ul style="list-style-type: none"> - Financial Accounting - Cost Accounting - Management | <ul style="list-style-type: none"> • Conduct a guided discussion with learners to differentiate between forms of accounting • Task learners to identify the elements in the accounting cycle. |

| Competences | Contents | Teaching and Learning Strategies |
|--|--|---|
| accounting information <ul style="list-style-type: none"> • applies accounting concepts, bases and standards. | Accounting <ul style="list-style-type: none"> • Accounting Cycle • Importance of Accounting information • Users and uses of accounting information • Accounting Concepts, Bases, and Standards | <ul style="list-style-type: none"> • Assign learners in groups to identify users and uses of accounting information. • Demonstrate to learners the application of accounting concepts, bases and standards. |

Assessment Strategy

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 | Contents | Teaching and Learning Strategies |
|--|--|--|
| The learner: <ul style="list-style-type: none"> • classifies the business transactions. • identifies the source documents to be used. • prepares source documents for the business. | <ul style="list-style-type: none"> • Types of business transactions • Types of source documents • Preparation of source documents | <ul style="list-style-type: none"> • 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 in class. • Illustrate the preparation of different source documents. |

Assessment Strategy

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

Teaching and Learning Resources

- Source documents
- Ledger books

Sub-module 3: Journals

Duration:4 Hours

| Competences | Content | Teaching and Learning Strategies |
|---|---|--|
| The learner: <ul style="list-style-type: none"> • classifies journals according to their purposes. • prepares journals using source documents information. • justifies the importance of using journals. | <ul style="list-style-type: none"> • Meaning of journal • Classification of journals • Preparation of journals • Importance of journals | <ul style="list-style-type: none"> • Illustrate the preparation of different journals. • Give learners exercise to prepare journals. |

Assessment Strategies

Task learners to:

- classify journals according to their purposes.
- record transactions in journals.

Teaching and Learning Resources

Specimen of:

- Invoices
- Vouchers
- Credit notes
- Debit notes
- Receipts
- Journal books

Sub-module 4: Double Entry System and Ledgers

Duration: 8 Hours

| Competences | Content | Teaching and Learning Strategies |
|--|--|--|
| The learner applies double entry rules in recording transactions in ledger accounts. | <ul style="list-style-type: none"> • Concept of double entry • Double Entry Rules • Meaning of a ledger • Classification of ledger accounts • Source documents • Preparation of ledger accounts • Balancing ledger accounts | <ul style="list-style-type: none"> • 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: Cashbook

Duration: 8 Hours

| Competences | Content | Teaching and Learning Strategies |
|---|---|---|
| The learner: <ul style="list-style-type: none"> • categorises a cash book as a book of original/prime entry (journal) as well as a principle book of | <ul style="list-style-type: none"> • Cash book 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) | <ul style="list-style-type: none"> • Let learners discuss the purpose of preparing cashbooks for the business. • Guide learners on the types of |

| Competences | Content | Teaching and Learning Strategies |
|--|--|--|
| accounts (ledger). <ul style="list-style-type: none"> identifies different types of cashbooks. records transactions in cashbooks. prepares a petty cashbook following the imprest system. | <ul style="list-style-type: none"> 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 | cashbooks. <ul style="list-style-type: none"> Provide learners with information from which to prepare different 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)
- Payment vouchers

Sub-module 6: Trial Balance

Duration: 6 Hours

| Competences | Content | Teaching and Learning Strategies |
|---|--|--|
| The learner: <ul style="list-style-type: none"> identifies the purpose/uses of a trial balance. prepares a trial balance. | <ul style="list-style-type: none"> Meaning of trial balance Purpose/uses of a trial balance Preparation of trial balance Errors detected and not detected by trial balance | <ul style="list-style-type: none"> Guide learners on the purpose of a trial balance. Let learners prepare a trial balance from a given set of information. |

Assessment Strategies

Give learners exercise to:

- i) identify errors of the trial balance.
- ii) extraction 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: <ul style="list-style-type: none"> • defines elements of financial statements. • prepares trading profit or loss account and balance sheet. • interprets the balance sheet equation. | <ul style="list-style-type: none"> • 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 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 | <ul style="list-style-type: none"> • Guide learners in classifying financial information into elements of financial statements. • Demonstrate 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 |
|--|--|--|
| <p>The learner:</p> <ul style="list-style-type: none"> • analyses the importance of bank reconciliation. • prepares a bank statement. • identifies the discrepancies between a cashbook and a bank statement. • adjusts the cashbook. • reconciles the cashbook and the bank statement. | <ul style="list-style-type: none"> • The need for bank reconciliation • Posting bank transactions in the bank statement • Comparing the cashbook and the bank statement (practical) • Causes of differences between the cashbook and the bank statement • Adjusting or amending the cashbook • Preparation of bank reconciliation statement starting with: <ul style="list-style-type: none"> - Cashbook balance - Bank Statement Balance - Bank overdraft | <ul style="list-style-type: none"> • Demonstrate the correction of discrepancies between a cashbook and a bank statement. • Guide learners to correct the cashbook and prepare bank reconciliation statements. |

Assessment Strategies

Give learners tasks to:

- identify the causes of discrepancies between cashbook and bank statement.
- update the cashbook.
- reconcile the cashbook balance with the bank statement balance.

Teaching and learning materials

- Deposit slips
- Withdraw forms

- Cheques
- Cashbooks
- Bank statements

Suggested References

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

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

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

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 body language. Learners will acquire skills needed to perform business work such as inviting customers, consulting, giving the necessary advice and making simple business reports.

Learning Outcomes

By the end of this module students 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: <ul style="list-style-type: none"> • defines communication. • identifies the importance of communication in business. • classifies the categories of communication. • applies the different forms of communication. | <ul style="list-style-type: none"> • Meaning of communication • Importance of communication • Classification of communication (Internal and External) • Forms of communication (Formal and Informal) | <ul style="list-style-type: none"> • Lead learners to brainstorm the definition of communication • Group learners to discuss the importance of communication in business. • Lead a guided discussion on the types and forms of communication. • Demonstrate to learners the types of communications. |

Assessment Strategy

Task learners to identify the types and forms of communication.

Sub-module 2: Grammar

Duration: 06 Hours

| Competence | Content | Teaching and Learning Strategy |
|--|---|---|
| The learner: <ul style="list-style-type: none"> • applies the correct grammar in speeches. • spells words correctly. • constructs sentences with the right tenses. • pronounces words correctly. | <ul style="list-style-type: none"> • Parts of speech (nouns, pronouns, verbs, adverbs, adjectives, conjunctions and interjections) • Spellings • Tenses • Pronunciation | <ul style="list-style-type: none"> • 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 involving construction of 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: <ul style="list-style-type: none"> • describes the elements of communication. • develops the communication channel. • identifies barriers to effective communication. • identifies solutions to the barriers to effective communication. | <ul style="list-style-type: none"> • Elements of communication process • Channels of communication • Barriers to effective communication • Solution to the barriers of communication | <ul style="list-style-type: none"> • Illustrate to learners the communication process. • Illustrate the channels of communication. • Task learners to suggest ways of overcoming 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: <ul style="list-style-type: none"> • writes business correspondences. • writes reports.. • prepares memos. | <ul style="list-style-type: none"> • Business letters • Curriculum vitae • Business reports • Memorandum • Notices | <ul style="list-style-type: none"> • 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: <ul style="list-style-type: none"> • justifies the importance of oral communication. • organises | <ul style="list-style-type: none"> • Importance of oral communication • Meetings • Negotiations | <ul style="list-style-type: none"> • Use a video recording reflecting conduct of oral communication. • Organise role plays |

| | | |
|--|--|--|
| meetings. • negotiates for better business terms. | | 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.

Teaching and Learning Resources

- Video tapes

Sub-module 6 : Non-verbal Communication

Duration : 06 Hours

| Competence | Content | Teaching and Learning Strategy |
|---|--|--|
| The learner: <ul style="list-style-type: none"> • 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. | <ul style="list-style-type: none"> • Types of non- verbal communication <ul style="list-style-type: none"> - Body language - Facial expressions - Gestures - Postures • Eye contact • Advantages and disadvantages of non-verbal communication | <ul style="list-style-type: none"> • 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: <ul style="list-style-type: none"> justifies the importance of effective listening. listens effectively. identifies the causes of poor listening skills. | <ul style="list-style-type: none"> Importance of listening Barriers to effective listening | <ul style="list-style-type: none"> 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.
- Akumu, H.T. (2014). A Guide to Communication Skills .1st edn. Kampala.
- Chester, L. W. and Vanneman, E. (1983). Business Communications. London, Edward Arnold,.
- Hartley, J. (1980). The Psychology of Writing Communication. London, Kogan Page Limited.

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 learners with knowledge, skills, and competences of planning, organising, and controlling an office.

Learning Outcomes

By the end of this course, the learner should be able to:

- i) perform managerial functions in an office.
- ii) organises an office.

Sub-module 1: The Office

Duration: 6 Hours

| Competences | Content | Teaching and Learning Strategies |
|--|--|--|
| The learner: <ul style="list-style-type: none"> • 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. | <ul style="list-style-type: none"> • Definition of office • Types of offices (Open and closed) • Functions of an office • Office Standards • Office layout • Office systems and Routines | <ul style="list-style-type: none"> • 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. • Organise 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: <ul style="list-style-type: none"> manages the office personnel. executes the duties the different officers. draws an organisational chart for office staff. | <ul style="list-style-type: none"> Office manager Supervisor Administrative secretary Secretary Stenographer Copy typist Office messenger Data clerk The organisational chart | <ul style="list-style-type: none"> Lead a guided discussion on the duties and responsibilities of different office staff. Illustrate an organisational chart of office personnel. Take out learners to a modern office and task them to find out the challenges encountered. |

Assessment Strategy

Give learners homework to discuss in groups the roles of the different office staff and make classroom presentations

Teaching and Learning Resources

Samples of organisational charts

Sub-module 3: The Reception

Duration: 10 hours

| Competences | Content | Teaching and Learning Strategies |
|--|--|--|
| The learner: <ul style="list-style-type: none"> makes a reception layout that is appealing to the visitors. records the callers made to the office in the callers' register. observes the procedures of | <ul style="list-style-type: none"> Meaning of reception Layout of reception office Common facilities in the reception office Callers' register Procedures of reception work Importance of reception office | <ul style="list-style-type: none"> Demonstrate to learners various ways of laying an office. Ask learners to name the common facilities found at the reception. Lead a guided discussion on the procedures of reception work. |

| Competences | Content | Teaching and Learning Strategies |
|--|---|--|
| performing reception work. • executes the duties of a receptionist. | • Duties and responsibilities of the receptionist | • 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 mechanisation. | • Types of office machines and their uses • Types of office furniture • Types of office stationery • Selection of office equipment and furniture. • Problems of mechanisation | • 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. • Let learners discuss in groups the problems to mechanisation. |

Assessment Strategy

Task learners to:

- discuss the uses of different office machines.
- 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 |
|--|--|---|
| <p>The learner:</p> <ul style="list-style-type: none"> • 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. | <ul style="list-style-type: none"> • Office rules, policies and regulations • Decision making Process • Delegation of duties • Power and authority • Challenges of delegation and how to overcome them. | <ul style="list-style-type: none"> • 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 on the importance and challenges of delegating office duties. |

Assessment Strategy

Task learners to:

- discuss the reasons why officers delegate their duties.
- 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 |
|---|--|---|
| <p>The learner:</p> <ul style="list-style-type: none"> • observes the principles of office security. | <ul style="list-style-type: none"> • Basic principles of security. • Importance of office Security • Office risks | <ul style="list-style-type: none"> • Lead a guided discussion on the principles and importance of office Security. |

| Competences | Content | Teaching and Learning Strategies |
|---|--|--|
| <ul style="list-style-type: none"> sets mitigation measures against office risks. observes security of office property. | <ul style="list-style-type: none"> Preventive measures against office risks (Internal and External) | <ul style="list-style-type: none"> Task learners to identify the potential security risks that take place in the office. Let learners brainstorm on how to maintain security of office property. |

Assessment Strategy

- i) Assess learners on the importance of ensuring security in an office.
- ii) ask 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: <ul style="list-style-type: none"> classifies mails according to their categories. carries out postal mail services when working with post office. performs any telegraphic duties assigned by management. | <ul style="list-style-type: none"> Classification of mail The post office and postal mail services Incoming and outgoing mails Aids in handling mails Telegraphic services | <ul style="list-style-type: none"> 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, London, Rutledge.
- Chopra, C. N. (2005). *Office Management*. 5th dn; New Delhi, Mc-Graw-Hill.
- Keizire, V. B, (2000). *Comprehensive Notes of Office Practice*. Kyambogo, ITEK.
- Mills, G., Standing Ford, O. and Appleby, R. C. (1990). *Modern Office*. Hong Kong, ELBS Pitman.
- Saleemi, N. A (2008). *Office Administration Simplified*. 3rd edn; Nairobi, Saleemi.
- Saleemi, N. A. (2006). *Office Management*, 5th Edition. Nairobi, Saleemi.

