



NATIONAL CERTIFICATE IN RECORDS AND INFORMATION MANAGEMENT (NCRM)



Syllabus For Business and Vocational Institutes in Semesters



**THE REPUBLIC OF UGANDA
Ministry of Education and Sports**

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Foreword

Business, Technical, and Vocational institutes have embarked on training and developing learners in line with the Government's strategy (2008) to provide skills for the majority of Ugandans in line with her emphasis on the BTVET Strategic Plan of "Skilling Uganda".

The development of this curriculum started with a survey of the world of work, which included employers and graduates of certificate courses. A report from the survey culminated into the development of Professional Profiles, which included various jobs and tasks that the graduates of Records and Information Management can perform. This finally led to the development of the modules that constitute this curriculum.

The curriculum has been updated bearing in mind the current labour market demand for employees, it is learner-centred, and competence-based focussing on the core tasks for the learners and involves continuous assignment as learners get along with the training. Each semester requires execution of a real life project so as to develop the learners' competences to put what is studied in class into practice, and develop professional attitudes towards self-employment. Instructors and lecturers are therefore urged to properly follow the requirements of the curriculum and make BTVET Institutions the Centres of excellence in skills development. This will in turn, lead to greater trade, industrialisation, and faster growth of our economy.

Permanent Secretary
Ministry of Education and Sports

Acknowledgement

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Ministry of Education and Sports, 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 enormous financial support that enabled the review and harmonisation of the various curricula, and their contributions towards the implementation policies.

We shall always be grateful for their ideas, time and efforts towards the development of the National curricula.

Mrs Grace K. Baguma

Director

NATIONAL CURRICULUM DEVELOPMENT CENTRE

List of Acronyms and Abbreviations

ABC	Abstinence, Be Faithful, Use Condom
AIDS	Acquired Immunodeficiency Syndrome
BCC	Behaviour Change and Communication
CD	Curriculum Development
CGPA	Cumulative Grade Point Average
CH	Contact Hours
CTF	Curriculum Task Force
CU	Credit Units
DES	Directorate of Education Standards
DIT	Directorate of Industrial Training
ELTE	Electronic Learning and Teaching Environment
GP	Grade Point
HCT	HIV Counselling and Testing
HIV	Human Immunodeficiency Virus
MOES	Ministry of Education and Sports
MoH	Ministry of Health
MOLGSD	Ministry of Labour, Gender and Social development
NCDC	National Curriculum Development Centre
NCHE	National Council for Higher Education
NCRIM	National Certificate in Records and Information Management
NCRM	Letter codes for core module of NCRIM
NGO	Non-Governmental Organisation
NP	Normal Progress
NVQF	National Vocational Qualification Framework
PEP	Post Exposure Prophylaxis
PH	Practical Hours
PP	Probationary Progress
PPDA	Public Procurement and Disposal of Assets Act
SACCO	Savings and Credit Co-operative
SHE	Safety Health and Environment
SJA	Safe Job Analysis
SMC	Safe Male Circumcision
STI's	Sexually Transmitted Infections
NCBE	Module code for Business Entrepreneurship
NCCA	Module code for Computer Applications Skills
CH	Contact Hours
NCCS	Module code for Business Communication Skills
TH	Training Hours
UBTEB	Uganda Business and Technical Examinations Board
UNAIDS	Joint United Nations Course on HIV and AIDS

UNEB	Uganda National Examinations Board
VAT	Value Added Tax
VTI	Vocational Training Institute
WoW	World of Work

Introduction

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

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

Record information

Classify Records

Index and Abstract Records

Appraise and retain Records

Receive and Dispatch Records

Preserve and Conserve records

Guidelines for implementing the NCRIM curriculum

Programme Title

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

Duration of the programme

The National Certificate in Records and Information Management is full time programme taught in two academic years. Each academic year will consist of two semesters composed of 17 weeks of which 15 weeks shall be for training and continuous assessments and 2 weeks for final examinations. However, the CBET system allows free exit before completion once the learner obtains some skills to enable him/her earn a living; and may continue with the programme at a later date.

Admission/Entry requirements

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

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

The candidate should be a holder of Uganda Certificate of Education with three passes without restrictions on the passes and year of sitting,

b) Certificate Entry Scheme

The candidate should hold a Junior Vocational Certificate (JVC), obtained from any recognised institution.

Curriculum Implementation

The curriculum for National Certificate in Records and Information Management is based on a semester system. During the training, assessments shall be carried out on a continuous basis as a CBET requirement. Each module contains sub-modules that will help the learner to perform the core tasks aimed at providing:

- Applied knowledge,
- Practical skills, 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 Records and Information Management (NCRM)

NCRM graduates may opt to further their skills and education by offering a diploma and or degree in Records and Information Management or any other vocational programme of one's choice.

Assessment Criteria

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

- Continuous assessments 40%
- Final examinations 60%

b) Continuous assessments

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

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

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

d) A candidate shall be considered to have acquired a competence on performing tasks required in the labour market. One must have attended **at least 75%** of the module and undergone both continuous assessment and end of year examinations.

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

Real life Projects

This involves a combination of subjects' knowledge, process skills and transferable abilities. Learners have to apply classroom knowledge and skills proactively in a real-life context for an extended period of time. Each learner will be required to run a project outside classroom time. At the end of every semester a learner should have a visible real life project on the ground to be authenticated by UBTEB. Project work shall be assessed continuously by the instructors and marked out of 100% just like other modules. This shall be based on both the final product and the process involved in making it. A team of examiners from UBTEB will be moving around to assess the implementation, authenticity, and progression of the projects.

Project assessment shall be as follows:

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
<u>Final product</u>	<u>25marks</u>
<u>TOTAL</u>	<u>100 marks</u>

Industrial Training

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

- i. An industrial supervisor shall award 50% of the marks. This is because she/he is in contact with the learner much of the time and gives the necessary practical guidance, support, corrections, and observation.
- ii. An academic supervisor shall visit the industry on appointment and award 30% of the marks. She/he shall interact with the learner in the presence of the industrial supervisor where applicable.
- iii. An Industrial Training report shall be written by the trainee and submitted to UBTEB. This will be marked out of 20% and the scores added to the marks awarded by the industrial and academic supervisors to make 100%. The following assessment guide may be applied by the supervisors:

• Attendance	05 marks
• Time management	05 marks
• Teamwork	05marks
• Creativity and innovativeness	15 marks
• Customer care	10 marks
• Health and safety	15 marks
• Actual performance	25 marks
• Written report	20 marks

TOTAL **100%**

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

Awards

A learner who completes the module with at least 2.0 Cumulative Grade Point Average (CGPA) in all the modules shall be awarded a classified **“National Certificate in Records and Information Management** by Uganda Business and Technical Examinations Board (UBTEB).

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

On completion of year one, a learner may on request be given a statement of results by the UBTEB indicating the grades obtained in each module.

Module credits and the Weighting System

- i) Each module will be weighted using the credit units (CU).
- ii) One credit unit is equivalent to 15 contact hours (CH).
- iii) A contact hour can either be a teaching/lecture hour (LH), tutorial hour (TH), field visit hour (FVH) or practical hour (PH).
- iv) One contact hour is equivalent to 1 lecture hour, or 2 tutorial hours, or 2 practical /field visits hours.
- v) Credit units (CU) range from a minimum of 2.0 to a maximum of 5.0 based on the level of relevancy in the programme.
- vi) Hence a module weighted 2 CU would take 30 contact hours, 3 CU would take 45 contact hours 4 CU, would have 60 contact hours, and 75 contact hours for a module with 5 CU. No module will have less than 2 CUs or more than 5 CUs.

Grading

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

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

Cumulative Grade Point Average (CGPA)

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

Computation of the CGPA

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

- i. Multiplying the grade points obtained in each module by the corresponding credit units assigned to the module to arrive at the weighted score for that module.
- ii. Adding together the weighted scores for all modules up to that time
- iii. Dividing the total weighted scores by the total number of credit units taken up to that time.

Classification of the Certificates

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

Class	CGPA
Distinction	4.40 – 5.00
Credit	3.60 – 3.59
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 occurs when a student passes all the courses taken in a semester with a grade point of not less than 2.0.

b) Probationary progress

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

c) 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 the learner get a lower grade for a retake, his/her original grade shall prevail.
- iii. Whenever a module is retaken and passed, the academic transcript should **not** indicate it as a retake.

Dead Year

A learner shall be allowed to apply for a dead year of study due to financial constraints, sickness or any other genuine problem and should be allowed to resume the module at the level he/she exited for the dead year. A learner who applies for a dead year should bear in mind that he/she has to complete the course within a duration of **five (5)** years from the time of enrolment and registration into the programme.

Academic Load

A Certificate course 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**.

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

YEAR ONE SEMESTER ONE

Paper Name and Code	Examination Format
NCBK111: Bookkeeping NCCS112: Basic Communication Skills NCRM 114: Fundamentals of Records Management. NCRM115: Basic Library Operations and Management	Each paper shall consist of eight questions and the candidate shall be required to answer any five marked out of 100% . All questions shall carry equal marks of 20 each. The questioning techniques to be applied should seek for the candidate's ability to remember, comprehend, apply, analyse, synthesise and evaluate conditions. The duration shall be 2 hours and 30 minutes.

NCCA113:Computer Applications	<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 the assessing body.</p> <p>The questioning techniques to be applied should seek for the candidate's ability to, comprehend, apply, analyse, synthesise and evaluate conditions.</p> <p>The duration of this examination shall be three hours.</p>
NCRM116: Real life project	<p>The real life projects shall consist of continuous assessments marked out of 100%.</p> <p>UBTEB shall verify the authenticity of the awarded marks from the completed projects on the ground and learners' participation through presentations.</p> <p>The tasks to be performed shall seek the candidate's ability to remember, comprehend, analyse, synthesis, evaluate and apply the knowledge in a real life condition.</p> <p>The total duration of the project assessment shall be the period during the 15 weeks of teaching in an academic year of study.</p>
YEAR ONE SEMESTER TWO	
NCPE121: Principles of Economics NCOM122: Office Practice NCRM123: Elements of Preservation and Conservation in Records NCRM124: Registry Management NCE125: Elements of Entrepreneurship Development	<p>Each paper shall consist of seven questions and the candidate shall be required to answer any five marked out of 100%. All questions shall carry equal marks of 20 each.</p> <p>The questioning techniques to be applied should seek for the candidate's ability to remember, comprehend, apply, analyse, synthesise and evaluate conditions.</p> <p>The duration shall be 2 hours and 30 minutes.</p>
NCRM125: Real life project	<p>The real life projects shall consist of continuous assessments marked out of 100%.</p> <p>UBTEB shall verify the authenticity of the awarded marks from the completed projects on the ground and learners' participation through presentations.</p> <p>The tasks to be performed shall seek the candidate's</p>