NCSM114: Shorthand I

Duration: 75 Hours

Overview

The module introduces the learner to the basic principles of writing Shorthand and equips him/her with skills to differentiate between consonants and vowels; write and read from printed materials and transcribe with ease from dictated simple sentences.

Learning Outcome

By the end of this module, the learner should be able to read and write in shorthand and transcribe from shorthand to longhand.

Sub-module 1: Introduction to Shorthand

Duration: 15 Hours

| Competences | Content | Teaching and Learning Strategies |
|---|--|---|
| The learner: <ul style="list-style-type: none"> justifies the importance of using shorthand method of writing. drills the first six consonants. writes short forms attached to the first 6 consonants. pronounces words with long “a” and short “e” correctly. applies short forms to make phrases. uses punctuation marks correctly. | <ul style="list-style-type: none"> Definition of shorthand Importance of shorthand The first 6 consonants (P, B, T, D, CH, J) Short forms derived from the first 6 consonants. Second place Vowels long “a” & short “e” Phrasing and tick “the” Punctuation marks | <ul style="list-style-type: none"> Ask learners to discuss the importance of using shorthand. Illustrate how to write the first 6 consonants and ask learners to drill them. Guide learners to pronounce the second place vowels used in shorthand. Illustrate the use of tick “the” in writing phrases. Illustrate the use of punctuation marks in sentence construction. |

Assessment Strategies

- i) Give learners assignments to write words using the first 6 consonants, long “a” & short “e”.
- ii) Dictate simple sentences for learners to write in shorthand.

Teaching and Learning Resources

Charts of the:

- first 6 consonants.
- long “a” & short “e”.

Sub-module 2: Curves

Duration: 12 Hours

| Competences | Content | Teaching and Learning Strategies |
|---|---|---|
| <p>The learner:</p> <ul style="list-style-type: none"> • writes the eight curved consonants of shorthand. • writes short forms derived from the eight curved consonants. • applies vowels - long “O” and short “U” to form words. • constructs phrases using words & short forms. | <ul style="list-style-type: none"> • The eight curved consonants (F, V, ITH, TH, S, Z, SH, ZH) • Short forms derived from the eight curved consonants. • Second place Vowels long “O” & short “U” • Phrases derived from short forms and words. | <ul style="list-style-type: none"> • Illustrate the writing of the eight curved consonants. • Guide learners to write short forms derived from the eight consonants and ask them to drill. • Demonstrate the pronunciation of the second place vowels - long “O” and short “U” and let them rehearse. • Give learners tasks to write phrases using short forms and words. |

Assessment Strategies

Give learners exercises to:

- i) drill the eight curved consonants.
- ii) write words using the long “O” & short “U”.
- iii) transcribe phrases from shorthand to longhand.

Teaching and Learning Resources

Charts of the long “O” and short “U”

Sub-module 3: Forward Consonants

Duration: 12 Hours

| Competences | Content | Teaching and Learning Strategies |
|--|--|---|
| The learner: <ul style="list-style-type: none"> drills the 8 forward consonants of shorthand. writes short forms from the 8 forward consonants. phrases words using the 8 forward consonants. | <ul style="list-style-type: none"> The eight forward consonants (K, G, M, N, NG, L, W, Y) Short forms derived from the 8 forward consonants. Phrases derived from the 8 forward consonants and short forms. | <ul style="list-style-type: none"> Guide learners to pronounce and drill words with the 8 forward consonants. Let learners drill the short forms of the 8 forward consonants. Give learners exercises to write phrases from words with the 8 forward consonants and short forms. |

Assessment Strategies

- i) Assign learners to write words with the 8 forward consonants.
- ii) Dictate words with forward consonants for learners to write in shorthand.

Teaching and Learning Resources

Charts of the 8 forward consonants

Sub module 4: The First Place Vowels

Duration: 10 Hours

| Competences | Content | Teaching and Learning Strategies |
|--|--|---|
| The learner: <ul style="list-style-type: none"> uses the first place vowels to construct words. writes short forms attached to first | <ul style="list-style-type: none"> Long ah, short a, long aw, short o Short forms attached to the first place vowels | <ul style="list-style-type: none"> Guide learners on the positioning of the first place vowels to the words. Task learners to write short forms using first |

| Competences | Content | Teaching and Learning Strategies |
|--|---|---|
| place vowels. • constructs phrases using first place words and short forms. | • Phrases from the first place vowels and short forms | place vowels. • Demonstrate the phrasing of words with first place vowels and short forms. |

Assessment Strategies

Give learners exercises to:

- i) write words using first place vowels.
- ii) make class presentations on how to pronounce words with first place vowels.

Teaching and Learning Resources

Charts of Long ah, short a, long aw, short o

Sub-module 5: Third Place Vowels

Duration: 12 Hours

| Competences | Content | Teaching and Learning Strategies |
|---|--|---|
| The learner: • uses the third place vowels in writing words. • writes short forms attached to third place vowels. • makes phrases using third place words and short forms. | • Long e, short i, long oo, short oo. • Short forms attached to the third place vowels • Phrases derived from the third place vowels and short forms | • Illustrate to learners how to position third place vowels on words and ask them to drill. • Guide learners to drill short forms attached to third place vowels. • Illustrate the writing of phrases using third place vowels and short forms. |

Assessment Strategies

Assign learners to write:

- i) words using third place vowels.
- ii) phrases using words and short forms derived from third place vowels.

Teaching and Learning Resources

- Charts of long e, short i, long oo, short oo.

Sub-module 6: Two forms of r

Duration: 14 Hours

| Competences | Content | Teaching and Learning Strategies |
|--|---|---|
| The learner: <ul style="list-style-type: none"> • applies the principles of upward r (ray) and downward r (ar) in writing words. • writes short forms attached to the two forms of R • makes phrases derived from the two forms of R and short forms. | <ul style="list-style-type: none"> • Upward r(ray)and downward r (ar) • Short forms attached to the two forms of R. • Phrases derived from words with the two forms of R | <ul style="list-style-type: none"> • Illustrate the application of the two forms of R for learners to drill. • Guide learners to write short forms attached to the two forms of R. • Task learners to write phrases derived from words with R and short forms. |

Assessment Strategies

- Assign the learner to write words with upward r (ray) and downward r (ar).
- Write phrases and short forms attached to both forms of R.

Teaching and Learning Resources

Charts of upward r(ray)and downward r(ar)

Suggested References

Ball, B., (2004). Student Learning Guide. Pitman Publishing

Canning, B.W., (2000). Shorthand Dictation and Practice.

Canning, B.W., (2002). Shorthand New Course. London, Pitman Publishing Ltd.

Pitman, I., (2008). New Course, New Era Shorthand. India, Dorling Kindersley Pvt Ltd.

Pitman, I., (2003). New Course New Era Shorthand. New Zealand, Pitman Publishing Ltd.

NCSM115: Typewriting I

Duration: 75 Hours

Module Overview

The module introduces the learner to practical knowledge and skills of typing scripts and general information. The learner will get exposure to the keyboard and master the positions of the different keys for typing purposes.

Learning Outcomes

By the end of the module, the learner shall be able to:

- i) manipulate the keyboard.
- ii) type and produce clerical documents at a speed of 20 words per minute.

Sub-module 1: Introduction to Typewriting

Duration 12 Hours

| Competences | Content | Teaching and Learning Strategies |
|---|--|---|
| The learner: <ul style="list-style-type: none"> • identifies the types of typewriters. • names the parts of a typewriter and their uses. • justifies the importance of a typewriter. • observes the correct sitting posture while typing. | <ul style="list-style-type: none"> • Types of typewriters • Parts of a typewriter and their uses • Typewriter care and maintenance • Importance of a typewriter • Typewriting sitting posture | <ul style="list-style-type: none"> • Lead a guided discussion on the types of typewriters. • Demonstrate to learners how to use the different parts of a typewriter and let them practise. • Let learners brainstorm the importance of typewriters. • Demonstrate the typing sitting posture, emphasizing its relationship to one's health. |

Assessment Strategies

Task learners to identify parts of a typewriter/computer state their functions.

Sub-module 2: The Keyboard

Duration: 16 Hours

| Competences | Content | Teaching and Learning Strategies |
|---|---|--|
| The learner: <ul style="list-style-type: none"> masters the home row keys. applies the upper and lower row keys correctly in typewriting. applies the shift key and shift lock while typewriting. masters the upper case keys. uses the carriage return lever to create new lines while typewriting. | <ul style="list-style-type: none"> Home row keys Upper and lower rows keys Shift key and shift lock Upper case Carriage return lever | <ul style="list-style-type: none"> Demonstrate to learners how to place fingers on the home row keys and let them emulate. Demonstrate how to place fingers on the upper and lower row keys and let learners have repeated practice. Demonstrate how to use the shift key and shift lock in typewriting, and let learners practise. Guide learners to use the carriage return lever. |

Assessment Strategy

Assign learners to typewrite the home row keys and produce documents using the upper and lower cases.

Sub-module 3: Speed and Accuracy Building

Duration: 18 Hours

| Competences | Content | Teaching and Learning Strategies |
|--|--|---|
| The learner: <ul style="list-style-type: none"> types words in alphabetical order. drills words and sentences. masters the additional keys on the keyboard. types using the blind touch technique. | <ul style="list-style-type: none"> Alphabetical review Word and sentence drills Complete mastery of additional keys Blind touch typing | <ul style="list-style-type: none"> Guide learners to type words in alphabetical order. Task learners to drill words and sentences using a keyboard. Guide learners to manipulate the keyboard using the blind touch typewriting technique. |

Assessment Strategy

Give learners exercise to type using a blind touch technique.

Sub-module 4: Paper Use

Duration 14 Hours

| Competences | Content | Teaching and Learning Strategies |
|--|---|---|
| The learner: <ul style="list-style-type: none"> types work on different paper layouts. uses the different paper sizes for typing. selects proper quality paper for typewriting. | <ul style="list-style-type: none"> Paper layout (Portrait and landscape) Paper sizes Paper quality Disadvantages of using a wrong paper for typing. | <ul style="list-style-type: none"> Demonstrate to learners how to insert paper in different layouts. Display to learners the different paper sizes and let them use them to type documents. Display to learners the standard paper quality for typewriting. Let learners discuss the disadvantages of typing on a poor quality paper. |

Assessment Strategies

Assign the learner to produce work on different paper layout.

Sub-module 5: Simple Displays

Duration 15 Hours

| Competences | Content | Teaching and Learning Strategies |
|---|--|---|
| The learner: <ul style="list-style-type: none"> centres work horizontally and vertically. displays work using line centring. displays work using block centring. types work in columns. | <ul style="list-style-type: none"> Horizontal centring Vertical centring Line centring Block centring Column work | <ul style="list-style-type: none"> Demonstrate the display of work using different centring techniques. Guide learners to type work in columns. |

Assessment Strategy

Task learners to produce work in different centring formats.