	<p>ability to remember, comprehend, analyse, synthesis, evaluate and apply the knowledge in a real life condition.</p> <p>The total duration of the project assessment shall be the period during the 15 weeks of teaching in an academic year of study.</p>
YEAR TWO SEMESTER ONE	
<p>NCRM212: Legal and Policy Aspects in Records</p> <p>NCRM213: Document Works and Information Services</p> <p>NCRM214: Fundamentals of Stores Management</p> <p>NCRM 215: Electronic Records Management</p>	<p>The paper shall consist of three practical questions carrying 50 marks each. A candidate will be required to answer any two questions for a total of 100% marks. A print out of the practical outputs together with the softcopies of all files used will be sent to the assessing board, UBTEB.</p> <p>The questioning techniques to be applied should seek for the candidate's ability to comprehend, apply, analyse, synthesise and evaluate conditions.</p> <p>The duration of this examination shall be three hours.</p>
NCRM 216: Real life project	<p>The real life projects shall consist of continuous assessments marked out of 100%.</p> <p>UBTEB shall verify the authenticity of the awarded marks from the completed projects on the ground and learners' participation through presentations.</p> <p>The tasks to be performed shall seek the candidate's ability to remember, comprehend, analyse, synthesis, evaluate and apply the knowledge in a real life condition.</p> <p>The total duration of the project assessment shall be the period during the 15 weeks of teaching in an academic year of study.</p>
YEAR TWO SEMESTER TWO	
<p>NCRM223: Introduction to Marketing of Information Services</p> <p>NCRM 224: Fundamentals of Archives management</p> <p>NCFS225:</p>	<p>The paper shall consist of two sections A and B with a total of seven questions.</p> <p>The candidate will be required to answer five questions.</p> <p>Section A shall consist of one compulsory question.</p> <p>Section B shall consist of six high order questions and the candidate will be required to answer any four.</p> <p>All questions shall carry equal marks.</p> <p>The questioning techniques to be applied should</p>

	seek for the candidate's ability to remember, comprehend, apply, analyse, synthesise and evaluate conditions.
NCKS 222:Basic Kiswahili	<p>The paper shall consist of two sections A (General Kiswahili) and B (Professional Kiswahili). Section A shall consist of five questions and a candidate will answer any three. Section B shall consist of three questions and a candidate will answer any two. All questions shall carry equal marks.</p> <p>The questioning techniques to be applied should seek for the candidate's ability to communicate and apply Swahili language in records and information management fields. The duration of the practical examination shall be three hours.</p>
NCRM 224: Real Life Project 2	<p>The real life project shall consist of continuous assessment marks.</p> <p>UBTEB shall verify the authenticity of the awarded marks from the completed projects and learners' participation through presentations.</p> <p>The tasks to be performed should seek for the candidates' ability to remember, comprehend, apply, analyse, synthesise and evaluate conditions.</p> <p>The total duration of the project assessment shall be the period during the 15 weeks of teaching in an academic year of study.</p>

Professional Profile for NCRM

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

Job Titles and Tasks of NCRM

The main duties and tasks performed by graduates of the National Certificate in Records and Information Management (NCRM) include the following:

Job Titles	Duties	Tasks
Records Assistant	Receive Records	<p>Acknowledging receipt of records</p> <p>Registering both incoming and outgoing Records</p> <p>Identifying different types of records</p> <p>Providing records security</p>

	Classify Records	Sorting records Categorising records Recording Audio visual information
	File Records	Describing files Cleaning shelves Labelling shelves/cabinets Creating physical files Maintaining file order Backing up files Archiving files Folioing Records Designing file location slips for tracking file movement Weeding files Receiving information requests Locating files Recording file movement Noting information actions taken
	Appraise and retain Records	Sorting records for appraisal Disposing off unwanted records Retaining records Accessioning records Transferring records to the archival centre
	Index and Abstract Records	Preparing records for indexing Cross-checking the indexable language Creating file index Analysing records for abstracting
	Carry Out File Census	Cross-checking accessions Counting of files Scanning through file location slips Verifying file contents Carrying out file reconciliation Following up missed documents/files Preparing report
	Dispatch Records	Receipting outgoing document Sorting document for dispatch Packaging document for dispatch Delivering file to dispatch agent Preparing dispatch report Routing documents
	Manage Electronic	Receiving Electronic files

	Documents	Creating electronic documents Processing and manipulating E-records Retrieving E-documents Updating E-documents Backing up E-document Archiving E-documents
	Stock take information materials	Analysing information stock Transferring stock Preparing information materials Replacing old stock
	Process information and Information materials	Cataloguing information material Classifying documents Coding documents Making information labels Fixing information labels
	Preserve and Conserve records	Preserving records Identify damaged records Repairing damaged records Prescribing records Scanning the environment around the records.
	Manage Records	Designing record forms Creating index cards Registering clients' information Preparing certificates Preparing Management Information System reports
	Perform Administrative Tasks	Preparing requisitions Dispatching reports Designing office layouts Attending to office calls
Library Assistant	Collect Library Materials	Manage the circulation desk. Reserve the rare collections. Make and maintain a shelf list.
	Classify library material Catalogue library	Shelve books. File catalogue cards. Cleans the library Dust the library stock. Check for overdue borrowed materials

	material	and send reminders.
Data Entrant	Enter data.	Recording data Processing data. Storing data. Analysing data
Registry/Documentation Assistant	Classify records	Handling mails. Filing records. Opening and close files. Retrieving information. Classifying file Censoring file. Routing files to different offices.
Archive Assistant	Repair Archival Records	Receiving, conserving and preserving archival materials

Focus of Education

The focus of education for NCRM emphasises the following aspects of learning:

- i. Competence-based.
- ii. Real life practical assignments with supporting modules.
- iii. Integrated education (knowledge, skills and positive attitude).
- iv. Innovation and initiative (learning to solve problems that one has never encountered).
- v. Upward mobility and concentric curriculum: first year gives a picture of the later years and the profession (intensification).
- vi. Entrepreneurship and creativity oriented.
- vii. Health, safety, security and environmental considerations.
- viii. Sports, clubs and social interactions.
- ix. Focus on the disabled, gender, marginalized groups and equity.
- x. Sustainability, professional practice, general and specialised law.
- xi. Modularised courses.
- xii. Life skills.

Role of the Learner

The learner should:

- i. Participate fully in class work and assignments.
- ii. Be resourceful in group and personal research.
- iii. Seek guidance.
- iv. Learn to communicate - oral presentation, report writing and development of personal interactive skills.
- v. Learn to solve problems she/he has never faced before (initiation and innovation).
- vi. Participate in community-based real life projects.
- vii. Serve as ambassadors of the institution to the world of work.
- viii. Learn to work independently and as part of a team.

- ix. Keep time and manage oneself and other people effectively.
- x. Participate in sports, social and guild activities.
- xi. Participate in environment, health, safety and security awareness as well as preservation activities.
- xii. Practice leadership roles.
- xiii. Learn practical and entrepreneurship skills to enable them start up projects on their own.
- xiv.** Maintain discipline outside the institution.

Role of Teaching Staff

The teaching staff should:

- i. Prepare schemes of work and lesson plans.
- ii. Keep records of attendance, assessment and discipline.
- iii. Serve as teachers, lecturers, supervisors and coaches.
- iv. Serve as consultants/supervisors for learners' projects and assignments.
- v. Assess learners' performance.
- vi. Contribute to continuing innovation in education.
- vii. Counsel and guide learners on career and social issues that may affect their studies.
- viii. Arrange for and carry out industrial training placement and supervision.
- ix. Arrange industrial tours and site visits.
- x. Prepare learners for project work as well as assess and record learners' progress.
- xi. Guide learners in project design and writing.
- xii. Collaborate in interdisciplinary activities.
- xiii. Assess effectiveness of the courses.
- xiv. Exhibit high ethical standards and act as role models to the profession.
- xv. Carry out research, write papers or publish technical books.
- xvi. Constantly update themselves on the industry's developments and requirements.

Role of non-Teaching and Support Staff

These should:

- i. Ensure clean, healthy and attractive working and learning environment for learners and teachers.
- ii. Ensure timely delivery of materials and services for effective learning.
- iii. Maintain moral conduct.
- iv. Offer guidance and counselling to learners.
- v. Manage resources.
- vi. Ensure security of learners and the institute and their/its property.
- vii. Be flexible and willing to carry out any other duties assigned to them by the supervisors.

Role of Administrative Staff

- i. The administrative staff should:
- ii. Keep custody of Institute property (inventories).
- iii. Plan for smooth running of the institution (mobilise funds and human resources).
- iv. Ensure equity and gender equality.
- v. Link the institution with government, world of work and other stakeholders.
- vi. Support and facilitate learners' activities.
- vii. Carry out admission of learners.

- viii. Maintain and uphold the good image of the institution.
- ix. Assess the performance of staff and relevance of courses.
- x. Ensure high academic standards of the institution.
- xi. Arrange for graduations and regular meetings of alumni.
- xii. Maintain ethical and moral conduct.
- xiii. Ensure a safe and conducive learning environment.
- xiv. Provide learners with adequate learning materials.
- xv. Allow and facilitate inter-institutional activities.
- xvi. Ensure co-curricular management and its implementation.
- xvii. Appraise staff performance.
- xviii. Ensure security of learners and their property.
- xix. Ensure discipline among staff and learners.
- xx. Recommend staff for promotion or disciplinary action.
- xxi. Appraise other staff.
- xxii. Provide regular support to teaching and learning process.

Effective Learning Environment

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

- i. Adequate physical infrastructure such as classrooms, laboratories, workshops and libraries equipped with relevant teaching/learning resources.
- ii. Electronic learning and teaching environment (ELE) such as computers, projectors, printers, photocopiers and printers to support teaching and learning processes.
- iii. Materials such as audio-visual aids, books, manuals, journals and equipment that offer learners and teachers professional situations.
- iv. Adequate facilities to cater for administration and other logistical terms that adequately support the educational process.
- v. Medical facilities, proper hygiene and sanitation, proper working and studying environment, good feeding, welfare and security for the learners and staff.
- vi. Proper motivation and inspiration of staff and learners to attract commitment for the certificate course.
- vii. Arrangement of seminars, workshops and exhibitions, as well as sites and field visits.
- viii. A platform for learners and staff to air out their views such as representation on governing councils.
- ix. Professional personnel to adequately maintain all facilities such as sanitation.

Co-Curricular Activities

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

- i. Ensure that there are adequate sports and recreational facilities.
- ii. Provide an effective learners' guild through which sports, recreational, religious and cultural activities are channeled and organised, and supported by the institute administration without discrimination.

Organisations that employ NCRM Graduates

A graduate of NCRM may be employed in any of the following organisations.

- i) Manufacturing and processing industries.

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

Teaching/learning Methods

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

1. Discussion

a) Group Discussions

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

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 by when discussing to ensure that each individual in the group contributes.
- v) Monitor the group discussions to ensure that the 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) Group presentations and general discussions.
- x) 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 the relevancy 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 role-play learners should be carefully selected and properly prepared for their roles. The remaining learners should be equally prepared for the role play by briefing them on how they are to act during the presentation. The players should try to behave naturally during the presentation.