Suggested References

- Gregg, C. (2011). *Keyboarding and Document Processing Lessons*. 11th edn: McGraw – Hill Publishing Company.
- Owen B. (1998). *Typing for Beginners; A Basic Typing Handbook*. New York, Tarcher Perige.
- Scot, O. (2014). *Improving Speed and Accuracy in Keyboarding*. 14th edn: McGraw, Hill Publishing Company.

NCSM116: 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 lookout 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, the learner should be able to identify a project, plan for the source of funds and other required resources and start up a real-life project related to the programme.

Project Identification and Planning

Duration: 60 Hours

| Competences | Content | Teaching and Learning Strategies |
|--|---|--|
| The learner: <ul style="list-style-type: none"> • identifies business opportunities. • mobilises capital for a business. • plans for financial resources in a business. • draws a simple budget. • selects an appropriate project for implementation. | <ul style="list-style-type: none"> • Identification of business opportunities • Identification of sources of capital • Budgeting | <ul style="list-style-type: none"> • Let learners brainstorm on the possible projects that can be established. • Guide a discussion on the possible sources of funding for simple projects. • Illustrate the budgeting for a simple real life project for the learners to base on to make their own. • Guide the learners on the selection of real life projects to be set up. |

Sample Projects

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

- Typing services
- Designing cards
- Stationary shop
- Documentation
- Internet café

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 and 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.

Detailed Module Description for Year 1 Semester 2

NCSM121: Shorthand II

Duration: 75 Hours

Module Overview

The module will enhance the learner's listening skills as dictations are made for him/her to write in shorthand. The module involves writing of phrases with diphthongs, Triphones, hays, loops, sways, and halved words.

Learning Outcome

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

- i) takes dictation in shorthand at a speed of 40 minutes per minute.
- ii) transcribe shorthand notes into longhand.

Sub-module1: Diphthongs and Triphones

Duration: 15 Hours

| Competences | Content | Teaching and Learning Strategies |
|---|--|--|
| The learner: <ul style="list-style-type: none"> • writes words using the 4 diphthongs. • writes words with Triphones. • writes short forms attached to diphthongs. • makes phrases derived from words with diphthongs, triphones and short forms. | <ul style="list-style-type: none"> • The 4 diphthongs (i, oi, ow, u) • Triphones • Short forms and phrases attached to diphthongs • Phrases derived from words with diphthongs, Triphones and short forms. | <ul style="list-style-type: none"> • Illustrate to learners the writing and positioning of the diphthongs and let learners drill. • Guide the learners on how to write short forms attached to diphthongs and ask them to drill. • Guide learners to phrase words and short forms derived from diphthongs, and triphones. |

Assessment Strategy

Give learners assignments to write words with diphthongs and triphones.

Sub-module 2: Consonant H

Duration: 10 Hours

| Competences | Content | Teaching and Learning Strategies |
|--|---|---|
| The learner: <ul style="list-style-type: none"> writes words using downward and upward H (hay). phrases words derived from downward and upward H(hay). | <ul style="list-style-type: none"> Downward H (hay) and Upward H (hay) Writing phrases with consonant H | <ul style="list-style-type: none"> Illustrate the writing of downward and upward H. Guide learners to construct phrases and short forms derived from downward and upward H. |

Assessment Strategies

Give learners exercises to:

- i) drill words with upward and downward H.
- ii) write phrases and short forms with upward and downward H.

Sub-module 3: S Circle

Duration: 10 Hours

| Competences | Content | Teaching and Learning Strategies |
|---|--|---|
| The learner: <ul style="list-style-type: none"> applies the principles of the S circle in shorthand. writes short forms attached to S circle writes phrases derived from S circle and short forms. | <ul style="list-style-type: none"> Principles of the S circle Short forms Writing phrases from S circle | <ul style="list-style-type: none"> Illustrate to learners the writing of the S circle. Guide learners on the principles writing the S circle. Give learners tasks to phrase words and short forms derived from S circle. |

Assessment Strategies

- i) Give learners exercise to write words with curves and straight strokes attached to S circle.
- ii) Dictate sentences with S circle for learners to write in shorthand.

Sub-module 4: St and Str Loops

Duration: 14 Hours

| Competences | Content | Teaching and Learning Strategies |
|--|--|--|
| <p>The learner:</p> <ul style="list-style-type: none"> • applies the principle of st and str loops in writing words. • writes short forms derived from st and ster loops. • writes phrases and short forms derived from st and str loops. | <ul style="list-style-type: none"> • Principles of the st and str loops • Short forms of st and str loops • Phrases derived from st and str loops | <ul style="list-style-type: none"> • Illustrate to learners how to write and position st and str loops on words. • Illustrate to learners how to write short forms with st and str loops. • Guide learners on tasks to construct phrases and short forms derived from st and str loops. |

Assessment Strategy

Give learners a passage with words of st and str loops to transcribe from shorthand to longhand.

Sub-module 5: Ses and Sway circles

Duration: 14 Hours

| Competences | Content | Teaching and Learning Strategies |
|---|---|--|
| <p>The learner:</p> <ul style="list-style-type: none"> • applies the principles of ses and sway circles in shorthand. • writes short forms derived from ses and sway circles. • writes phrases using words and short forms from ses and sway circle. | <ul style="list-style-type: none"> • Principles of Ses and Sway circles. • Short forms and phrases derived from Ses and Sway circles • Sentence construction using Ses and Sway. | <ul style="list-style-type: none"> • Ask learners to drill the ses and sway circles. • Guide learners to write short forms with ses and sway circles. • Guide learners on tasks to construct phrases and short forms derived from ses and sway circles. |

Assessment Strategies

- i) Assign learners to write words with ses and sway circles.

- ii) Dictate phrases with ses and sway circles for learners to write in shorthand and transcribe in longhand.

Sub-module 6: Halving

Duration: 12 Hours

| Competences | Content | Teaching and Learning Strategies |
|---|---|---|
| The learner: <ul style="list-style-type: none"> • halves strokes to form words. • writes short forms derived from halved stroke. • writes phrases derived from halved words and short forms. | <ul style="list-style-type: none"> • Principles of halving • Short forms of halves • Phrases derived from halves | <ul style="list-style-type: none"> • Illustrate to learners how to halve strokes to form words and ask them drill. • Demonstrate how to write short forms and let learners drill. • Illustrate to learners how to write phrases from halved words and short forms. |

Assessment Strategies

Dictate short forms and phrases derived from halving principles for learners to write in shorthand.

Suggested References

- The Pitman Dictionary of English and Shorthand
 Basha, M. (2017). Pitman Shorthand Instructor and Key. Pearson.
 Pitman, I. (2000). Shorthand Phrase Book. 2nd edn; Pitman Publishing Limited.
 Pitman, (2000) Shorthand: An Introduction for Teachers.
 Pitman, (2006). Shorthand New Module. Wheelers Publishing Company.

NCSM123: Typewriting II

Duration: 75 Hours

Module Overview

This module will enhance the learner's skills to type and reproduce documents that are well punctuated and typeset. It requires the learner to proofread texts and make corrections to bring out the required meaning of the message.

Learning Outcomes

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

- i) interpret abbreviations and type them in full.
- ii) type and reproduce documents at a speed of 30 words per minute.

Sub-module 1: Paragraphs and Headings

Duration 16 Hours

| Competences | Content | Teaching and Learning Strategies |
|--|---|--|
| <p>The learner:</p> <ul style="list-style-type: none"> • displays work with different paragraphing styles. • types documents with different forms of headings. • types with speed and accurately. | <ul style="list-style-type: none"> • Simple paragraphs • Subject Headings • Paragraph Headings • Hanging paragraphs • Shoulder headings • Side headings • Inset paragraphs with tabulation • Speed and Accuracy development | <ul style="list-style-type: none"> • Guide learners to type passages with different types of paragraphs. • Demonstrate texts with different heading styles. • Give learners texts to type to improve on their speed and accuracy. |

Assessment Strategy

Give learners assignments to type work with different forms of paragraphs and headings.

Teaching and Learning Resource

Documents with different paragraphing styles

Sub-module 2: Manuscript

Duration: 14 Hours

| Competences | Content | Teaching and Learning Strategies |
|--|---|--|
| The learner: <ul style="list-style-type: none"> interprets the correction signs and produces a type script. produces error free typescripts. types abbreviations in full. | <ul style="list-style-type: none"> Correction Signs Proof reading Typing abbreviations in full | <ul style="list-style-type: none"> Discuss with learners the meanings of correction signs and let them produce typescripts. Guide learners on how to proof read documents. Lead a guided discussion on the common abbreviations and how to type them in full. |

Assessment Strategy

Give learners tasks to produce typescripts using manuscripts with correction signs and abbreviations.

Teaching and Learning Resources

Samples of abbreviations and correction signs

Sub-module 3: Correspondences

Duration: 14 Hours

| Competences | Content | Teaching and Learning Strategies |
|--|---|---|
| The learner: <ul style="list-style-type: none"> types and addresses business letters correctly. types and addresses internal and external memos correctly. addresses envelopes. | <ul style="list-style-type: none"> Addressing business letters Addressing memos Addressing envelopes | <ul style="list-style-type: none"> Give learners tasks to type well addressed business letters. Guide learners on the typing of different formats of memos. Demonstrate the placing of an envelope for typing the address. |

Assessment Strategies

- i) Assign the learner to draft and produce a mailable letter.
- ii) Task learners to type a memo from a draft.

Teaching and Learning Resources

- Samples of business letters and memos
- Envelopes

Sub-module 4: Production of Copies

Duration: 16 Hours

| Competences | Content | Teaching and Learning Strategies |
|---|--|---|
| The learner: <ul style="list-style-type: none"> • uses carbon papers to produce copies. • cuts stencils to produce copies on a duplicating machine. | <ul style="list-style-type: none"> • Continuation sheets • Using carbon paper • Stencil cutting | <ul style="list-style-type: none"> • Demonstrate the laying of the continuation sheet for typing. • Guide learners to reproduce copies of a document using carbon paper. • Demonstrate the cutting of stencil for use in typing. |

Assessment Strategy

Give an exercise to the learners to type letters and produce carbon copies.

Teaching and Learning Resources

- Continuation sheet
- Carbon paper
- Stencils

Sub-module 5: Forms

Duration: 15 Hours

| Competences | Content | Teaching and Learning Strategies |
|---|--|--|
| The learner: <ul style="list-style-type: none"> • selects an appropriate lay out in designing forms. | <ul style="list-style-type: none"> • Parts of a form • Layout of a form • Typing forms for reproduction | <ul style="list-style-type: none"> • Lead a guided discussion on the types of forms used in typing. • Illustrate the designing |

| Competences | Content | Teaching and Learning Strategies |
|---|---|---|
| <ul style="list-style-type: none"> types the different forms for reproduction. fills in the forms using a typewriter. | <ul style="list-style-type: none"> Filling in forms on the typewriter. | <ul style="list-style-type: none"> of forms using a typewriter. Guide learners to fill different forms with the help of a typewriter. |

Assessment Strategy

Give learners homework to design forms and fill them using a typewriter.

Teaching and Learning Resource

Sample forms

Suggested References

- Gregg, C. (2011). *Keyboarding and Document Processing Lessons*; 11th Edition: McGraw, Hill Publishing Company.
- Owen, B. (1998). *Typing for Beginners: A Basic Typing Handbook*. New York, Tarcher Perige.
- Scot, O. (2014). *Improving Speed and Accuracy in Keyboarding*; 14th edn: McGraw, Hill Publishing Company.
- Walmsay, (2010). *Commercial Typewriting*. 10th edn: Pitman Publishing Company.