The teacher:

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

10. Study Tour

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

11. Field Attachment

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

Summary of the Course Structure for NCRIM

Year One Semester One

CODES	COURSE	LH	PH	CH	CU
NCBK111	Bookkeeping	30	60	60	4
NCCS112	Business Communication Skills	30	30	45	3
NCCF113	Office practice	30	60	60	4
NCRM114	Fundamentals of Records Management	30	90	75	5
NCRM115	Basic Library Operations and Management	30	90	75	5
NCRM116	Real life project 1	15	90	60	4
	Total	285	90	375	25

Year One Semester Two

CODES	COURSE	LH	PH	CH	CU
NCRM 121	Registry Management	30	90	75	5
NCRM122	Fundamentals of Reprography	30	90	75	5
NCBE 123	Basic Economics	30	30	45	3
NCCA124	Computer Applications	30	60	60	4
NCED125	Elements of Entrepreneurship Development	30	60	60	4
NCRM126	Real life project 2	15	90	60	4
	TOTAL	225	270	360	25

Year Two Semester One

CODES	COURSE	LH	PH	CH	CU
NCRM211	Document Works and Information Services	30	60	60	4
NCRM212	Legal and Policy Aspects of Records	30	30	45	3
NCRM213	Introduction to Archives Management	30	90	75	5
NCSK214	Fundamentals of Stores Management	30	30	45	3
NCRM215	Introduction to Electronic Records Management	30	90	75	5
NCRM216	Real life project 3	15	90	60	4

	Total	210	90	255	24
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Year Two Semester Two

CODES	COURSE	LH	PH	CH	CU
NCRM 221	Elements of Preservation and Conservation of Records	30	90	75	5
NCRM222	Introduction to Information Services Marketing	30	30	45	3
NCKS223	Basic Kiswahili	30	30	45	3
NCRM224	Real life project 4	15	90	60	4
NCRM225	Industrial Training (2 months)	10	100	60	4
	TOTAL				21

Detailed Module Description Year One Semester One

NCBK111 : BOOKKEEPING

Contact Hours : 60 Hours

Credit Units: 4

Module Overview

This Module introduces learners to the fundamental principles and practices of bookkeeping with emphasis on the framework and procedures of recording, classifying and analysing business transactions. Learners will acquire knowledge and understanding of bookkeeping concepts and apply the generally accepted principles to their day - to - day 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/learning strategies
The learner: <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 accounting information• Applies accounting concepts, bases and standards.	<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 Accounting• Accounting Cycle• Importance of Accounting information• Users and uses of accounting information• Accounting Concepts, Bases, and Standards	<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.• 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:

Discuss the importance of bookkeeping

Identify the users and uses of accounting information.

Teaching/learning resources

- Financial Reporting Conceptual framework

Sub-module 2: Double Entry System and preparation of ledger accounts

Duration: 10 Hours

Competences	Contents	Teaching/learning strategies
The learner: <ul style="list-style-type: none">• Applies double entry rules in recording transactions in ledger accounts.	<ul style="list-style-type: none">• Concept of double entry• Double Entry Rules• Definition of a ledger• Classification of ledger accounts• Source documents• Recording transactions in ledger accounts• Balancing ledger accounts	<ul style="list-style-type: none">• Illustrate the

Assessment strategy

Assess learners on recording business transactions in ledger accounts using double entry bookkeeping and extract a trial balance.

Teaching/learning resources

- Source documents
- Ledger books

Sub-module 3 : Trial Balance

Duration : 6 hours

Competences	Content	Teaching/Learning
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		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 Notes to 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 give information.

Assessment Strategies

Assess learners on the extraction of a trial balance

Teaching/learning resources

- Ledger books containing balanced ledger accounts

Sub-module 4: Preparation of Financial Statements

Duration : 12 Hours

Competences	Content	Teaching/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 Strategies

Sub-module 5: Cash Book

Duration: 8 hours

Competences	Content	Teaching/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 accounts (ledger). • Identifies different types of cashbooks • Records transactions in cash books. 	<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) • 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 	<ul style="list-style-type: none"> • Demonstrate to the learners the dual role of a cashbook • Display different types of cashbooks for learners to identify them. • Provide learners with various source documents and information from which to prepare cashbooks

Assessment Strategies

Assess learners on the preparation of different cashbooks

Teaching/learning resources

- Samples of cashbooks
- Source documents (receipts, cheques, bank statements)

Sub-module 6: Petty Cashbook

Duration: 6 hours

Competences	Content	Teaching/Learning Strategies
The learner: <ul style="list-style-type: none"> Explains the reasons for operating a petty cashbook Applies the imprest system in preparing a petty cashbook 	<ul style="list-style-type: none"> The reasons for operating a petty cash book The imprest system of recording a petty cashbook Posting petty cash transactions into the petty cash book using petty cash vouchers 	<ul style="list-style-type: none"> Brainstorms on the reasons for operating a petty cashbook. Demonstrate to learners the process of preparing a petty cashbook using imprest system.

Assessment Strategy

Assess learners on the preparation of a petty cashbook using the imprest system

Teaching/learning resources

- Petty Cash payment vouchers
- Petty cashbooks
- Cashbooks

Sub-module 7: Bank Reconciliation

Duration: 10 hours

Competences	Content	Teaching/Learning Strategies
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The learner: <ul style="list-style-type: none"> • Explains 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"> - Adjusted cashbook balance - Cashbook balance - Bank Statement Balance - Bank overdraft 	<ul style="list-style-type: none"> • Demonstrate the process of identifying discrepancies using a cashbook and a bank statement. • Guide learners to correct the cashbook and prepare bank reconciliation statements.
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Assessment Strategy

Assess learners on:

- Identifying the causes of discrepancies between cashbook and bank statement.
- updating the cashbook
- Reconciling the cashbook balance with the bank statement balance

Teaching/learning materials

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

NCCS112: Basic Communication Skills

Contact Hours : 45 Hours

Credit Units: 3

Module overview

This course introduces learners to basic knowledge and skills to communicate professionally within their environment

Learning outcome

By the end of this course, learners should be able to apply the basic concepts of communication, Demonstrate knowledge and skills of communication and utilize the various forms of communication.

Sub Module: 1. Introduction to communication

Duration 08 Hours

Competence	Content	Teaching /Learning Strategy
The learner; <ul style="list-style-type: none">• Defines communication• Identifies the importance of communication• Identifies the types and forms of communication	<ul style="list-style-type: none">• Definition of communication• Importance of communication• Types of communication• Forms of communications	<ul style="list-style-type: none">• Lead learners to brainstorm on the definition of communication• Brainstorm on the importance of communication• Lead guided discussion on types and forms of communication• Demonstrate to learners the types of communications

Assessment strategy.

Task learners to identify te types and forms of communication

Sub module 2. Grammar

Duration 04 hours

Competence	Content	Teaching /Learning Strategy
The learner; <ul style="list-style-type: none">• Identifies parts of speech• Correctly spell• Construct sentences with tenses• Correctly pronounce	<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">• Guided discussion on parts of speech• Brainstorm on spelling of words• Lead guided discussion on spellings and pronunciations

Assessment strategy,

Task learners to identify parts of the speech

Sub module 3. Communication process

Duration 08 hours

Competence	Content	Teaching /Learning Strategy
The learner; <ul style="list-style-type: none">• Describe the elements of communication• Identifies barriers to effective communication• Identifies solutions to the barriers to effective communication	<ul style="list-style-type: none">• Elements of communication process• Effective communication• Barriers to effective communication• Solution to the barriers of communication	<ul style="list-style-type: none">• Lead discussion in groups on elements of communication process• Role play on barriers to effective communication• Guided discussion on solutions to the barriers of effective communication

Assessment strategy

Task the learners to form groups to role play on the barriers of effective communication

Sub module 4. Business correspondence

Duration 10Hours

Competence	Content	Teaching /Learning Strategy
The learner; <ul style="list-style-type: none">Identifies business letters	<ul style="list-style-type: none">Business letters (application, CV, sales, order, invitation, and complaint letters)Business reportsMemorandaNotices	<ul style="list-style-type: none">Lead a guided demonstration on major elements of business letters

Assessment Strategy

Task learners to discuss on major elements of business letters

Sub module 5. Meetings

Duration 10 Hours

Competence	Content	Teaching /Learning Strategy
The learner; <ul style="list-style-type: none">Defines meetingsIdentifies types of meetingsDescribes procedures of organizing and conducting meetingsIdentifies the terminologies used, roles and responsibilities of	<ul style="list-style-type: none">Meaning and purpose of meetingsTypes of meetings (interviews, statutory, Annual general meeting, extra ordinary or/emergency meeting)Procedure of organizing and conducting meetingNotice of a meetingTerminologies used in meetings	<ul style="list-style-type: none">Brainstorm on meaning and purpose of meetingLead guided discussions on the types of meetingsRole play on organizing and conducting meetingsBrainstorm on the

parties	<ul style="list-style-type: none"> Roles and responsibilities of parties in meetings. (Chairperson, Secretary, Members) 	roles and responsibilities of parties in the meetings
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Assessment Strategy

Task learners to describe procedures of organising and conducting meetings

Sub module 6. Effective public speaking

Duration 05 Hours

Competence	Content	Teaching /Learning Strategy
The learner; <ul style="list-style-type: none"> Prepares and presents a public presentation Identifies causes and overcomes stage freights 	<ul style="list-style-type: none"> Prepare and execute public presentation Listening skills Stage freights Causes of stage freights Overcoming stage freights 	<ul style="list-style-type: none"> Lead learners to demonstrate on public presentation Role play on listening skills Brainstorm on causes of stage freight and ways on how to overcome stage freight

Assessment Strategy

Task learners to prepare and present public presentation

COM 112: Office Practice

Duration: 45hours

Module Overview

The module will introduce learners 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 administrative functions in an office
- ii. Organises an office

Sub-module 1: Introduction to Office Management

Duration: 10 hours

Competences	Content	Teaching/Learning Strategies
The learner: <ul style="list-style-type: none">• Defines an office.• Identifies the functions of an office.• Creates a conducive environment for office work.• Executes the duties and responsibilities of an office staff.	<ul style="list-style-type: none">• Definition of office• Functions of an office• Standard for office environment• Duties and responsibilities of office staff.	<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.• Organize a peer presentation on the factors to consider in selecting a suitable office layout.• Lead a guided discussion on the duties and responsibilities of different office staff.

Assessment Strategy

Assign the learner to:

- Discuss the functions of an office.
- Identify duties and responsibilities of different office staff.

Sub-module 2: Organisation and control of an office

Duration: 12 hours

Competences	Content	Teaching/Learning Strategies
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<p>The learner;</p> <ul style="list-style-type: none"> • Demonstrates the different office layouts. • Draws organisational charts • Adheres to organizational norms and routines • Makes an attractive office outlook. 	<ul style="list-style-type: none"> • Office layout <ul style="list-style-type: none"> - Types of office layouts (cellular and open office plan) - Importance of office layout • Organisation chart • Office systems and Routines • The modern office and its challenges 	<ul style="list-style-type: none"> • Lead a study tour to different offices to expose learners to their layouts. • Illustrate an organization chart using a case study • Take out learners to a modern office and task them to find out the challenges encountered.
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Sub-module 3: Office Equipment, Furniture and Stationery

Duration: 14 hours

Competences	Content	Teaching/Learning Strategies
<p>The learner;</p> <ul style="list-style-type: none"> • Identifies the different office machines and their uses. • Selects appropriate furniture and stationery for office use. • Requisitions and controls use of office furniture and equipment. • Analyses the objectives of mechanisation in the office. • Develops solutions to the problems of mechanisation. 	<ul style="list-style-type: none"> • Types of office machines and their uses • Office furniture • Office stationery • Requisition and control of Equipment, Furniture and stationery • Objects of mechanization • Principles of office machines, equipment and furniture selection • Problems posed by mechanisation 	<ul style="list-style-type: none"> • Guide learners in identifying the types and the uses of the different office machines. • Guide learners on how to select appropriate office furniture stationery. • Give learners requisition forms for office items to practice how to fill them. • Let learners analyse the objects of mechanization. • Lead a guided discussion on the principles of selecting office equipment. • Let learners discuss in groups the solutions to mechanisation problems.

Assessment Strategy

Task learners to:

- Discuss the uses of different office machines.
- Identify factors to be considered when selecting office furniture.

Teaching/Learning Resources

- Samples of organisation charts
- Office tools, machines and equipment

- Office furniture
- Office stationary

Sub-module 4: Basic Office Security

Duration: 6 hours

Competences	Content	Teaching/Learning Strategies
The learner; <ul style="list-style-type: none"> • Observes the principles of office security. • Sets mitigation measures against office risks. • Maintains the security of computers and other office machines. 	<ul style="list-style-type: none"> • Basic principles of security. • Importance of office Security • Office risks • Preventive measures against office risks (Internal and External) • Breach of computer security. 	<ul style="list-style-type: none"> • Lead a guided discussion on the principles and importance of office Security. • Task learners to identify the potential security risks that take place in the office. • Invite a security personnel to enlighten learners on the measures to prevent occurrence of risks in the office. • Let learners brainstorm on how to maintain computers and other office machines.

Assessment Strategy

- Assess learners on the importance of ensuring security in an office.
- Task learners to suggest preventive measures against office risks.

Sub-module 5: Office Administration

Duration: 6 hours

Competences	Content	Teaching/Learning Strategies
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<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.
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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: Reception office

Duration: 18 hours

Competences	Content	Teaching/Learning Strategies
<p>The learner:</p> <ul style="list-style-type: none"> • Makes an office layout that is appealing to the visitors. • Records all the callers made to the office in the callers' register. • Observes the procedures of performing reception work. 	<ul style="list-style-type: none"> • Layout of reception office • Common facilities in the reception office • Callers' register • Reception procedure • 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

Sub-module 7: Office Procedures and Services

Duration: 12 Hours

Competences	Content	Teaching/Learning Strategies
The learner: <ul style="list-style-type: none">• Observes the organisational procedures in executing the office tasks.• Organisations the travel documents for the administration staff.	<ul style="list-style-type: none">• Office procedures (Use of manuals, Standing orders, Office policies)• Travel Arrangements<ul style="list-style-type: none">- Arranging business trips- Organising travel documents- Confirmations- Accounting for the travel	<ul style="list-style-type: none">• Guide learners on how to use office manuals.• Lead a guided discussion on the procedures followed in organising business trips and travel documents.• Illustrate the accounting procedure for the travels made by different officers.

Assessment Strategy

Give learners tests on:

Mail classification and handling

Performing of telegraphic services

Teaching/Learning Resources

- Callers register
- Message book
- Internet

Sub-module 8: Handling of mails

Duration: 10 Hours

Competences	Content	Teaching/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:

- Classify telegraphic services
- Discuss the procedures involved in handling mails

Sub-module 9: Office and the public

Duration: 10 Hours

Competences	Content	Teaching/Learning Strategies
<p>The learner:</p> <ul style="list-style-type: none"> • Performs the duties of a receptionist. • Fills the callers' register. • Records any messages made by the caller and forwards them to the respective offices. • Provides customer care to the visitors at the reception. 	<ul style="list-style-type: none"> • Duties and responsibilities of the receptionist • Taking the messages • Handling the visitors at reception • Customer care / handling 	<ul style="list-style-type: none"> • Lead a guided discussion on the duties of a receptionist in an organisation. • Let learners practice the filling of the callers' register. • Pair up learners to role-play on the handling of visitors at the reception.

Assessment Strategy

Assess learners on the:

- Duties of a receptionist.
- Customer care etiquettes.

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NCRM 114: FUNDAMENTALS OF RECORDS MANAGEMENT

Duration: 60 Hours

Module Overview

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

Learning Outcome

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

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

Sub-module 1: Concept of records management

Duration: 08 Hours

Competences	Content	Teaching/Learning Strategies
<p>The learner:</p> <ul style="list-style-type: none">• Applies the concepts of records management to keep organisational information.• Classifies records into different categories and forms.• Observes the records life cycle and arranges it according to their stages.• Mitigates environmental factors that can affect the safety of records.	<ul style="list-style-type: none">• Classification of records• Nature and characteristics of a good record• Forms of records (Paper based, Micro forms)• Records life cycle• Stages of records management (Current/Active, Semi-active, Inactive)• Importance of records management• Environmental dangers to records• Ways of improving active records	<ul style="list-style-type: none">• Lead a guided discussion on the concept of records management.• Illustrate how best records can be classified.• Illustrate the stages that records go through for proper management.• Let learners discuss in groups the importance of managing records in an organisation.• Lead a guided discussion on the dangers to records and the mitigation measures that can be undertaken safeguard it.

Assessment Strategy

Assign the learner to:

- Describe the characteristics of a good record
- Make a class presentation on a records life cycle
- Record information using the traditional system

Teaching/Learning Resources

- Computers

- Variety of records

Sub-Module 2: Forms of Records

Duration: 07 hours

Competences	Content	Teaching/ Learning Strategies
<p>The learner:</p> <ul style="list-style-type: none"> • Identifies appropriate paper • Stores and maintains digital records. • Dispatches audio visual information. • Analyses the dangers of records 	<ul style="list-style-type: none"> • Paper • Image • Digital • Audio-Visual • Visual • Audio • Dangers to forms of records and means of control 	<ul style="list-style-type: none"> • Let learners identify the appropriate paper to use. • Guide learners on how to record audio visual. • Let learners discuss in groups the dangers of records and means of control.

Sub-module 3: Filing

Duration: 08 Hours

Competences	Content	Teaching/Learning Strategies
<p>The learner:</p> <ul style="list-style-type: none"> • Identifies the types of files used in managing records. • Opens and closes a file of information. • Designs file covers that are easy to identify. • Selects an appropriate filing method for each category of records. • Makes adequate use of the filing equipment. • Carries out a files census to establish the number in storage. • Controls the movement of files for security purposes. 	<ul style="list-style-type: none"> • Meaning of filing • Types of files (Open and confidential files) • Opening and closing a file • Designing a file cover • File description • Features of a good file • Filing methods • Filing procedure • The filing systems • Filing equipment • Factors that influence filing of records • Advantages of a good filing system • File census • Controlling file movement (file request form, file transit sheet) 	<ul style="list-style-type: none"> • Lead learners for a field visit to any registry to view the filing systems used. • Demonstrate the opening and closing of information files. • Group up learners and ask them to design different file covers. • Illustrate the procedure for filing information. • Demonstrate to the learners the different filing methods. • Guide learner in selecting and apply an appropriate filing system. • Ask learners to visit their school library and carry out a files census.

		<ul style="list-style-type: none"> • Guide learners on how to control file movements.
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Assessment Strategy

Assign the learner to:

- design file covers
- discuss the different filing systems
- describe steps in instituting a good filing system

Sub-module 4: Appraisal and Retention Scheduling

Duration: 07hours

Competences	Content	Teaching/ Learning Strategies
<p>The learner:</p> <ul style="list-style-type: none"> • Appraises records • Develops a records schedule. • Analyses the retention schedules 	<ul style="list-style-type: none"> • Categories of Appraisal • Principles of retention schedules • Developing records schedule and form • Importance of appraisal and retention scheduling 	<ul style="list-style-type: none"> • Guide learners on how to identify the appropriate appraisal method • let learners discuss principles of retention schedules • Let learners discuss in groups the importance of records appraisal

Teaching/Learning Resources

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

Sub-Module 5: Indexing and abstracting

Duration: 07 Hours

Competences	Content	Teaching/ Learning Strategies
<p>The learner:</p> <ul style="list-style-type: none"> • Identifies the different types of indices • Develops an index • Differentiates the difference between indexing and abstracting service 	<ul style="list-style-type: none"> • Definition • Types of Indices • Importance of Indexing • Rules of Indexing • Differences Between 	<ul style="list-style-type: none"> • Guide learners on how to identify the different types of indices • Let learners discuss importance of indexing. • Let learners discuss in groups the different rules of indexing • Guide learners on

	Indexing and Abstracting Service	indexing and abstracting service.
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Teaching/Learning Resources

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

Sub-Module 6: Medical Records

Duration: 08 Hours

Competences	Content	Teaching/ Learning Strategies
<p>The learner:</p> <ul style="list-style-type: none"> • Identifies medical record • Analyses the characteristics of a good medical record • Manages the health filing system • Analyses the context of medical records • Designs medical forms • Manages the health information systems. • Appraises and stores case notes 	<ul style="list-style-type: none"> • Types of medical records • Characteristics of a good Medical record • Context of medical records • Medical forms design • Types of case notes • Advantages of case notes • Health Filing system • Patient master index • Appraisal, storage and retrieval of case notes. • Health Management Information System 	<ul style="list-style-type: none"> • Take out learners for a study tour about the handling of medical records in a nearby health facility. • Use a medical records officer to guide learners on the context of medical records. • Lead a guided discussion on the advantages of case notes. • Demonstrate the filing system of medical records. • Guide learners on the procedures for appraising, storing, and retrieving of case notes.

Sub-Module 7: Ethics in Records Management

Duration: 08 Hours

Competences	Content	Teaching/ Learning Strategies
<p>The learner:</p> <ul style="list-style-type: none"> • Describes the ethics • Observes the code of conduct • Exhibits the work ethics • Identifies the importance of ethics in records 	<ul style="list-style-type: none"> • Definition of ethics • Code of conduct • Work Ethics • Importance of ethics in 	<ul style="list-style-type: none"> • Guide learners on how to describe ethics . • let learners discuss on the various code of conducts. • Let learners discuss in groups the different

management	Records Management	work ethics <ul style="list-style-type: none"> • Guide learners on the importance of ethics in records management
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Teaching/Learning Resources

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

Reading list

Gunningham G and Montana, J 2006, *the lawyer's guide to records management and retention*, 1st Edition, American Bar Association, and Chicago, USA

McLeod and Hare 2006, *How to manage records in the environment*, 2nd edn, Rutledge, London.

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

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

Roper, M (Ed) 2009, *organising current records*, London, International Records Management Trust

Saffady, W 2004, *Records and information management: Fundamentals of professional practice*, 1st edn, USA-ARMA International

Klaus, N 2002, *Records management*, Ohio, South Western Pub Co. Penn, Ira

NCRM 115: Basic Library Operations Management

Duration: 45 hours

Module Overview

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

Learning Outcome

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

Sub-module 1: Introduction to Library Operations and Management

Duration: 08 Hours

Competences	Content	Teaching/Learning Strategies
The learner: <ul style="list-style-type: none">• Identifies the various types of libraries• Organises the library into various sections based on the information materials available.• Observes the library rules and regulations in handling library materials.• Executes the required library services.	<ul style="list-style-type: none">• Definition of a library.• Types of libraries (academic, public, special)• Library Rules and Regulations• Library materials• Library services (Reference, current awareness, selective dissemination)• Importance of library services	<ul style="list-style-type: none">• Let learners brainstorm on the definition of a library.• Lead a guided discussion on the different types of libraries.• Make use of videos and pictures to show learners the different types and sections of libraries.• Let learners formulate the rules and regulations to be followed in the library.• Take out learners to any school library to learn more about the materials and services offered therein.