NCPE123: Principles of Economics

Duration: 45 Hours

Module Overview

This module introduces the learner to micro and macroeconomics concepts and practices that develop their 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 Outcomes

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: <ul style="list-style-type: none"> • makes choice basing on the resources available. • analyses the prevailing economic systems. • applies the knowledge of economic questions in real life situations. | <ul style="list-style-type: none"> • Definition of Economics • Importance of studying economics • Fundamental economic problems of man (i.e. scarcity, choice, opportunity cost and Production Possibility Frontier) • Economic questions • Economic systems • Positive versus normative Economics • Microeconomics versus macroeconomics | <ul style="list-style-type: none"> • Let learners brainstorm on the importance of economics. • Guide a discussion on the economic problems and on how they affect customer decision making. • Discuss with learners the different types of economics. |

Assessment Strategy

Give learners a case study about an economic problem and task 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: <ul style="list-style-type: none"> • identifies the factors that affect demand and supply of a commodity. • determines the equilibrium point of demand and supply. • analyses the responsiveness of quantity demanded or supplied to changes in price. • analyses the concept of price mechanism. | <ul style="list-style-type: none"> • Concepts of demand and supply. • Demand function, schedule and curves • Supply function, schedule and curves • Determination of Equilibrium Price and Quantity (graphical and numerical) • Price Mechanism | <ul style="list-style-type: none"> • Lead a guided discussion on the factors that affect demand and supply of a commodity. • Illustrate: <ul style="list-style-type: none"> - Graphically the equilibrium point of the demand and supply. - The concepts of elasticity of demand and supply - The concept of price mechanism. |

Assessment Strategies

Task learners to:

- prepare the demand and supply schedules.
- draw the demand and supply curves.
- 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: <ul style="list-style-type: none"> • analyses the trends of customer behaviour. • relates the utility theories to the prevailing consumer behaviour. • draws graphically the budget line of the consumer. | <ul style="list-style-type: none"> • Cardinal utility theory • Ordinal utility theory • Budget line of the consumer | <ul style="list-style-type: none"> • 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.

Sub-module 4: Production Theory

Duration: 7 Hours

| Competences | Content | Teaching and Learning Strategies |
|--|---|--|
| The learner: <ul style="list-style-type: none"> • 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 | <ul style="list-style-type: none"> • Types of production (Direct and Indirect) • Stages of production • Factors of production • Specialisation and division of labour • Costs of production • Economies and | <ul style="list-style-type: none"> • Guide learners to brainstorm the types, stages, and factors of production. • Task learners to compute cost of production. • Illustrate the graphical representation of economies and |

| Competences | Content | Teaching and Learning Strategies |
|--|---|---|
| scale. • determines location, revenue and profit of the firm. | diseconomies of scale • Location of a firm • Theory of revenue and profit | 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

- Journals
- YouTube Slides

Sub-module 5: Market Structures

Duration: 4 Hours

| Competences | Content | Teaching and Learning Strategies |
|---|--|---|
| The learner: • describe the operations of market structures. • determine 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 structures. |

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 |
|---|--|---|
| <p>The learner:</p> <ul style="list-style-type: none"> • 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. | <ul style="list-style-type: none"> • Definition National Income, • Approaches to the measurement of National Income • Circular flow of income • Uses of National Income statistics , (GDP, GNP, Per Capita Income) • Problems faced in compiling national income statistics | <ul style="list-style-type: none"> • 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 on 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 |
|---|---|---|
| <p>The learner:</p> <ul style="list-style-type: none"> • 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. | <ul style="list-style-type: none"> • Definition of money, functions, qualities of good money • Functions of Commercial banks • Functions of a Central bank • Emerging trends in banking <ul style="list-style-type: none"> - Agent-banking - E-banking - Mobile money banking | <ul style="list-style-type: none"> • 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:

- features and characteristics of good money.
- functions of commercial and central banks.
- 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 |
|---|--|---|
| <p>The learner:</p> <ul style="list-style-type: none"> identifies the types of inflation. analyses the causes and effects of inflation. sets measures to mitigate inflation. | <ul style="list-style-type: none"> Types of inflation Causes of inflation Effects of inflation Controlling inflation | <ul style="list-style-type: none"> Lead a discussion on the types of inflation. Group learners to discuss 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 Learning Resources

- Inflation rate charts
- Price list charts
- Receipts

Sub-module 9: International Trade

Duration: 6 Hours

| Competences | Content | Teaching and Learning Strategies |
|--|--|---|
| <p>The learner:</p> <ul style="list-style-type: none"> applies the terms used in international trade correctly. justifies the importance of international trade. analyses the problems of trading internationally. | <ul style="list-style-type: none"> Importance of International Trade Problems of international trade. Terms used in International trade Restrictions to International Trade Foreign aid | <ul style="list-style-type: none"> Guide learners on the importance of international trade. Lead a guided discussion on the problems a country like Uganda may encounter when it involves in international trade. |

Assessment Strategy

Assess learners on the importance of international trade.

Teaching and Learning Resources

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

Suggested References

Birungi, P. and 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 House Publishers.

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

NCCA124: Computer Applications

Duration: 60 Hours

Module Overview

This module introduces learners 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 internet resources; that will enable them to digitally access, process, store, and disseminate information.

Learning Outcomes

By the end of the module, the learner should be able to;

- i) use and manipulate a computer to prepare documents.
- ii) search web based information from the Internet.

Sub-module 1: Introduction to Computer

Duration: 6 Hours

| Competences | Content | Teaching and Learning Strategies |
|---|--|---|
| The learner: <ul style="list-style-type: none"> • identifies the origin of a computer. • describes the types of computers • describes the components of a computer. • boots and shuts a computer. • identifies the computer hardware. • identifies the computer | <ul style="list-style-type: none"> • Origin of computer • Types of computers • Components of a computer • Starting a computer, • Closing down the computer • Computer Hardware • Computer Software; (Video card, network cards, ROM, RAM, | <ul style="list-style-type: none"> • Lead a guided discussion on the origin 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. • Let learners demonstrate the removal and replacement of computer RAMS. • Guide learners to use the keyboard to manipulate |

| Competences | Content | Teaching and Learning Strategies |
|--|---|--|
| software, <ul style="list-style-type: none"> observes the need for computers. identifies the dangers of using computers. provides safety and security of a computer. | cameras, processors) <ul style="list-style-type: none"> Importance of a computer. Dangers of using computers, Safety and Security of a computer | the typing techniques. <ul style="list-style-type: none"> 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
- Keyboard
- Mouse
- Memory cards
- RAM sets
- CPU
- Monitor/screen
- UPS
- Power cables
- Power source

Sub-module 2: Operating System

Duration: 6 Hours

| Competences | Content | Teaching and Learning Strategies |
|---|--|--|
| The learner: <ul style="list-style-type: none"> classifies the computer operating systems. describes the operation of the computer system. identifies the | <ul style="list-style-type: none"> Types and classification of operating systems. Functions of an operating system. Benefits of operating Systems | <ul style="list-style-type: none"> 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 |

| Competences | Content | Teaching and Learning Strategies |
|---|---|--|
| benefits of using the computer operating systems. <ul style="list-style-type: none"> installs and uninstalls windows operating system, application software and other support programmes. | <ul style="list-style-type: none"> Installation of windows operating system and application software | functions. <ul style="list-style-type: none"> 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: <ul style="list-style-type: none"> locates the desktop start menu,. creates desktop background and screen saver. identifies icons on desktop and their application. resizes windows. maximises and minimises | <ul style="list-style-type: none"> Start Menu Applications menu Working with the desktop background and screen saver. Icons, files and folders Manipulating open | <ul style="list-style-type: none"> 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 |

| Competences | Content | Teaching and Learning Strategies |
|---|--|---|
| windows to task pane. • closes and opens windows from task pane. | windows; resizing, maximizing, minimizing task pane, and tiling windows. | 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. | • 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 | • 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 practice to save a document in different formats and to a |

| Competences | Content | Teaching and Learning Strategies |
|--|--|---|
| <ul style="list-style-type: none"> formats documents. saves documents to different to storage media. | <p>paper size</p> <ul style="list-style-type: none"> Working with tables Working with drawings, clipart and pictures | <p>storage media, e.g. flash disc.</p> <ul style="list-style-type: none"> 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

Sub-module 5: Printing, Scanning and Copying Documents

Duration: 6 Hours

| Competences | Content | Teaching and Learning Strategies |
|---|--|--|
| <p>The learner:</p> <ul style="list-style-type: none"> installs a printer to the computer. describes the procedure followed when printing documents. inserts tonner in the printer. prints documents. scans documents. observes | <ul style="list-style-type: none"> Installing a printer Working with printer cartridges and toners Printing documents Scanning documents and pictures Safety, security and health precautions | <ul style="list-style-type: none"> 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 |

| Competences | Content | Teaching and Learning Strategies |
|--|---------------------------------------|---|
| security and safety precautions printing and scanning documents. | when printing and scanning documents. | 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
- Toner/Cartridge

Sub-module 6: Microsoft Excel

Duration: 8 Hours

| Competences | Content | Teaching and Learning Strategies |
|--|--|---|
| The learner: <ul style="list-style-type: none"> • 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. | <ul style="list-style-type: none"> • 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 | <ul style="list-style-type: none"> • 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

| Competences | Content | Teaching and Learning Strategies |
|---|--|---|
| <p>The learner:</p> <ul style="list-style-type: none"> • connects to an internet 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 | <ul style="list-style-type: none"> • The Internet, Web Browsers • Opening a website; website address. • Internet surfing and search engines • Saving information from the Internet, downloading files, music, pictures to the computer • Electronic mail <ul style="list-style-type: none"> - Creating email account - E-mail folders and attachments - Attaching documents to outgoing email - Downloading email attachment | <ul style="list-style-type: none"> • Demonstrate the connections to internet 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, |

| Competences | Content | Teaching and Learning Strategies |
|---|---|---|
| health, safety, and security precautions when using the internet. | <ul style="list-style-type: none"> - Formatting mail - Searching mail • Health, safety and security precautions when using the Internet and email. | <ul style="list-style-type: none"> 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

Give learners exercises to:

- i) open e-mail addresses.
- ii) write and send to each other electronic mails.

Teaching and Learning Resources

- Computers
- Internet connections

Sub-module 8: Basic Networking

Duration: 8 Hours

| Competences | Content | Teaching and Learning Strategies |
|--|--|--|
| The learner: <ul style="list-style-type: none"> • connects to wireless and cable networks. • communicates through the LAN and WAN • troubleshoots simple network connection | <ul style="list-style-type: none"> • 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 | <ul style="list-style-type: none"> • 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 |

| Competences | Content | Teaching and Learning Strategies |
|---|---|---|
| problems. • connects a printer to a network. | connection problems. • Connecting and configuring a printer to a network | 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. &Anjoga, H. (2007). Unmasking Information Communication Technology. 1st edn: Kampala, Uganda.

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

Saleemi, N.A. (1997). Electronic Data Processing Simplified.. Nairobi, Saleemi Publishers , Kenya.

NCED125: 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) mobilises 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: <ul style="list-style-type: none"> • 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 | <ul style="list-style-type: none"> • Entrepreneur and entrepreneurship • Characteristics/qualities of an entrepreneur • Types of entrepreneurs • Roles of an entrepreneur. • Entrepreneurship process. • Barriers to entrepreneurship development. | <ul style="list-style-type: none"> • Let learners brainstorm 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. |

| Competences | Content | Teaching and Learning Strategies |
|-------------------------------|---------|---|
| entrepreneurship development. | | <ul style="list-style-type: none"> • 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.

Teaching and Learning Resources

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

Sub-module 2: Creativity and Innovation

Duration: 10 Hours

| Competences | Contents | Teaching and Learning strategies |
|--|--|---|
| The learner: <ul style="list-style-type: none"> • distinguishes between creativity and innovation. • demonstrates the characteristics of a creative person. • analyses the types and causes of innovation. • identifies barriers | <ul style="list-style-type: none"> • Distinction between Creativity and innovation • Characteristics of a creative person • Types of innovation • Causes of innovation | <ul style="list-style-type: none"> • Let learners brainstorm on the differences between creativity and innovation.. • Give learners tasks to research on the characteristics of creative and innovative persons. • Lead a guided |

| Competences | Contents | Teaching and Learning strategies |
|---|---|--|
| creative and innovation thinking. <ul style="list-style-type: none"> justifies the benefits of innovation to small businesses. generates business ideas for setting up a business. | <ul style="list-style-type: none"> Characteristics of innovative people Barriers to creative and innovation thinking. Benefits of innovation to small business. Sources of business ideas | discussion on the barriers to creative thinking. <ul style="list-style-type: none"> Group learners to discuss on 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.

Teaching and Learning Resources

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

Sub-module 3: Business Opportunities

Duration: 8 Hours

| Competences | Content | Teaching and Learning Strategies |
|---|---|--|
| The learner: <ul style="list-style-type: none"> identifies business opportunities. screens business | <ul style="list-style-type: none"> Identifying business opportunities Screening | <ul style="list-style-type: none"> Assign learners to identify business opportunities in their communities. |

| Competences | Content | Teaching and Learning Strategies |
|---|---|---|
| <p>opportunities to select the most appropriate.</p> <ul style="list-style-type: none"> analyses the forms of businesses. sets up a business based on the analysis and decisions made. looks out for causes of businesses success/failure. | <p>business opportunities</p> <ul style="list-style-type: none"> Forms of business ownership (Sole proprietorship and partnership) Establishing a business Reasons for success / failure of businesses | <ul style="list-style-type: none"> Let learners make presentations on 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.

Teaching and Learning Resources

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

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

Duration: 10 Hours

| Competences | Content | Teaching and Learning Strategies |
|--|--|--|
| <p>The learner:</p> <ul style="list-style-type: none"> identifies the sources of business idea. observes the | <ul style="list-style-type: none"> Definition of SME Sources of Business ideas characteristics of small scale | <ul style="list-style-type: none"> Lead a discussion on the sources of business ideas. Let learners brainstorm the |

| Competences | Content | Teaching and Learning Strategies |
|--|--|--|
| characteristics of SMEs and their sources of capital. <ul style="list-style-type: none"> analyses the challenges faced by SMEs and the remedies to the challenges. | enterprises <ul style="list-style-type: none"> Sources of capital to small scale enterprises. Importance of small scale businesses. Challenges faced by small scale businesses in Uganda. Remedies to the challenges | characteristics of small scale enterprises. <ul style="list-style-type: none"> Lead a guided discussion on the sources of capital for small scale enterprises Give learners assignment to research on the challenges faced by small scale enterprises and suggest remedies to the challenges identified. |

Assessment Strategy

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

Teaching and Learning Resources

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

Sub-module 5: Business planning

Duration: 10 Hours

| Competences | Content | Teaching and Learning Strategies |
|--|--|--|
| The learner: <ul style="list-style-type: none"> makes a business plan. justifies the importance of a business plan. identifies the challenges | <ul style="list-style-type: none"> Structure of a business plan Uses of a business plan Mobilising business resources. Challenges of | <ul style="list-style-type: none"> Illustrate to learners the different structures of a business plan. Ask learners to draw a business plan for their projects. Let learners make classroom presentations |

| Competences | Content | Teaching and Learning Strategies |
|---|--|--|
| involved in making a business plan. • observes the role of government in entrepreneurship development. | planning a business. • Government role in entrepreneurship development. | 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

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

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 sustain competition in business. • exhibits good | • Business environment • Business risks • Sustaining competitiveness of a business • Leadership and motivation in a business | • 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 competitiveness. • Demonstrate the best leadership |

| Competences | Content | Teaching and Learning Strategies |
|--|---------|----------------------------------|
| leadership skills to promote implementation of the business plans. | | 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

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

Sub-module 7: Entrepreneurship Ethics

Duration: 6 Hours

| Competences | Content | Teaching and Learning Strategies |
|---|---|--|
| The learner: <ul style="list-style-type: none"> • appreciates the importance of entrepreneurship ethics. • identifies the roles of ethics in entrepreneurship. • describes the ethical challenges facing entrepreneurs. • identifies solutions to ethical challenges. | <ul style="list-style-type: none"> • Introduction to entrepreneurship ethics • Importance of entrepreneurship ethics • Ethical challenges facing entrepreneurs. • Solution to ethical challenges. | <ul style="list-style-type: none"> • Guide group discussions on the importance and roles of ethics in entrepreneurship. • 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.

NCSM126: 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 goods/services
- iii) take record of the business activities.

Project Execution

Duration: 60 Hours

| Competences | Content | Teaching and Learning Strategies |
|---|--|--|
| The learner: <ul style="list-style-type: none"> • creates awareness of the existing project products/ services. • organises stock and operates the project. | <ul style="list-style-type: none"> • Creating awareness • Acquiring stock • Maintaining records • Managing a project | <ul style="list-style-type: none"> • Guide learners on the quality of services/ products supplied. • Supervise learners' project implementation. |
| Sample Projects <ul style="list-style-type: none"> • Book binding • Document binding • Designing file covers • Current awareness services • Stationery shops • Documentation • Internet café • Typing 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 Two2 Semester 1

NCSM211: Work Ethics

Duration: 45 Hours

Module Overview

The nature and work of secretarial require a high level of ethical behaviour. Business stakeholders rely heavily on the picture portrayed at the reception to make decisions to transact with a particular organisation. The module will therefore impart in the learner the moral behaviours required of a secretary to perform duties professionally. It reinforces her/his ethical values and inspires him/her to prevent others from making unethical decisions.

Learning Outcome

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

- i) develop a sense of moral obligation.
- ii) exhibit moral behaviour at work.

Sub-module 1: Concepts of Work Ethics

Duration: 8 Hours

| Competences | Content | Teaching and Learning Strategies |
|--|--|---|
| The learner: <ul style="list-style-type: none"> • exhibits the office ethical code of conduct. • complies with the organisational ethical policies. • observes the importance of secretarial work ethics. | <ul style="list-style-type: none"> • Meaning of ethics • Ethical code • Ethical policies • Rules-based ethics • Role of ethics in secretarial work. | <ul style="list-style-type: none"> • Lead a discussion on ethical policies and rules. • Task learners to identify the importance of work ethics. • Group learners to role- play the secretarial code of conduct. |

Assessment Strategy

Assess learners as they role-play over the secretarial code of conduct.

Sub-module 2: Organisational Ethics

Duration: 12 Hours

| Competences | Content | Teaching and Learning Strategies |
|---|--|--|
| The learner: <ul style="list-style-type: none"> • applies the ethical principles in organisational work. • exhibits a professional code of conduct at work. • guards against unethical dealings. • observes the corporate social responsibility. • avoids corporate crime. | <ul style="list-style-type: none"> • Ethical principles • Ethical safeguards • Corporate social responsibility • Corporate crime | <ul style="list-style-type: none"> • Discuss with learners the ethical principles applied in organisations. • Stage a film show to demonstrate professional ethics of officers at work. • Guide learners to practise social responsibility while at school. |

Assessment Strategy

Give learners group work to discuss secretarial ethical standpoint and how they should relate with their supervisors.

Teaching and Learning Resources

- Video / Film tapes
- Computer
- Project

Sub-module 3: Professional Ethics

Duration: 10 Hours

| Competences | Content | Teaching and Learning Strategies |
|---|--|---|
| The learner: <ul style="list-style-type: none"> • keeps the confidential information of the organisation secretly. • makes ethical decisions when | <ul style="list-style-type: none"> • Information ethics • Ethical decision-making • Ethical | <ul style="list-style-type: none"> • Lead a guided discussion on the importance of information ethics of a secretary. • Guide learners on |

| Competences | Content | Teaching and Learning Strategies |
|---|--|--|
| executing office work. <ul style="list-style-type: none"> demonstrates ethical leadership and social responsibility. observes the effects of ethical behaviour on the organisation. | leadership <ul style="list-style-type: none"> Social responsibility Ethical implications | how to derive ethical decisions. <ul style="list-style-type: none"> Group learners to role-play the ethical leadership. Discuss with learners the implications of ethical behaviour. |

Assessment Strategy

Test learners on the principles of social responsibility in an office.

Teaching and Learning Resources

- Management Ethics Manuals
- Secretary's Ethics Rules
- Case studies
- Code of ethics manuals

Sub-module 4: Unethical Behaviour

Duration: 15 Hours

| Competences | Content | Teaching and Learning Strategies |
|--|--|---|
| The learner: <ul style="list-style-type: none"> watches out for unethical behaviours in an office. avoids scandalous behaviour at work. controls organisational violence. analyses the consequences of unethical behaviour. sets mitigation measures to control unethical behaviours at work. | <ul style="list-style-type: none"> Recognising unethical behaviour Office scandals Corruption Causes of fraud Organisational violence Consequences of unethical behaviour Mitigation of unethical behaviour | <ul style="list-style-type: none"> Lead a guided discussion on the causes of unethical behaviour and how it can be controlled. Organise film shows on unethical behaviour clearly portraying the consequences for such behaviour. Let learners discuss the consequences of unethical behaviours. |

Assessment Strategies

Give learners assignments to:

- i) discuss the causes of unethical behaviour at work.
- ii) identify the consequences of unethical behaviour.

Teaching and Learning Resources

- Video and Film tapes
- Computer
- Projector

Suggested References

Bevan, D. (2008). *Philosophy: A General Theory Approach and Emergence of Convenient and Inconvenient Ethics*; Boston, M. Painter.

Driscoll, D.M., (2002). *Ethics matters: How to implement values-driven management*. Bentley College.

Stanwick, P., (2013). *Understanding Business Ethics, 2nd Edition*; Auburn University printing and publication - Auburn.

Halbert, T. & Ingulli, E., (2003). *Law and Ethics in Business Environment*. 4th edn; New York, South-Western Publishing Company -.

NCBL212: Introduction to Business Law

Duration: 45 Hours

Module Overview

This module is designed to equip the learner with legal knowledge in handling issues in business management. It introduces the learner to the concepts of law in Uganda and will acquaint him/her with various laws governing business. It will help the learner to know his/her rights and the rights of others; and what to do in case of a dispute.

Learning Outcomes

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

- i) apply the legal principles to business problems.
- ii) write legal agreements.
- iii) operate business within the legal framework.

Sub-module 1: Nature of Business Law

Duration: 4 Hours

| Competences | Content | Teaching and Learning Strategies |
|--|--|--|
| The learner: <ul style="list-style-type: none"> • defines business law. • explains the purpose of law. • identifies classes of law. | <ul style="list-style-type: none"> • Definition; Nature of law • Purpose of the law • Sources of law in Uganda • Classification of law | <ul style="list-style-type: none"> • Let learners brainstorm the definition of business law. • Guided discussion on the purpose of law in business. • Guided discussion on classification of law. |

Assessment Strategy

Task learner to explain the purpose of law as applied in business.

Sub-module 2: Administration of Law in Uganda

Duration: 5 Hours

| Competences | Content | Teaching and Learning Strategies |
|--|---|--|
| The learner: <ul style="list-style-type: none"> • illustrates the system and hierarchy of courts in Uganda. • describes the composition of the different courts and the powers of their jurisdictions. • Illustrates the legal procedures followed in handling business issues. | <ul style="list-style-type: none"> • Court system and hierarchy • Composition and jurisdiction of different courts. | <ul style="list-style-type: none"> • Let learners brainstorm the powers and jurisdiction of different courts in Uganda. • Guide learners on the composition of different courts and their jurisdictions in handling cases. • Illustrate the procedure followed in handling cases. |

Assessment Strategy

Give learners task to illustrate the court system and Hierarchy in Uganda.

Sub- module 3: Legal Persons

Duration: 8 Hours

| Competences | Content | Teaching and Learning Strategies |
|--|---|---|
| The learner: <ul style="list-style-type: none"> • observes the legal persons in eyes of law. • analyses the capacity of legal persons to enter into contracts. | <ul style="list-style-type: none"> • Legal persons • Capacity of persons to enter into legal relations: <ul style="list-style-type: none"> • Minors • Married women • Persons of unsound mind • Unincorporated bodies (sole proprietorship, partnership, associations) • Citizenship/nationality and domicile | <ul style="list-style-type: none"> • Lead a discussion on the legal persons and their capacities to contract. • Task learners to identify the unincorporated bodies and their operations. • Let learners distinguish between nationality and domicile. |

Assessment Strategies

Task learners:

- i) to identify the legal persons in the eyes of law.
- ii) with cases on capacity to contract, to analyse and advise the parties involved.
- iii) to describe the procedures for acquisition of citizenship.