Assessment Strategy

Let learners:

- Discuss the different types of libraries.
- Draw a sketch of a library indicating the different sections.
- Formulate library rules and regulations.

Teaching/Learning Resources

- Computers
- Internet source

- Library materials
- Samples of library rules and regulations

Sub Module 2: Sections in the Library

Duration: 6 Hours

Competences	Content	Teaching/Learning Strategies
<p>The learner:</p> <ul style="list-style-type: none"> • Identifies different library sections • Makes orders for the required library materials. • Receives and verifies the materials delivered in the library. • Marks and stamps the library materials. 	<ul style="list-style-type: none"> • Types of Sections in the library and their functions • Information materials in the library • Library staff and their responsibilities 	<ul style="list-style-type: none"> • Take learners in the Library and identify the library section • Guide learners on how indentify library materials • Together with learners brainstorm on responsibilities of each staff in the library

Sub Module 3: Library Management

Duration: 8 Hours

Competences	Content	Teaching/Learning Strategies
<p>The learner:</p> <ul style="list-style-type: none"> • Observes a library staff Hierarchy • Manages the information resources. • Makes orders for the required library materials. • Receives and verifies the materials delivered in the library. • Observes the laws of library science in executing library duties. • Observes the librarians creed. 	<ul style="list-style-type: none"> • Library Staff Hierarchy • Management of information resources in libraries • Library Management Structure • Laws of library science • Librarian's creed and relevance 	<ul style="list-style-type: none"> • Illustrates to learners the library staff Hierarchy • Guide learners on how to manage Information resources • Guide learners on how indentify library materials • Together with learners brainstorm on library laws and how they are applied. • Demonstrate to learners on how to observe the librarians creed

Sub-module 4: Technical Library Processes

Duration: 10 Hours

Competences	Content	Teaching/Learning
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		Strategies
<p>The learner:</p> <ul style="list-style-type: none"> • Accessions library material. • Classifies the library materials. • Catalogues library materials. • Labels the library materials. 	<ul style="list-style-type: none"> • Accessioning of library materials • Classification of library materials (by purpose and schemes) • Cataloguing (forms, types of entries, arrangements of catalogues and importance of cataloguing) • Labelling library materials • Fixing book pockets 	<ul style="list-style-type: none"> • Together with the learners brainstorm on how to accession new library materials • Guide the learners on how to classify library materials • Demonstrate to learners how cataloguing is done and guide them as they practice. • Together with learners to label new library materials and make pockets in the book

Assessment Strategy

Task learners to

- classify the library materials
- catalogue library materials
- label and fix book pockets

Assessment Strategy

Task learners to:

- Demonstrate the process involved in handling library material
- Shelf information materials

Teaching/Learning Resources

- Shelves
- Classification schemes
- Catalogue cards
- Catalogue boxes
- Catalogue trays
- Index trays
- Accession registers
- Stamps
- Acquisition forms
- Manila paper
- Label stickers
- Paper glue
- Cello tape
- Library laws
- Library rules and regulations
- Legal Deposit Act 1969

Sub-module 5: Shelving and Re-shelving

Duration: 5 Hours

Competences	Content	Teaching/Learning Strategies
The learner: <ul style="list-style-type: none"> • Shelves library materials • Re-shelve library materials 	<ul style="list-style-type: none"> • How to shelve books • Advantages of Re-shelving books by librarian • Disadvantages of allowing users to re-shelve library materials 	<ul style="list-style-type: none"> • Demonstrate to learners on how to shelve library materials • Together with learners brainstorm on advantages and disadvantages of shelving and re-shelving library materials

Assessment Strategy

Task learners to:

- Design the shelving plan for the institution library
- Discuss the advantages and disadvantages of shelving library materials

Teaching/Learning Resources

- Shelves
- Classification schemes
- Catalogue cards
- Catalogue boxes
- Catalogue trays
- Index trays
- Accession registers

- Stamps
- Acquisition forms
- Manila paper
- Label stickers
- Paper glue
- Cello tape
- Library laws
- Library rules and regulations
- Legal Deposit Act 1969

Sub-module 6: Library stock taking

Duration: 04 Hours

Competences	Content	Teaching/Learning Strategies
The learner: <ul style="list-style-type: none"> • Stock takes library stock • Identifies solutions to the challenges in stock taking 	<ul style="list-style-type: none"> • Importance of stock taking • Challenges in stock taking 	<ul style="list-style-type: none"> • Demonstrate to learners on how to stock take library materials • Together with learners brainstorm on challenges of stock taking library materials

Sub-module 7: Bibliographies

Duration: 04 Hours

Competences	Content	Teaching/Learning Strategies
The learner: <ul style="list-style-type: none"> • Identifies the types of bibliographies • Justifies the importance of bibliographies • Compiles bibliographies for national use. • Maintains the bibliography in good order. • Observes the set standards for 	<ul style="list-style-type: none"> • Types of Bibliographies (analytical, annotations, current, national, periodic, retrospective, selective, subjective) • Importance of Bibliographies • Compilation of national bibliographies • Tools for bibliographic control (bibliographies, databases, indexes, catalogues) • Bibliographic standards 	<ul style="list-style-type: none"> • Lead a guided discussion on the different types of bibliographies. • Together with learners brainstorm on the evolution of bibliographic control • Group the learners to discuss the importance of bibliographies. • Guide learners on how to compile a national bibliography according to the Legal Deposit Act.

compiling bibliographies.		<ul style="list-style-type: none"> • Lead the learners to discuss bibliographic standards
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Assessment Strategy

Assign learners to:

- visit the library and develop a bibliography
- discuss the importance of bibliographies

Teaching / Learning Resources

- Shelves
- Classification schemes
- Catalogue cards
- Catalogue boxes
- Catalogue trays
- Index trays
- Accession registers
- Stamps
- Acquisition forms
- Manila paper
- Label stickers
- Paper glue
- Cello tape
- Library laws
- Library rules and regulations

References

- McLeod and Hare, 2006, *How to manage records in the environment*, 2nd edn, Rutledge, London.
- Krishan, K & Girja, K 2010, *Bibliography*, 2nd revised edn, Vikas Publishing House PVT Ltd
- Patricia, E; Ann, J and Schubert, D 2012, *Records management*, Integrated Information Systems, 3rd edn, Pearson Education Company, Prentice Hall
- Real, J and Ginn, M 2007, *Records management*, 18th edn, Thamson: South-Western
- Roper, M (Ed) 2009, *organising current records*, London, International Records Management Trust
- Montana Tech Library (2006).*Montana Tech Library Technical Services Policy and Procedures Manual*, Exhibit 5.B.III-Lib; [America]
- Robert D, Stuart, B. and Claudia J. (2012) *Library and information centre management*, [oxford University Press, United Kingdom]

NCRM 105: Real Life Project for Year1 Semester 1

Duration: 60 Hours

Module Overview

The module will introduce learners to real-life activities that will spark off their lookout for business opportunities and develop their skills to plan and work in a real-life context.

Learning Outcomes:

By the end of this module, a learner should be able to identify a project, plan for the source of funds, and start up a real-life project related to the course.

Preparatory Assignment

Ask learners to look out and identify viable products/services they would wish to produce in real-life project one.

Result

Learners come up with projects in form of business ideas which will be turned into income generating activities and used for their course assessment as well.

Sub Module I: Project planning

Competences	Content	Teaching/Learning Strategies
The learner: <ul style="list-style-type: none">Identifies business opportunities.Mobilizes capital for a business.Plans for financial resources in a business.Draws a simple budget.Selects an appropriate	<ul style="list-style-type: none">Identification of business opportunitiesIdentification of sources of capitalBudgeting Proposed sample Projects <ul style="list-style-type: none">Video libraryStationary shop	<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 project.Illustrate the budgeting for a simple a real life

project for implementation.	<ul style="list-style-type: none"> • Documentation • Internet café • Newspaper selling 	project. <ul style="list-style-type: none"> • Guide the learners on the select any of a real life projects to be set up.
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References

- Harold, K., (2010). Project Management: A Practical Planning and Implementation Guide; CBPS Publisher & Distributors – Nairobi.
- Jason, W., (2006). The Project Management Life Cycle: A Complete Step by Step Method for Initiating, Planning, Executing and Closing a Project Successfully; McGraw Hill Publishing Company Ltd – New York.
- Kerzner H. (2002). Project Management: A System Approach to Planning, Scheduling & Controlling; 2nd Edition, CBP Publishing Company - California.
- Lewis, J.P., (2004). Project Planning Schedule and Control: A Hands-on Guide to Bringing Projects in on Time and on Budget; New Age International (P) limited, Publishers – New Delhi.

DETAILED MODULE DESCRIPTION FOR YEAR ONE SEMESTER 2

NCRM121: REGISTRY MANAGEMENT

Course code	CRM1205
Course Level	Year I, Semester II
Contact Hours	60 Hours
Credit Units	04

Module Overview

This module is designed to equip learners with the knowledge and skills of management of registries.

Learning Outcomes

By the end of this course learners should be able to:

- i. Classify documents.
- ii. Handle incoming, outgoing and internal correspondences in an organization.
- iii. Sort documents and categorize them.

Sub-module 1: Introduction to Registry

Duration: 10 Hours

Competences	Content	Teaching/Learning Strategies
The learner: <ul style="list-style-type: none">• Observes the structure and registry procedures of records management.• Adheres to the purpose of	<ul style="list-style-type: none">• Structure of a registry• Purpose of registry management• Types of registries	<ul style="list-style-type: none">• Illustrate to the learners the structure of a registry.• Lead a guided discussion on the

managing the registry. <ul style="list-style-type: none"> Identifies the types of registries that can be used in an information setting. Carries out the duties of a registry staff. 	<ul style="list-style-type: none"> Functions of registries Duties of registry staff The Registry Procedures Importance of registries Essential registry duties Bad registry practices 	purpose of managing a registry. <ul style="list-style-type: none"> Let learners brainstorm on the types and functions of a registry Lead a brainstorming session on the duties and of registry staff. Take learners through the registry process.
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Assessment Strategy

Assign learners to:

- identify the types of registries
- describe the registry procedures

Teaching / Learning Resources

- Computer
- Projector
- Internet
- Charts

Sub-module 2: Registry system and procedures

Duration: 10 Hours

Competences	Content	Teaching/Learning Strategies
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<p>The learner:</p> <ul style="list-style-type: none"> • Identifies different types of mails • Operates the mailing equipment. • Receives the incoming mails and forwards them to the respective offices. • Dispatches the outgoing mails and ensures safe delivery. • Carries out file census • Weeds files • Controls the file movement • Maintain the files 	<ul style="list-style-type: none"> • Types of mails (Paper and Electronic) • Equipment in a Mail Room • Incoming mail (handling procedures) • Delivery of mails • Outgoing mail (handling procedures) • Bring up action • Registers used in managing mails • File census • File weeding • Control of file movement • File appraisal • File Maintenance • File/ record disposition 	<ul style="list-style-type: none"> • Lead a guided discussion on the types of mails. • Take out learner for a field study on the equipment used for mailing information. • Demonstrate the process of receiving incoming mail. • Demonstrate to learners on how to deliver mails • Guide learners on how to process and dispatch outgoing mails. • Demonstrate to learners how to maintain mail registers. • Demonstrate with learners on how to carry out file census, weeding and file appraisal
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Sub-module 3: Correspondence Management