Sub-module 4: Law of Contract

Duration: 16 Hours

| Competences | Content | Teaching and Learning Strategies |
|--|--|--|
| <p>The learner:</p> <ul style="list-style-type: none"> • defines Contract • analyses the importance of Contract. • identifies the forms and types 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. | <ul style="list-style-type: none"> • Definition and nature of a contract. • Purpose and importance of the contract. • Forms of contracts. • Exclusion clauses. • Essential elements of a valid contract. • Discharge/termination of a contract. • Remedies for breach of a contract | <ul style="list-style-type: none"> • Task Learners to define the term contract. • Guide learners to identify the importance of signing a contract. • Lead a brainstorming session on the forms of a • 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

Sub-module 5: Laws of Agency

Duration: 6 Hours

| Competences | Content | Teaching and Learning Strategies |
|--|---|--|
| The learner: <ul style="list-style-type: none"> defines 'Agency'. identifies the types of agents. creates agency relationship. executes the duties of a principal / agent. appointments and remunerations an agent. | <ul style="list-style-type: none"> Definition of an agency Types of agents Creation of agency Rights and duties of the principal and agent. Appointment remuneration and termination of an agent | <ul style="list-style-type: none"> Group learners to role-play a Principal-Agent relationship. Lead a guided discussion on the types of Agents in the law of agency. Give learners homework to research on the appointment, remuneration and termination of agency. |

Assessment Strategies

- i) Give learners homework to discuss how agents are created.
- ii) Test learners on the duties and rights of the principal and an agent.

Sub-module 6: Dispute Resolution

Duration: 6 hours

| Competences | Content | Teaching and Learning Strategies |
|--|--|--|
| The learner: <ul style="list-style-type: none"> selects the method for solving disputes. follows the right procedures to resolve disputes. solve disputes without going to court. | <ul style="list-style-type: none"> Methods of dispute resolution Procedure of dispute resolution Alternative dispute resolution | <ul style="list-style-type: none"> Give learners dispute cases to analyse and make class presentations. Let learners demonstrate 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
- Bills of exchange Act
- Uganda Tourism Act 2008

Suggested Reading Materials

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. and Howard, C.G., (2011). Principles of Business Law, 4th edition; New Jersey, Pearson Prentice Hall Inc.

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

NCCC213: Customer Care

Duration: 60 Hours

Module Overview

This module will provide the learner with an understanding of what customer service is and expose him/her to the ways of delivering quality customer care in any business dealings. The focus will be on the skills and competences required to handle various customer-related situations which is also an integral part of the secretarial and office management requirement.

Module Learning Outcomes

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

- i) handle customers professionally in a business environment.
- ii) create value, satisfaction and retention of customers in the business.

Sub-module 1: Introduction to Customer Service

Duration: 8 Hours

| Competences | Content | Teaching and Learning Strategy |
|--|--|--|
| The learner: <ul style="list-style-type: none"> • sets strategies for providing customer care. • justifies the importance of customer care and service to a business. • provides customer care. | <ul style="list-style-type: none"> • Definition of customer care and customer service • Ways of providing customer care • Importance of customer care | <ul style="list-style-type: none"> • Guide a discussion on the meaning of customer care and service. • Let learners brainstorm the ways of providing customer care and service. • Group learners to role-play provision of customer care. |

Assessment Strategy

Give learners homework to research about ways and importance of providing customer care by an organisation.

Teaching and Learning Resources

- Video and Film tapes
- Computer
- Projector
- Flip charts/ stand
- Mark pens

Sub-module 2 : Customer Care skills

Duration: 14 Hours

| Competences | Content | Teaching and Learning Strategy |
|---|--|---|
| The learner: <ul style="list-style-type: none"> • attends to telephone calls. • listens and communicates effectively with guests. • asks for pardon where a communication is not clear. • observes the non-verbal communication in a conversation. • demonstrates self-respect before the customers. | <ul style="list-style-type: none"> • Telephone Customer Service <ul style="list-style-type: none"> - Answering the telephone, - Active listening - Putting callers on hold - Transferring a call - Taking a message - Closing the call • Effective listening: • Asking for clarity • Dialogue development, • Use of non-verbal cues • Presentation skills | <ul style="list-style-type: none"> • Guide learners through practice how to answer telephone calls • Organise a video show depicting telephone etiquette. • Lead a guided discussion on the importance of observing the non-verbal communication. • Let learners demonstrate the self-respecting presentation skills. |

Assessment Strategy

Give learners assignments about the skills required while attending to callers.

Teaching and Learning Resources

- Video and Film tapes
- Telephone
- Stationary
- Computer
- Projector
- Flip charts/ stand
- Mark pens

Sub-module 3: Customer Retention

Duration: 10 Hours

| Competences | Content | Teaching and Learning Strategy |
|---|---|---|
| The learner: <ul style="list-style-type: none"> • defines customer retention. • creates a positive attitude towards the organisation. • maintains customer retention. • provides quality services to satisfy customers. | <ul style="list-style-type: none"> • Meaning of customer retention • First impression (meaning and tips of creating positive impressions) • Importance of customer retention • Service Quality Factors (SQFs) | <ul style="list-style-type: none"> • Guide a discussion on the strategies for creating good impression about an organisation. • Group learners and task them to discuss the importance of customer retention to a business. • Let learners role- play customer handling to ensure retention. |

Assessment Strategies

Task the Learner to:

- i) identify the factors that affect the quality of service delivery.
- ii) discuss the benefits of customer retention to a business.

Teaching and Learning Resources

- Video and Film tapes
- Telephone
- Stationary
- Computer
- Projector
- Flip charts/ stand
- Mark pens

Sub-module 4: Customer Frustration

Duration: 10 Hours

| Competences | Content | Teaching and Learning Strategy |
|--|---|---|
| The learner: <ul style="list-style-type: none"> identifies causes of customer frustrations. resolves conflicts. attends to upset customers. | <ul style="list-style-type: none"> Meaning of customer frustration Causes of customer frustration Conflicts and their possible solutions. Guidelines for calming down upset customers | <ul style="list-style-type: none"> Let learners brainstorm the meaning and causes of customer frustration. Guide a discussion on the causes of customer frustration. Let learners' role play on conflict resolution. |

Assessment Strategies

Task learners to:

- i) discuss the causes of customer frustration.
- ii) give measures for calming down upset customers.

Teaching and Learning Resources

- Video and Film tapes
- Telephone
- Stationary
- Computer
- Projector
- Flip charts/ stand
- Mark pens

Sub-module 5: Time Management

Duration: 6 Hours

| Competences | Content | Teaching and Learning Strategy |
|--|---|---|
| The learner: <ul style="list-style-type: none"> observes time management. analyses the effects of wasting time to the business. mitigates time wasters. | <ul style="list-style-type: none"> Time management skills Time wasters Effects of poor time management. Mitigation of time wasters. | Guide a discussion on the effects of time management to a business. |

Assessment Strategies

- i) Give learners tasks to: discuss the causes and effects of poor time management to a business.
- ii) suggest the time management solutions.

Teaching and Learning Resources

- Video and Film tapes
- Telephone
- Clock
- Stationary
- Computer
- Projector
- Flip charts/ stand
- Mark pens

Sub-module 6: Dealing with Difficult Guests

Duration: 12 Hours

| Competences | Content | Teaching and Learning Strategy |
|---|--|---|
| The learner sets measures for effective handling of difficult customers without hurting them. | <ul style="list-style-type: none"> • Talkative Customers • Aggressive Customers • The 'know it all' Customer • Indecisive Customer • Suspicious customers | <ul style="list-style-type: none"> • Guide a discussion on the meaning and tips essential for dealing with difficult behaviour. • Group learners to role play the handling of difficult customer. |

Assessment Strategy

Give learners homework to discuss types of customers and how to handle them.

Teaching and Learning Resources

- Video and Film tapes
- Telephone
- Stationary
- Computer
- Projector
- Flip charts/ stand
- Mark pens

Suggested References

David, A. S. (2001) *Understanding customer: A Psychological Approach*.

Spector, K. (2012). *The Nordstrom Way to Customer Service Excellence*; 2nd edn, New York Wiley Publishers.

Frances, F. And Anne, M. (2012). *Uncommon Services: How to Win Putting Customers at the Core of Your Business*. Harvard Business Review Press.

Goodman, J. (2009). *Strategic customer services: Managing the Customer Experience to Increase Positive Word of Mouth, Build Loyalty, and Maximise Profits*: AMACOM; Special edn.

NCSM214: Shorthand III

Duration: 75 Hours

Module Overview

The module enables learners to develop the art of presenting spoken sounds by written signs, read from printed shorthand and transcribe into longhand.

Learning Outcome

By the end of this module the learner should be able to listen to sounds effectively and write words at a speed of 50 words per minute.

Sub module 1: Downward L and Abbreviated W

Duration: 12 Hours

| Competences | Content | Teaching and Learning Strategies |
|--|--|---|
| The learner: <ul style="list-style-type: none"> • Applies the principles of downward L and abbreviated W in writing words. • Writes short forms derived from downward L • Writes phrases derived from words with abbreviated W and short forms. | <ul style="list-style-type: none"> • Principles of downward L and abbreviated W. • Short forms principles of downward L and abbreviated W. • Phrases derived from principles of downward L and abbreviated W. | <ul style="list-style-type: none"> • Demonstrate to learners how to write downward L and abbreviated W and let them drill. • Guide learners to write short forms derived from downward L and abbreviated W. • Give learners exercise to write phrases derived from words with abbreviated W and short forms. |

Assessment Strategy

Read out a passage for learners to listen and re-write in shorthand.

Teaching and Learning Resources

Samples of Downward L and abbreviated W

Sub module 2: Double Consonants – Pl Series and Pr Series

Duration : 12 Hours

| Competences | Content | Teaching and Learning Strategies |
|--|--|---|
| <p>The learner:</p> <ul style="list-style-type: none"> • applies the principles of double consonants – Pl and Pr series in shorthand. • writes short forms derived from double consonants – Pl and Pr series. • writes phrases derived from double consonants – Pl and Pr series. | <ul style="list-style-type: none"> • Principles of double consonants – Pl and Pr series. • Short forms of double consonants – Pl and Pr series. • Phrases derived from of double consonants – Pl and Pr series. | <ul style="list-style-type: none"> • Illustrate to learners how to write double consonants – Pl and Pr series. • Demonstrate to learners how to write short forms attached to Pl and Pr series. • Illustrate to learners how to write phrases derived from double consonants – Pl and Pr series. |

Assessment Strategy

Give learners exercises to write sentences with words of double consonants – Pl and Pr series.

Sub-module 3: Double Consonants – Curves

Duration: 12 Hours

| Competences | Content | Teaching and Learning Strategies |
|---|---|--|
| <p>The learner:</p> <ul style="list-style-type: none"> • applies the principles of double consonants – curves series in shorthand. • writes short forms derived from double consonants – curves series. • writes phrases derived from double consonants – curves series. | <ul style="list-style-type: none"> • Principles of double consonants – Curves series. • Short forms of double consonants – Curves series. • Phrases derived from of double consonants – Curves series. | <ul style="list-style-type: none"> • Illustrate to learners how to write double consonants - Curves series and let them drill. • Demonstrate to learners how to write short forms derived from double consonant curves and let them drill. • Illustrate to learners how to write phrases derived from double consonant curves and let them drill. |

Assessment Strategy

Give learners tasks to write words in shorthand with double consonants - curves.

Teaching and Learning Resources

Charts of double consonants – Curves series

Sub module 4: N, F and V Hooks

Duration: 14 Hours

| Competences | Content | Teaching and Learning Strategies |
|---|---|---|
| The learner: <ul style="list-style-type: none"> applies the principles of N, F and V Hooks in writing words. writes short forms derived from N,F, and V hooks writes phrases derived from words with N, F and V hooks and short forms. | <ul style="list-style-type: none"> Principles of N, F and V Hooks Short forms of N, F and V Hooks Phrases derived from of N, F and V Hooks | <ul style="list-style-type: none"> Illustrate to learners how to write words with N, F and V Hooks and let them drill. Demonstrate to learners how to write short forms derived from N, V, and F hooks and let them drill. Illustrate the writing of phrases derived from words with N, F, and V hooks and let learners drill. |

Assessment Strategy

- Task learners to write short forms derived from N, V, and F hooks.

Teaching and Learning Resources

Charts of N, F and V Hooks

Sub-module 5: Shun Hook

Duration: 10 Hours

| Competences | Content | Teaching and Learning Strategies |
|--|---|--|
| The learner: <ul style="list-style-type: none"> writes words in shorthand using the | <ul style="list-style-type: none"> Principles of Shun Hook | <ul style="list-style-type: none"> Demonstrate to learners how to write the shun hook on consonants and |

| Competences | Content | Teaching and Learning Strategies |
|--|---|--|
| principle of shun hook. <ul style="list-style-type: none"> writes short forms derived from the shun hook writes phrases using words and short forms from the shun hook. | <ul style="list-style-type: none"> Short forms of Shun Hook Phrases derived from Shun Hook. | let them practise. <ul style="list-style-type: none"> Illustrate to learners how to write short forms derived from the shun hook and let them drill. Illustrate to learners how to write phrases using words and short forms. |

Assessment Strategies

Assign the learner to:

- i) write words following the shun hook principles.
- ii) take in shorthand and transcribe a dictation test at a speed of 50 w.p.m.

Teaching and Learning Resources

- Charts of Short forms of Shun Hook

Sub-module 6: Compound Consonants

Duration: 15 Hours

| Competences | Content | Teaching and Learning Strategies |
|--|--|---|
| The learner: <ul style="list-style-type: none"> writes in shorthand words with compound consonants. uses short forms of compound consonants to write sentences. | <ul style="list-style-type: none"> KW, GW, MP, LR, RR, WH Short forms of compound consonants. Phrases derived from compound consonants. | <ul style="list-style-type: none"> Demonstrate to learners how to write words with compound consonants and let them drill. Give learners exercises to write short forms derived from compound consonants. |

Assessment Strategy

Give learners tests to write and transcribe words with compound consonants.

Teaching and Learning Resources

Charts with Compound Consonants

NCSM215: Typewriting III

Duration: 75 Hours

Module Overview

The module acquaints the learner with skills and competences to type letters with continuation sheets. It will also enable the learner to design and display tables on different paper sizes.

Learning outcome

By the end of the module, the learner should be able to type with continuation sheets, and tables at a speed of 40 words per minute.

Sub-module 1: Continuation Sheets

Duration: 16 Hours

| Competences | Content | Teaching and Learning Strategies |
|---|--|---|
| The learner types business letters, memos and manuscripts with continuation sheets. | <ul style="list-style-type: none"> • Business letters • Memos • Manuscripts | <ul style="list-style-type: none"> • Guide learners to type business letters, memos, and manuscripts with continuation sheets and let them practise. |

Assessment Strategy

Give learners assignments to type business letters, memos and manuscripts with continuation sheets.

Sub-module 2: Simple Tabulation

Duration: 16 Hours

| Competences | Content | Teaching and Learning Strategies |
|--|---|--|
| The learner: <ul style="list-style-type: none"> • applies vertical & horizontal centring in typing tables • produces a well ruled table. | <ul style="list-style-type: none"> • Vertical and Horizontal centring • Ruling tables • Alignment of figures | <ul style="list-style-type: none"> • Illustrate the procedures taken to centre tables both vertically & horizontally and let them practise. • Demonstrate the ruling |

| Competences | Content | Teaching and Learning Strategies |
|---|---------|---|
| <ul style="list-style-type: none"> draws tables with well aligned figures. | | <ul style="list-style-type: none"> of tables and let learners practise. Guide learners to align figures in a table. |

Assessment Strategies

- i) Assign learners to centre a table both vertically and horizontally.
- ii) Provide a draft table with figures for learners to align in a centred table.

Teaching and Learning Resources

Charts of:

- vertical and horizontal centring
- aligned figures

Sub module 3: Advanced Display

Duration: 14 Hours

| Competences | Content | Teaching and Learning Strategies |
|---|--|--|
| The learner: <ul style="list-style-type: none"> produces menus for different purposes. designs advertisements in various formats. | <ul style="list-style-type: none"> Menus Notices Advertisements | <ul style="list-style-type: none"> Task learners to compose menus and notices for different purposes. Guide learners to develop advertisements in different formats and display. |

Assessment Strategy

Assign learners to produce notices, menus and advertisements.

Teaching and Learning Resources

Samples of:

- menus
- notices
- advertisements

Sub-module 4: Paragraphs and Content

Duration: 14 Hours

| Competences | Content | Teaching and Learning Strategies |
|--|---|---|
| The learner: <ul style="list-style-type: none"> types texts with numbered paragraphs. produces outlined content with numbering. types documents with inset content. | <ul style="list-style-type: none"> Numbering of paragraphs Inserting content Numbering of content. | <ul style="list-style-type: none"> Guide learners to type texts with numbered paragraphs. Illustrate how to inset content in a text. Give learners homework to type and number outlined content. |

Assessment Strategy

Assign learners to produce work with numbered paragraphs and inserted content.

Sub-module 5: Meetings

Duration: 15 Hours

| Competences | Content | Teaching and Learning Strategies |
|---|--|--|
| The learner: <ul style="list-style-type: none"> Develops an invitation letter for a meeting. drafts an agenda for a meeting. types minutes of a meeting. | <ul style="list-style-type: none"> Invitations Agenda Minutes | <ul style="list-style-type: none"> Guide learners formulate an invitation and agenda for a meeting.. Guide learners on how to type minutes during a meeting. |

Assessment Strategy

Organise a few learners to role-play a meeting and task the rest of the class to take minutes of the discussions.

NCRM216: Real Life Project 3

Duration: 60 Hours

Module Overview

The module is intended to enable the learner 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 project level, the learner should be able to set up strategies through which to remain in business despite the availability of competition.

Generation of Value Additions

Duration: 60 Hours

| Competences | Content | Teaching and Learning Strategies |
|---|---|--|
| The learner: <ul style="list-style-type: none"> improves product/service quality. creates product distinction. provides outstanding customer services. | Emphasis: <ul style="list-style-type: none"> Product/service quality Uniqueness of products/ services Cost management Customer care | <ul style="list-style-type: none"> Monitor the project progress. Supervise the use of assets. Guide learners on product modification. |
| Sample Projects <ul style="list-style-type: none"> Secretarial bureau Internet café Typing services Mobile money services Telephone services Stationery shop | | |

Detailed Module Description for Year 2 Semester 2

NCSM221: Shorthand IV

Duration: 75 Hours

Module Overview

The module will acquaint the learner with a deeper understanding of the shorthand strokes and enable him/her to listen and take note of words spoken at higher speed.

Learning Outcome

By the end of this module the learner should be able to listen to talks and take dictation in shorthand at a speed of 60 words per minute.

Sub-module 1: Wl And Whl

Duration: 15 Hours

| Competences | Content | Teaching and Learning Strategies |
|--|--|--|
| The learner: <ul style="list-style-type: none"> • applies the right principles when writing words with consonants wl and whl in shorthand. • writes short forms of the wl and whl consonants. • writes shorthand phrases derived from words with wl and whl consonants. | <ul style="list-style-type: none"> • Principles • Short form • Phrases with consonants wl and whl | <ul style="list-style-type: none"> • Guide learners on the principles followed when writing words with consonants wl and whl. • Demonstrate how to write short forms of consonants wl and whl. • Give learners exercise to write phrases with consonants wl and whl.. |

Assessment Strategy

Dictate to learners a text with wl and whl consonants to write in shorthand at a speed of 60 words per minute.

Teaching and Learning Resources

Charts of:

- Short form of Wl And Whl
- Phrases with consonants wl and whl

Sub-module 2: Tick H and dot H

Duration: 12 Hours

| Competences | Content | Teaching and Learning Strategies |
|---|---|---|
| <p>The learner:</p> <ul style="list-style-type: none"> • writes words with tick and dot H. • forms phrases using words with tick and dot H. • writes words with omission of tick and dot H without changing the meaning. | <ul style="list-style-type: none"> • Principles of tick and dot H. • Phrases with tick and dot H. • Omission of the consonants tick and dot H. | <ul style="list-style-type: none"> • Demonstrate to learners how to write phrases using words with tick and dot H. • Guide learners to apply tick and dot H in writing words and when to omit them. |

Assessment Strategies

Give learners exercise to:

- write phrases with tick and dot H.
- without tick and dot H.

Teaching and Learning Resources

- Charts of Tick H and dot H

Sub-module 3: Halving and Thickening

Duration: 16 Hours

| Competences | Content | Teaching and Learning Strategies |
|---|---|--|
| The learner: <ul style="list-style-type: none"> Halves and thickens words as per the principle of the strokes. Writes short forms derived from halving and thickening principle. Writes phrases with halves and thick strokes. | <ul style="list-style-type: none"> Principles of halving and thickening. Short form of halving and thickening. Phrases with halves and thick strokes | <ul style="list-style-type: none"> Illustrate to learners how to halve and thicken strokes and let them drill. Demonstrate how to write short forms of halves and thick strokes Guide learners to write phrase using the principle of halving and thickening. |

Assessment Strategy

Give learners assignment to write in shorthand texts with halves and thick strokes.

Teaching and Learning Resources

- Chart of halved and thickened strokes

Sub-module 4: Doubling Principle

Duration: 16 Hours

| Competences | Content | Teaching and Learning Strategies |
|--|---|---|
| The learner: <ul style="list-style-type: none"> writes curved strokes of tr, dr, and thr.. writes short forms derived from tr, dr, and thr. writes phrases derived from doubling principle. | <ul style="list-style-type: none"> Curved strokes; tr, dr, thr Short forms of tr, dr, thr Phrases with tr, dr, thr | <ul style="list-style-type: none"> Demonstrate to learners how to write tr, dr, and thr. Guide learners to write short forms of words with tr, dr, and thr and let them drill. Illustrate to learners how to write phrases and let them drill. |

Assessment Strategy

Assign learners to write and transcribe phrases with tr, dr, thr.

Teaching and Learning Resources

Charts of:

- Curved strokes; tr, dr, thr
- Short forms of tr, dr, thr
- Phrases with tr, dr, thr

Sub module 5: Prefixes, suffixes and word-endings

Duration: 16 Hours

| Competences | Content | Teaching and Learning Strategies |
|--|---|---|
| <p>The learner:</p> <ul style="list-style-type: none"> • observes the principles of words with prefixes, suffixes and word endings. • writes short forms of words with prefixes, suffixes and word ending signs. • writes phrases using words with prefixes, suffixes and word endings. | <ul style="list-style-type: none"> • Principles of Con, com, cum, cog, and accom • Short forms • Phrases | <ul style="list-style-type: none"> • Illustrate to learners how to prefix, suffix and end words. • Guide learners to write short forms of words with prefixes, suffixes and let Guide learners to write phrases with prefixes and suffixes. |

Assessment Strategies

Give learners tasks to write words and phrases with Con, com, cum, cog, and accom.

NCSM222: Typewriting IV

Duration: 60 Hours

Module Overview

The module will enhance the learner's abilities to produce and reproduce documents, tables and displays more effectively and efficiently.

Learning Outcome

The learner manipulates the typewriter by touch-typing, displays and produces documents at a speed of 45 words per minute.

Sub-module 1: Display of Work

Duration: 20 Hours

| Competences | Content | Teaching and Learning Strategies |
|--|---|---|
| The learner: <ul style="list-style-type: none"> types texts with consistence in word division at line endings. types texts with justified margins. designs borders on documents types texts accurately at a speed of 45 w.p.m. | <ul style="list-style-type: none"> Word division at line endings. Justified right and left margins. Ornamentation (Decorated borders) Accuracy and speed development. | <ul style="list-style-type: none"> Illustrate the procedure taken to divide words at line endings and guide learners through practice. Guide learners to set right and left margins of a document. Let learners demonstrate the designing of borders on texts. Give learners passages to type to improve on their speed and accuracy. |

Assessment Strategy

Give learners assignments to type texts with justified margins, and designed borders.