Duration: 10 Hours

Competences	Content	Teaching/Learning Strategies
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<p>The learner:</p> <ul style="list-style-type: none"> • Identifies different types of mails • Operates the mailing equipment. • Receives the incoming mails and forwards them to the respective offices. • Dispatches the outgoing mails and ensures safe delivery. • Handles the internal correspondences 	<ul style="list-style-type: none"> • Procedures for handling incoming and outgoing correspondences • Types of mails (Paper and Electronic) • Equipment in a Mail Room • Registers used in managing mails • Internal correspondences (Memos, Circulars, letters, notices) • Importance of internal correspondences • Challenges in handling internal correspondences 	<ul style="list-style-type: none"> • Lead a guided discussion on the types of mails. • Take out learner for a field study on the equipment used for mailing information. • Demonstrate the process of receiving incoming mail. • Guide learners on how to process and dispatch outgoing mails. • Demonstrate to learners how to maintain mail registers. • Let learners Role play on handling internal correspondences.
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Assessment Strategy

Assess learners as they:

- Make a class presentation on how to handle incoming mails
- Develop different internal correspondence

Teaching / Learning Resources

- Computer
- Projector
- Internet
- Charts
- Existing correspondences

Sub-module 3: Document classification and Sorting

Duration: 10 Hours

Competences	Content	Teaching/Learning Strategies
<p>The learner:</p> <ul style="list-style-type: none"> Classifies documents into categories Sorts documents according to the classifications. Justifies the importance of sorting documents Identifies the appropriate criteria to use in document sorting 	<ul style="list-style-type: none"> Classification of documents (using Local Government Classification scheme) Importance of document classification Methods of document Sorting Importance of document sorting Challenges in document classification Document sorting criteria 	<ul style="list-style-type: none"> Group learners to classify documents Guide learners on how to sort documents using different strategies Lead a guided discussion on the importance of document classification Brainstorm with the learners the importance of document sorting Take learners through document sorting criteria

Assessment Strategy

Let learners:

- Classify documents.
- Sort documents using their own chosen strategies.

Teaching / Learning Resources

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

Sub-module 4: Filing and File Management

Duration: 10 Hours

Competences	Content	Teaching/Learning Strategies
The learner:	<ul style="list-style-type: none"> File description and 	<ul style="list-style-type: none"> Group learners to

<ul style="list-style-type: none"> • Describes the files based on their features. • Assigns folio numbers to documents. • Selects the filing system to apply in managing registry. • Sets mitigation measures to the challenges of file management. 	<p>features</p> <ul style="list-style-type: none"> • Assignment of Folio numbers in records management • Importance of folioing in records management • Filing practices and procedures • Advantages of filing documents • Strategies of file management • Importance of a good filing system • Challenges of file management 	<p>describe files</p> <ul style="list-style-type: none"> • Guide learners on how to assign folio numbers on documents • Select a case study and task learners to identify an appropriate filing system • Together with learners brainstorm on the advantages of file management • Lead a discussion on the importance of filing documents • Group learners to discuss the challenges of managing files from the selected case study
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Assessment Strategy

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

Sub-module 5: Records Centre

Duration: 10 Hours

Competences	Content	Teaching/Learning Strategies
<p>The learner:</p> <ul style="list-style-type: none"> • Identifies the available record Centre • Analyses the functions of record Centre • Transfers records to and from the record Centre • Stores and retrieves documents from the record Centre • Maintains records Centre • Sets mitigation measures to the challenges of managing records centres 	<ul style="list-style-type: none"> • Types of records Centre • Functions of records Centre • Records transfer • Documents maintained in records Centre • Document storage and retrieval system • Maintenance of record Centre • Factors to consider while setting up a records centre • Challenges in managing records centres 	<ul style="list-style-type: none"> • Discuss with learners the different types of record Centre and functions of record Centre • Guide learners on the processes involved in transfer of documents to and from the record Centre • Guide learners to visit a record Centre to observe how documents are stored and retrieved • Together with learners brainstorm on how to maintain record Centre • Take learners through the factors to consider while setting up a records centre • Lead a guided discussion on the challenges in managing

		records centres
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Assessment Strategy

Assign the learner to

- discuss the functions of a record Centre
- maintain the record Centre

Teaching / Learning Resources

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

References

- Klaus, N 2002, *Records management*, Ohio, South Western Pub Co. Penn, Ira
- McLeod and Hare 2006, *How to manage records in the environment*, 2nd edn, Rutledge, London.
- Roper, M (Ed) 2009, *organizing current records*, London, International Records Management Trust
- Steward, JR and Melesco, NM.(2002). *Professional Records and Information Management*. McGrawill, New York.
- .

NCRM122: Foundations of Reprography Services

Duration: 60 hours

Module Overview

Reproduction of documents is an important service of providing exact copies of information and helps to preserve the original documents. The module is therefore intended to introduce learners to reprographic methods and the equipment used in the

reproduction of information. Learners will acquire skills to operate reprographic machines and care for their conservation.

Learning Outcomes

By the end of this module, the learner should be able to reproduce documents using reprographic machines.

Sub-module 1: Reprography

Duration: 11 Hours

Competences	Content	Teaching/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 reprographic activities.

Assessment strategy

Task learners to carry out any reprographic activity to protect documents from spoilage.

Sub-module 2: Reprographic methods

Duration: 8 Hours

Competences	Content	Teaching/Learning Strategies
The learner: <ul style="list-style-type: none">• 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 discussion with the learners on the different reprographic methods.

Assessment strategy

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

Sub-module 3: Reprographic equipment

Duration: 8 Hours

Competences	Content	Teaching/Learning Strategies
The learner: <ul style="list-style-type: none">• Operates reprographic equipment to produce documents.	<ul style="list-style-type: none">• Printing Machine (Types, Factors to consider when purchasing, Care and maintenance)• Duplicating machine<ul style="list-style-type: none">- Types- Factors to consider when purchasing- Care and maintenance• Photocopying machine (Types, 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

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

Sub-module 4: Printing of documents

Duration: 10 hours

Competences	Content	Teaching/Learning Strategies
The learner: <ul style="list-style-type: none">• Prints documents using the digital, offset, and lithographic methods.	<ul style="list-style-type: none">• Digital printing• Offset printing• Lithographic processes	<ul style="list-style-type: none">• Let learners print documents using the digital, offset, or lithographic process.

Assessment Strategy

Assess learners on the different printing methods.

Sub-module 5: Duplicating

Duration: 10 hours

Competences	Content	Teaching/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.• Let learners duplicate information using hectograph, stencil, or spirit.• Lead a guided discussion on the merits and demerits of each duplicating method.

Assessment Strategy

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

Sub-module 6: Photocopying

Duration: 10 hours

Competences	Content	Teaching/Learning Strategies
The learner: <ul style="list-style-type: none">• Photocopies documents using thermograph, electrostatic, or dyeline methods.	<ul style="list-style-type: none">• Photocopying methods<ul style="list-style-type: none">- Thermography- Electrostatic (Wet method and Xerography)	<ul style="list-style-type: none">• Demonstrate to learners how to operate a photocopying machine.• Let learners

<ul style="list-style-type: none"> Analyses the merits and demerits of each photocopying method. 	<ul style="list-style-type: none"> - Dyeline Merits and demerits of photocopying documents 	<p>photocopy documents using the different methods.</p> <ul style="list-style-type: none"> Lead a guided discussion on the merits and demerits of each photocopying method.
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Assessment Strategy

Task learners photocopy documents using the thermography, electrostatic, and dyeline methods.

Reading list

UC (2012) Reprographic guidelines. Printing and Reprographics; Atlanta printing plant.
 Artuff TA (2014). Reprography in University libraries and copyright laws. ESS-ESS publications New Delhi.

NCBE123 : BASIC ECONOMICS

Credit Unit : 3

Contact Hours : 45

Module Overview

This module introduces learners 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 Outcome

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

- i. Analyse the economic problems for business purposes.
- ii. Produce goods and services that provide consumer satisfaction.
- iii. Trade locally and internationally.

Preparatory Assignment

Task learners to identify factors that affect quantity demanded and quantity supplied of a commodity.

Result:

Learners get an insight of the demand and supply factors and the economic use of scarce resources.

Sub-module 1: Economic Concepts

Duration :

Competences	Content	Teaching/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 & Production Possibility Frontier)• Economic questions	<ul style="list-style-type: none">• Teacher uses guided discussion and task learners to brainstorm on the fundamental economic problems and on how to apply the knowledge of economic questions in real life setting.

	<ul style="list-style-type: none"> • Economic systems • Positive versus normative Economics • Microeconomics versus macroeconomics 	
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Assessment Strategy

Assess learners on how to apply knowledge of economic concepts in real life situation.

Teaching/Learning resources

Economic reports; Newspapers; Journals; YouTube Slides

Sub-module 2: Price theory

Duration : 4 Hours

Competences	Content	Teaching/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 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"> • Task learners explore 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 .Illustrate the ✓ concept of price mechanism.

Assessment Strategy

Assess learners on

- Prepare the demand and supply schedules
- Draw the demand and supply curves
- Determine the equilibrium point

Teaching/Learning resources

Economic reports; Newspapers; Journals; YouTube Slides

Sub-module 3: Consumer Behaviour

Duration : 4 Hours

Competences	Content	Teaching/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 the budget line of the consumer.	<ul style="list-style-type: none">Cardinal utility theoryOrdinal utility theoryBudget 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 Strategies

- Assess learners on the assumptions of the Cardinal and Ordinal utility theories and how they relate to the economic conditions in Uganda.

Teaching/Learning resources

Economic reports; Newspapers; Journals; YouTube Slides

Sub-module 4: Production Theory

Duration : 6 Hours

Competences	Content	Teaching/Learning Strategies
The learner: <ul style="list-style-type: none">Identifies the types, stages and factors of productionClassifies tasks in the production processDetermines the cost of production.Describes the economies and diseconomies of scale.Determines location, revenue and profit of the firm	<ul style="list-style-type: none">Types of production (Direct and Indirect)Stages of productionFactors of productionSpecialisation and division of labourCosts of productionEconomies and diseconomies of scaleLocation of a firmTheory of revenue	<ul style="list-style-type: none">Brainstorms on the types, stages and factors of production.Task learners to compute cost of production.Guides learners to discover economies and diseconomies of scale and factors to consider when selecting location of a firm.

	and profit	
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Assessment Strategies

Assess learners on the:

- Factors of production
- Cost of production
- Economies and diseconomies of scale
- Factors to consider when locating a production firm

Teaching/Learning resources

Economic reports; Newspapers; Journals; YouTube Slides

Sub-module 5: Market Structures

Duration : 4 Hours

Competences	Content	Teaching/Learning Strategies
The learner: <ul style="list-style-type: none">Describe the operations of market structuresDetermine the equilibrium of different market structuresIdentifies market structures in an economy	<ul style="list-style-type: none">Perfect competitionMonopolistic competitionMonopolyOligopoly	<ul style="list-style-type: none">Illustrate the equilibrium level of firm/market operations using cost and revenue curves.Task learners in groups to generate advantages and disadvantages of different market structures.