Teaching and Learning Resources

Samples of typed work with:

- Word division at line endings
- Justified right and left margins
- Ornamentation

Sub-module 2: Tabulation

Duration: 20 Hours

| Competences | Content | Teaching and Learning Strategies |
|---|--|---|
| <p>The learner:</p> <ul style="list-style-type: none"> • designs tables with vertically and horizontal centring • draws tables with varied column sizes. • designs tables with leader dots. • writes curriculum vitae/ resume in a tabular format. • types texts at a speed of 45 w,p.m. | <ul style="list-style-type: none"> • Horizontal and vertical centring • Varying the space between columns • Leader dots • Curriculum vitae/resume in a table form • Accuracy and speed development. | <ul style="list-style-type: none"> • Illustrate how to centre tables both vertically and horizontally with varying column widths. • Task learners to design tables with leader dots. • Guide learners to design attractive curriculum vitas. • Give learners texts with leader dots to type to improve on their speed and accuracy. |

Assessment Strategy

Assign the learner to design and type tabulated curriculum vitae.

Teaching and Learning Resources

Samples of typed work with:

- Horizontal and vertical centring
- Varying the space between columns
- Leader dots
- Sample of tabulated CV

Sub-module 3: Advanced Letters

Duration: 20 Hours

| Competences | Content | Teaching and Learning Strategies |
|---|--|--|
| The learner: <ul style="list-style-type: none"> types with continuation sheet at a speed of 45 w.p.m. types letter and puts an attachment. observes to ethics of typing confidential letters. cuts stencil. | <ul style="list-style-type: none"> Continuation sheet Typing confidential letters Attachments/enclosures Cutting stencil | <ul style="list-style-type: none"> Display samples of advanced letters and task learners to type them. Demonstrate the cutting of stencil and let learners practise. |

Assessment Strategy

Give learners homework to type letters with an attachments.

Teaching and Learning Resources

- Typing machines
- Computers
- Paper cutters
- Ribbons and spools
- Stencil

NCBK223: 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 Outcomes

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: 4 Hours

| Competences | Content | Teaching and Learning Strategies |
|---|---|---|
| The learner: <ul style="list-style-type: none"> • 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. | <ul style="list-style-type: none"> • Origin and spread of Kiswahili • Importance of Kiswahili to Ugandans • Greetings <ul style="list-style-type: none"> - At different times - To elders, peers, the young - To one person - To many people • General Introduction <ul style="list-style-type: none"> - Of oneself - Of others | <ul style="list-style-type: none"> • 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 secretarial and office management.
- ii) greeting of peers, elders and supervisors at different times.

Sub-module 2: Definite Articles

Duration: 6 Hours

| Competences | Content | Teaching and Learning Strategies |
|--|--|--|
| The learner: <ul style="list-style-type: none"> • makes correct use of the Kiswahili alphabet. • pronounces Kiswahili verbs and names in the correct accent. • states phrases in the correct tense. | <ul style="list-style-type: none"> • Vowels and Consonants, • Verbs and Nouns • Production of Kiswahili sounds/Accent | <ul style="list-style-type: none"> • 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

- Kiswahili dictionary
- Documentaries
- Charts
- Video recordings
- Tape recorders
- Radio cassettes
- Kiswahili dictionary

Sub-module 3: Polite Language

Duration: 7 Hours

| Competences | Content | Teaching and Learning Strategies |
|---|--|---|
| The learner: <ul style="list-style-type: none"> expresses appreciation to others. makes requests for products, services, or places by names. identifies people by their professional titles. | <ul style="list-style-type: none"> Welcoming customers Making requests Presenting menu Expressing appreciation Advertising of products Negotiating for better terms Asking for pardon | <ul style="list-style-type: none"> Organise a role-play in which learners shall make simple expressions involving asking for a particular product, 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:

- Role-play the receiving of clients and providing information of the available goods/services.
- Give assignment to design and format a Kiswahili advert for the available secretarial services.

Teaching and Learning Resources

- The Internet
- Kiswahili dictionary

Sub-module 4: Indefinite Articles

Duration: 6 Hours

| Competences | Content | Teaching and Learning Strategies |
|--|--|---|
| The learner: <ul style="list-style-type: none"> combines words to construct good sentences. asks questions and responds to | <ul style="list-style-type: none"> Introductory vocabulary Sentence pattern Questions and | <ul style="list-style-type: none"> Guide learners to use the indefinite article to construct sentences. Group learners to role play the asking and answering of questions |

| Competences | Content | Teaching and Learning Strategies |
|---|--|---|
| inquiries. • expresses likes and dislikes. | responses • Expressing likes and dislikes | 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.

Teaching and Learning Resource

Swahili dictionary

Sub-module 5: Numbers and Arithmetic

Duration: 06 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: 08 hours

| Competences | Content | Teaching and Learning Strategies |
|---|--|--|
| The learner: <ul style="list-style-type: none"> • makes a logical flow of sentence construction. • applies the singular and plural nouns/verbs correctly. • applies correct Kiswahili tenses in sentence construction. | <ul style="list-style-type: none"> • Basic sentence elements • Sentence logic • Singular and plural • Tenses | <ul style="list-style-type: none"> • 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

Assess learners on:

- i) the way they arrange the words in a sentence.
- ii) the rule of singular and plural.
- iii) the application of tenses.

Sub-module 7: Professional Related Vocabulary

Duration: 08 Hours

| Competences | Content | Teaching and Learning Strategies |
|--|---|--|
| A learner: <ul style="list-style-type: none"> • applies the secretarial terminologies correctly. • identifies and names the tools, materials, and equipment used | <ul style="list-style-type: none"> • Terminologies used in secretarial and office management. • Prices, Quantity, Quality, Order • Names of tools, materials, and equipment used for secretarial work. | <ul style="list-style-type: none"> • Guide learners to identify and name the tools, materials, and equipment used by the secretaries. • Ask learners to research on the Swahili titles for the |

| Competences | Content | Teaching and Learning Strategies |
|--|--|--|
| for the secretarial work. <ul style="list-style-type: none"> refers to different officers by their titles. describes the tasks performed by different officials in the secretarial department. | <ul style="list-style-type: none"> Professional titles like secretary, stenographer, copy typist, clerk, office messenger, manager, cashier, visitor, and customer. Tasks performed by secretaries | staff that work in the secretarial department. <ul style="list-style-type: none"> Discuss with learners the tasks performed by different officials in the secretarial department. |

Assessment Strategy

Assign the learner to write the titles and tasks performed by various professionals in secretarial and office administration.

Teaching and Learning Resources

- The Internet
- Kiswahili dictionary

Suggested References

Almasi, WF 2014, Swahili Grammar for Introductory and Intermediate Levels.

Donavan, M, & Lutz M, (2011). Swahili: A Complete Module for Beginners. 2nd Edition; Dar-es-Salaam, Living Language Publishers

Maw, JE 2012 Swahili for Starters: A practical Introductory and Intermediate level.

Perrot, D.V., (2010). Essentials of Business Kiswahili. A Teach Yourself Guide. Nairobi, Kenya Publications.

NCFR224: 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 the learner to reprographic methods and the equipment used in the reproduction of information. The learner 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: <ul style="list-style-type: none"> • develops the reprographic program to be followed when reproducing documents. • devises protective measures to keep documents safe. | <ul style="list-style-type: none"> • Meaning of reprography • Developing reprographic program • Reprographic activities | <ul style="list-style-type: none"> • Let learners brainstorm on 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.

Teaching and Learning Resources

- Printers
- Photocopiers
- Duplicators
- Scanners

Sub-module 2: Reprographic methods

Duration: 7 Hours

| Competences | Content | Teaching and Learning Strategies |
|---|---|--|
| The learner: <ul style="list-style-type: none"> • designs methods of multiplying documents. • applies different methods such as printing, duplicating, photocopying or scanning to reproduce documents. | <ul style="list-style-type: none"> • Printing • Duplicating • Photocopying • Scanning | <ul style="list-style-type: none"> • Lead a guided demonstration of the different reprographic methods. |

Assessment strategy

Test learners on the methods used to re-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 and operates reprographic equipment to produce documents. | <ul style="list-style-type: none"> • Printing Machine • Photocopying machine • Duplicating machine • Types of each machine • Factors to consider when purchasing. • Care and maintenance | <ul style="list-style-type: none"> • Lead a guided discussion on the different types of reprographic equipment. • Demonstrate the use of each reprographic machine in reproducing documents. |

Assessment Strategy

Give learners tasks to operate reprographic equipment.

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. | <ul style="list-style-type: none"> • Digital printing • Offset printing • Lithographic processes • Merits and demerits of each printing method, | <ul style="list-style-type: none"> • 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 Resource

- Printer
- Computer
- CD/DVD
- Flip charts/ stand
- Mark pens
- Video/audio

Sub-module 5: Duplicating

Duration: 14 hours

| Competences | Content | Teaching and Learning Strategies |
|---|---|--|
| The learner: <ul style="list-style-type: none"> • duplicates documents using hectographs , stencil, or spirit. • analyses the merits and demerits of each duplicating method. | <ul style="list-style-type: none"> • Duplicating methods <ul style="list-style-type: none"> - Hectograph - Stencil duplicating - Sprit duplicating • Duplicating process • Merits and demerits of each method. | <ul style="list-style-type: none"> • 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 |
|--|---|---|
| <p>The learner:</p> <ul style="list-style-type: none"> • photocopies documents using thermograph, electrostatic, or dyeline methods. • analyses the merits and demerits of each photocopying method. | <ul style="list-style-type: none"> • Photocopying methods <ul style="list-style-type: none"> - Thermograph - Electrostatic (Wet method and Xerography) - Dyeline • Merits and demerits of each photocopying method. | <ul style="list-style-type: none"> • Demonstrate to learners how to operate a photocopying machine. • Guide learners through practice to 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
- Cartridge
- Stationary

Suggested References

UC (2012) Reprographic guidelines. Printing and Reprographics; Atlanta printing plant.

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NCSM225: Real Life Project

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 him/her 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: 60 Hours

| Competences | Content | Teaching and Learning Strategies |
|---|--|---|
| The learner: <ul style="list-style-type: none"> improves on the quality of products/services. makes more products to expand the project. presents the project products/services. | <ul style="list-style-type: none"> Product/service modification Project expansion Project diversification Project presentation | <ul style="list-style-type: none"> Guidelines 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 <ul style="list-style-type: none"> Laminating, binding, and sealing documents Photocopying/printing/scanning services Designing receipt books Duplicating Internet café Telephone services | | |

NCSM226: Internship (IT)

Duration: 240 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 providing secretarial services in a professional manner.

Sub-module 1: Internship

Duration: 240 Hours

| Competences | Content | Teaching and Learning Strategies |
|--|---|---|
| The learner: <ul style="list-style-type: none"> • observes safety, health and environmental regulations • acquaints with working environment. • familiarizes with office tools and equipment • protects records and other office information. • translates theoretical knowledge learnt into practice in a working environment. | <ul style="list-style-type: none"> • 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 | <ul style="list-style-type: none"> • 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 |
|--|---|---|
| <ul style="list-style-type: none"> • interrelates with others. • writes performance reports. • demonstrates ethical and professional code in handling secretarial work. | <ul style="list-style-type: none"> • Customer care | <ul style="list-style-type: none"> • Supervise the learners as they train. • Guide and advise the learner in the areas of need. |

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 Internship 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 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 or machines in the office | 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 Observation | 15 | | |
| | 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, then the total mark obtained will be computed to 50%.

Appendix 3: Internship Assessment Form for Academic Supervisor

| | | | | |
|---|--|--------------|--------------|----------------------------|
| Name of Institution..... Name of the firm..... | | | | |
| 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 enabled him to perform? | 2 | | |

| | | | | |
|----------|---|-----------|--|--|
| | 6. How did the learner describe the new knowledge and skills gained? | 3 | | |
| | 7. How did the learner explain his relationship with his co-workers and supervisors and how he plans to improve or maintain it? | 2 | | |
| | 8. How did the learner relate the industrial training tasks to his training as a secretary? | 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 on 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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