Assessment Strategy

Assess learners on the different market structures.

Teaching/Learning resources

Economic reports; Newspapers; Journals; YouTube Slides

Sub-module 6 : National Income

Duration : 6 Hours

Competences	Content	Teaching/Learning Strategies
The learner: <ul style="list-style-type: none">Computes the level of national income.Justifies the uses and limitations of measuring national incomeAnalyses 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.	<ul style="list-style-type: none">Definition National Income,Approaches to the measurement of National IncomeCircular flow of incomeUses 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 to compute price indices.

<ul style="list-style-type: none"> • Invests and saves income. 		
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Assessment Strategies

Assess learners on: computation and interpretation of National Income statistics

Teaching/Learning Resources

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

Sub-module 7: Money and Banking

Duration : 5 Hours

Competences	Contents	Teaching/learning strategies
The learner: <ul style="list-style-type: none">• Identifies good money• Describes functions of money• Explains the functions of Commercial and Central banks.• 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.• Organise learners to identify 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/learning resources

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

Sub-module 8: Inflation

Duration : 2 Hours

Competences	Content	Teaching/Learning Strategies
The learner: <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 inflationCauses of inflationEffects of inflationControlling 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

- Give learners assignment to identify issues that give rise to inflation.
- Let learners have class presentations on the control of inflation in an economy.

Reaching resource

- Inflation rate charts
- Price list charts
- Receipts

Sub-module 10: International Trade

Duration : 4 Hours

Competences	Content	Teaching/Learning Strategies
The learner: <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 TradeProblems of international trade.Terms used in International tradeRestrictions to International TradeForeign 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 Strategies

Assess learners on the Importance of international trade

Teaching materials

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

NCCA 124: Computer Applications

Duration: 60 Hours

Module Overview

This module is designed to enable learners attain computer skills of typesetting reports and other documents, use of the Internet for searching required data, carry out simple connections and installations of a computer and its accessories.

Learning Outcome

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

Preparatory Assignment

Learners are assigned to outline the practical differences between mobile phones and laptop computers.

Result

Learners make their analysis in groups, write a report and present in class.

Sub-module 1: Introduction to Computer

Duration: 10 Hours

Competences	Content	Teaching/ Learning Strategies
<p>The learner:</p> <ul style="list-style-type: none"> • identifies different types of computers and describes the application of computer hardware, CPU, hard disc drives, modems, mouse, external speakers. 	<ul style="list-style-type: none"> • Origin of computer • Types of computers and Computer hardware (CPU, hard disk drives, modem, keyboard, etc) • Computer Accessories; scanners, projectors, 	<ul style="list-style-type: none"> • Lead a guided discussion on the origin, types and uses of computers and their uses. • Display computer software and hardware components and ask

<ul style="list-style-type: none"> • removes and replaces computer rams. • identifies and uses keyboard buttons as per their functions. • differentiates between letter and numerical buttons on keyboard. • typesets data into the computer using keyboard. • opens, closes, restarts and changes user accounts. • ensures safety and security of a computer. 	<p>external speakers.</p> <ul style="list-style-type: none"> • Keyboard basics; Function keys, Numeric keys and Navigation Keys • Starting a computer, Closing down the computer • Computer Software; classification, types, usage and Computer components; (Video card, network cards, cables, ROM, RAM, monitors, printers, cameras, processors) • Safety and Security of a computer 	<p>learners to identify and group the items to their correct order.</p> <ul style="list-style-type: none"> • Lead a guided discussion on computer software, classification, usage, Computer components; video card, network cards, cables. • Demonstrate the use of computer cameras. • Demonstrate the removal and replacement of computer rams and task learners to practice. • Guide learners to use the key board, its buttons and other functions. • Lead learners to manipulate the typing techniques applied when using computer key board. • Demonstrate the procedure followed to open, change and close accounts. • Guide learners to implement the safety practices of a computer - Lead a guided discussion on the safety and security measures of a computer i.e. storage, transportation.
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Assessment Strategies

Assign the learner to:

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

Teaching/Learning Resources

- Computer
- Mice, modems and flash discs
- External drives
- Key boards
- Memory cards
- Ram sets
- Cameras
- Key boards
- CPU
- Monitor/screen
- Power generator
- cables

Sub-module 2: Operating System

Duration: 6 Hours

Competences	Content	Teaching/ Learning Strategies
<p>The learner:</p> <ul style="list-style-type: none">• describes computer operation system, types and functions.• installs and uninstalls windows operating system, application software and other support programmes.	<ul style="list-style-type: none">• Functions of an operating system• Types and classification of operating system and benefits of operating Systems• Installation of windows operating system and application software	<ul style="list-style-type: none">• Lead a guided discussion on computer operating system and its functions.• Guided learners through a discussion on types, classification and benefits of computer operating system.• Demonstrate the procedure of installing and uninstalling operation system and other support computer programmes.

Assessment strategy

Assign the learner to install and uninstall the computer operating system.

Teaching/Learning Resources

- Computers with installed operating system
- Soft copies of operating system
- Computers

Sub-module 3: Desktop Main Menu

Duration: 4 Hours

Competences	Content	Teaching/ Learning Strategies
<p>The learner:</p> <ul style="list-style-type: none">• locates the desktop start menu, creates desktop background and screen saver.• changes desktop background and screen saver.• resizes, opens windows by maximizing and minimizing to task pane.• closes and opens windows from task pane.• copies files from external drive, CD, DVD, flash disc to desktop.• identifies icons on desktop and their application.	<ul style="list-style-type: none">• Start Menu,• applications menu,• working with the desktop; background, screen saver• Manipulating Open Windows; Resizing, maximizing, minimizing, Task pane, and Tiling windows etc• Copying files from different locations• Icons, Files and Folders	<ul style="list-style-type: none">• Task learners to locate desktop start menu.• Guide learners to create desktop background and screen saver from default settings and from pictures or photographs saved in the computer.• Demonstrate the techniques of resizing windows, minimizing and maximizing open windows.• Guide learners through the techniques of copying files external drives, CDs, DVDs, flash discs to desktop and vice versa.• Illustrate the application of various icons on desktop and task them to practice.

Assessment Strategies

Assign the learner to:

- create desktop background and screen saver from default settings and pictures or photographs saved in the computer.
- resize windows, minimizing and maximizing open windows.

Teaching/Learning Resources

- Functioning computers
- External drives CDs, DVDs, flash discs
- Monitors/screens

Sub-module 4: Word Processing

Duration: 20 Hours

Competences	Content	Teaching/ Learning Strategies
<p>The learner:</p> <ul style="list-style-type: none">• starts, creates or opens a Word window, works with text and manages files.• uses Word menus for document editing; e.g. copy, paste, cut.• saves a document in different formats and to storage media e.g. flash disc.• formats a page and documents.	<ul style="list-style-type: none">• Starting, creating and opening a Word window• Working with text• Word menus for document editing; e.g. copy, paste, cut• Saving a Word document• Saving a document in different formats and to storage media, e.g. flash disc• Formatting a page and documents; paper size, background colours• Working with tables; rows and columns• Working with drawings, clipart and pictures	<ul style="list-style-type: none">• Guide learners to open new documents, work with text and manage files.• Lead learners through practice to use Word menus for document editing; e.g. copy, paste, cut.• Guide learners through demonstrations and practise to save a document in different formats and to a storage media, e.g. flash disc.• Guide learners to format a page and documents.• Use demonstrations to guide learners in

	<ul style="list-style-type: none"> • Mail merging 	creating mails and mail merging.
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Assessment Strategy

Assign the learner to:

start, create or open a word window and work with text and manage files.

Teaching/Learning Resources

- Computers/laptops
 - Flash discs
- CDs rewritable

Sub-module 5: Printing, Scanning and Copying Documents

Duration: 4 Hours

Competences	Content	Teaching/ Learning Strategies
<p>The learner:</p> <ul style="list-style-type: none"> • installs the printer to a computer. • describes the procedure followed when printing documents. • removes used up cartridges and toners and replace or refill them. • scans a document or pictures, saves and prints. 	<ul style="list-style-type: none"> • Printing documents • Working with printer cartridges and toners • Scanning documents and pictures • Copying • Safety, security and health precautions of printing and scanning gadgets 	<ul style="list-style-type: none"> • Lead a guided discussion on computer printers, scanner, cartridges and toners. • Guide learners through the procedure involved in installing the printer to a computer, and printing a document. • Demonstrate the techniques applied to remove used up cartridges and toners and their replacement or refilling. • Guide learners through the scanning and copying of documents and pictures. • Group learners and task

		them to discuss, and present the safety, security and health precautions on printing and scanning gadgets.
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Assessment Strategies

Assign the learner to:

- install and uninstall computer printers.
- remove and replace the used up tonners.

Teaching/Learning Resources

- Working computers
- Power generator
- Working printer
- Working scanner
- Used up tonner and cartridges
- Useful tonner and cartridges
- Flash disc
- CDs

Sub-module 6: Internet and E-mail

Duration: 16 Hours

Competences	Content	Teaching/ Learning Strategies
<p>The learner:</p> <ul style="list-style-type: none"> • uses internet and e-mail to search for notes, news and other required information. • signs in and creates an e-mail address. • copies and saves information from the Internet, downloading 	<ul style="list-style-type: none"> • The Internet, web Browsers • Opening a websites; website address (url), • Internet searching and search engines • Saving information from the Internet, downloading files, music, 	<ul style="list-style-type: none"> • Lead a guided discussion on use of internet, web browser and emails. • Illustrate the LAN connection skills of two computers to share one printer and guide learners to practice. • Guide learners through

<p>files, music, pictures to the computer.</p> <ul style="list-style-type: none"> • creates a strong password for the email address. • connects two computers in one room to a LAN and share one printer. • writes and sends email messages. • reads received mails. • draws charts and graphs using internet. • observes the security, health and safety practices when using the Internet. 	<p>pictures to the computer</p> <ul style="list-style-type: none"> • Electronic mail <ul style="list-style-type: none"> - Creating email accounts - E-mail folders and attachments - Attaching documents to outgoing email - Downloading email attachment from incoming email - Formatting mail - Searching mail • Health ,safety and security when using the Internet and email 	<p>the procedure of opening up internet web, opening of new email address and the creation of strong pass word for their email addresses.</p> <ul style="list-style-type: none"> • Guide learners in copying and down loading of documents, music, movies and pictures and the saving into the computer or CD or flash disc. • Lead learners in opening and reading of mails, sending and deleting of the received and read mails. • Guided learners to discuss the security, safety and health practices to be observed when using the internet and email
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Assessment Strategies

Assign the learner to:

- open new e-mail addresses, write, send and read mails.
- copy and download documents from the internet web browser and save them in computers and other storage media.

Teaching/Learning Resources

- Computers
- Network cables and accessories
- Scanner
- printer
- Modem
- Flash discs and CDs
- Wireless Internet connection

Sub-module 7: Working with Spreadsheets

Duration: 20 Hours

Competences	Content	Teaching/ Learning Strategies
<p>The learner:</p> <ul style="list-style-type: none">• copies files and documents from one location to another.• emerges, deletes and inserts excel cells.• makes the spread sheets.• formats spreadsheet for printing.• prepares bills of quantities (accounts figures) using excel.• applies excel formulae in adding, multiplying, subtracting and dividing calculations.• draws charts and graphs using excel and Internet.	<ul style="list-style-type: none">• Creating an excel document• Opening and Closing excel document• Entering data to a worksheet, 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; page setup, gridlines	<ul style="list-style-type: none">• Demonstrate the criteria of copying files and documents from one location to another and guide learners to practice.• Guide learners through the techniques of emerging, deleting, inserting excel cells and task them to practice.• Lead learners to draw excel bar charts, graphs and histograms• Demonstrate the preparation of the bill of quantities and guide learners to practice.

Assessment Strategies

Assign the learner to typeset the bill of quantities and perform all the calculation involved using excel formulae

Teaching/Learning Resources

- Computers
- Power generator
- Solar energy
- Flash discs and CDs
- Sample Bills of quantities
- graphs
- calendars

Sub-module 8: Power Point Presentations

Duration: 14 Hours

Competences	Content	Teaching/ Learning Strategies
<p>The learner:</p> <ul style="list-style-type: none">• prepares work on Ms PowerPoint slides.• edits the work on slides.• activates animations on the selected slide design.• makes a PowerPoint presentation.• runs a full slide show.,	<ul style="list-style-type: none">• Creating a new presentation• Opening and closing a presentation• Saving a presentation document• Transferring a presentation to a storage media and different formats• Adding and formatting text, pictures and media• Creating a slideshow and running a slideshow• Printing presentation slides	<ul style="list-style-type: none">• Lead a guided discussion on the importance and application of PowerPoint presentations.• Demonstrate the procedure of preparing work on Ms PowerPoint and assign the learners to prepare their CVs on slides ready to be presented.• Guide learners through the techniques applied to edit slides and activate animations on slides.• Demonstrate how a PowerPoint presentation slide is run and formatted and task learners to practise.

Assessment Strategy

Assign the learner to prepare his/her CV on slides, activate slide animations and present the CV on PowerPoint.

Teaching/Learning Resources

- Computers
- Overhead projector
- Sample CVs
- Power generator

Sub-module 9: Basic Networking

Duration: 18 Hours

Competences	Content	Teaching/ Learning Strategies
<p>The learner:</p> <ul style="list-style-type: none">• Differentiates between wireless and cable networking.• Connects a network cable to computers.• Installs network modem to a pc.• Troubleshoots simple network connection problems.	<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• Local area network topologies; star topology, ring topology, mesh topology, bar topology• Connecting a computer to a network• Troubleshooting simple connection problems• Connecting and configuring a printer on a network	<ul style="list-style-type: none">• Guide learners on the identification of topologies, difference between wireless and cable networking.• Demonstrate the procedure of networking and allow learners to practice• Demonstrate the installation and disconnection of a network computer and modem.• Guide learners to troubleshoot network problems.

NCED125: ELEMENTS OF ENTREPRENEURSHIP DEVELOPMENT

Contact Hours **60 Hours**

Credit Units **04**

Course Description

This course introduces learners to the concepts and principles of entrepreneurship.

Course learning outcomes

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

Apply the concepts of entrepreneurship, identify various business opportunities, start and manage a business.

Sub module 1.0 Introduction

Duration: 8 Hours

Competences	content	Teaching/ Learning strategies
The learner: <ul style="list-style-type: none">▪ Appreciates the basic concepts and reasons for studying entrepreneurship▪ Identifies the characteristics and qualities of an entrepreneur▪ Describes the classifications entrepreneurs and the entrepreneurial processes.▪ Identifies the roles of an entrepreneur	<ul style="list-style-type: none">▪ Definition of Entrepreneurship▪ Basic concepts in Entrepreneurship▪ Reasons for studying entrepreneurship▪ Characteristics and Qualities of an entrepreneur▪ Classification of entrepreneurs▪ Entrepreneurial process▪ Roles of entrepreneurship	<ul style="list-style-type: none">▪ Lead learners into a brainstorm session about the reasons of studying entrepreneurship and the basic concepts used.▪ demonstration on the characteristics and qualities of a good entrepreneur and task learners to practice entrepreneurship▪ Guide learners into a brainstorm on the entrepreneurial classifications and

		roles of entrepreneurship
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Assessment strategy

Task learners in groups to discuss and make presentation on characteristics of Entrepreneurs

Sub module 2.0 Creativity

Duration 7 Hours

Competences	contents	Teaching/Learning strategies
The learner: <ul style="list-style-type: none"> ▪ Describes the steps and importance of creativity ▪ Identifies the barriers to creativity and how to overcome them 	<ul style="list-style-type: none"> ▪ Definition of creativity ▪ Steps of creativity ▪ Importance of creativity ▪ Barriers to creativity ▪ How to overcome the barriers to creativity 	<ul style="list-style-type: none"> ▪ Lead learners into a guided discussion about the steps and importance of creativity ▪ Lead a brainstorm on the barriers of creativity and how to overcome them

Assessment strategy

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

Sub Module 3.0 Innovation

Duration: 7 Hours

Competences	content	Teaching/Learning strategies
The learner: <ul style="list-style-type: none"> ▪ Defines innovation 	<ul style="list-style-type: none"> ▪ Definition of innovation 	<ul style="list-style-type: none"> ▪ Guide a brainstorm on the attributes of

<ul style="list-style-type: none"> ▪ Appreciates the attributes of a good innovator ▪ Describes the types and importance of innovation 	<ul style="list-style-type: none"> ▪ Attributes of a good innovator ▪ Types of innovation ▪ Sources of innovation ▪ Importance of innovation 	<ul style="list-style-type: none"> ▪ a good innovator ▪ Lead a guided demonstration on the types of innovation and task learners to practice innovation
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Assessment strategies

Task learners in groups to identify attributes of a good Innovator.

Sub module 4.0 Small scale and Medium and enterprises (SMEs)

Duration 8 Hours

Competences	Content	Teaching/Learning strategies
<p>The learner:</p> <ul style="list-style-type: none"> ▪ Appreciates the sources of business idea ▪ Identifies the characteristics of SMEs and their sources of capital ▪ Describes the challenges faced by SMEs and the remedies to the challenges 	<ul style="list-style-type: none"> ▪ Definition of SME ▪ Sources of Business ideas ▪ characteristics of small scale enterprises ▪ Sources of capital to small scale enterprises. ▪ Importance of small scale businesses. ▪ Challenges faced by small scale businesses in Uganda. ▪ Remedies to the challenges 	<ul style="list-style-type: none"> ▪ Lead discussion on sources of business ideas and presentations ▪ Brain storm session on characteristics, source of capital, importance, challenges and remedies of small scale enterprises

Assessment strategies

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

Sub module 5.0 Business planning

Duration: 8 Hours

Competences	Content	Teaching/Learning strategies
<p>The learner:</p> <ul style="list-style-type: none"> ▪ Appreciates the importance and the major components of a business plan ▪ Describes the challenges of business plan 	<ul style="list-style-type: none"> ▪ Definition of a Business plan ▪ Components of a Business plan ▪ Importance of a Business plan ▪ Challenges of Business planning 	<ul style="list-style-type: none"> ▪ Brain storm session on the importance of Business plan ▪ Guided demonstration on the major components of a business plan ▪ Guided discussion on challenges of business planning

Assessment strategy

Task learners to prepare a simple business plan

Sub module 6.0 Entrepreneurship ethics

Duration 7 Hours

Competences	Content	Teaching / Learning Strategies
<p>The learner:</p> <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 and their solutions 	<ul style="list-style-type: none"> ▪ Introduction to Entrepreneurship ethics ▪ Importance of Entrepreneurship ethics ▪ Role of ethics in entrepreneurship. ▪ Ethical challenges facing entrepreneurs and solution 	<ul style="list-style-type: none"> ▪ Guided discussion in groups the importance and role of ethics in entrepreneurship ▪ Brain storm 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.

NCRM126: Real Life Project for Year 1 Semester 2

Duration: 60 Hours

Module Overview

The module develops learners' skills and positive attitude towards work and prepares them for self-employment. The training also enables learners to identify business opportunities, mobilise capital, develop business plans and implement them.

Learning Outcome

By the end of this module the learner should be able to initiate and operate a practical live project related to the course.

Preparatory Assignment

Ask learners to design paper cards for creating awareness to the public of their projects.

Result: Learners develop adverts for their projects.

Sub-module 2: Project execution

Duration: 40 Hours

Competences	Content	Teaching/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• Running 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 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 TWO SEMESTER 1

NCRM211: Documentation and Information Services

Duration: 60 hours

Module Overview

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

Learning Outcome

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

Sub-module 1: Introduction to Documentation

Duration: 11 Hours

Competences	Content	Teaching/Learning Strategies
The learner: <ul style="list-style-type: none">• Identifies the types of documents and techniques of documentation.• Identifies the non-documentary sources of information.• Binds documents• Renders documentation service.	<ul style="list-style-type: none">• Importance of documentation• Types of documents (print and non-print)• Techniques of documentation (Active and passive)• Documentary Sources of information (Primary, secondary and Tertiary)• Non-Documentary sources of information (formal & informal sources)• Document binding• Activities involved in documentation	<ul style="list-style-type: none">• Provide a case study to discuss importance of documentation• Lead a guided discussion on the types of documents• Illustrate to learners the techniques used in documentation• Brainstorm with learners on documentary and non-documentary sources• Let learners practice the binding of documents.• Demonstrate the activities involved in documentation.

Assessment Strategy

Task learners to:

- Identify the techniques of documentation
- Bind document.

Teaching/Learning Resources

Sub-Module 2: Forms Management

Duration: 8Hours

Competences	Content	Teaching/Learning Strategies
The learner: <ul style="list-style-type: none">• Identifies the types of forms and forms management program.• Follows the set principles when designing forms.• Executes the objectives of forms control.	<ul style="list-style-type: none">• Purpose of forms• Types of forms• Forms management program• Forms analysis and Elements of Forms Management program• design• Principles of form design• Forms Control• Objectives of forms control• Advantages of forms control	<ul style="list-style-type: none">• Discuss with learners the purpose of forms• Illustrate to learners the types of forms• Lead a guided discussion on the elements of a forms management program• Guide learners on how to design forms• Demonstrate to learners how to manage forms and guide them as they practice• Together with Learners brainstorm on the principles of form control and objectives of form control• Lead a discussion on the advantages of form control

Assessment Strategy

Let learners:

- Discuss the types of forms and their purposes.
- Design form(s).

Teaching / Learning Resources

Sub-Module 3: Reports Management

Duration: 8 Hours

Competences	Content	Teaching/Learning Strategies
The learner: <ul style="list-style-type: none"> classifies reports performs a needs assessment uses a report management program Manages reports writes reports 	<ul style="list-style-type: none"> Categories of Reports Needs assessment Reports Management Program Purpose of Report Management Program Report analysis and design Report Control Report writing format 	<ul style="list-style-type: none"> Together with learners discuss different categories of reports Group learners to brainstorm on needs assessment Involve learners in report analysis and design Group learners to discuss forms control Demonstrate reporting format and guide learners as they practice

Assessment Strategy

Let learners:

- Discuss the different categories of reports
- Identify a report management program.
- Design a report

Teaching/Learning Resources

Sub-Module 4: Information Services

Duration: 8 Hours

Competences	Content	Teaching/Learning Strategies
The learner: <ul style="list-style-type: none"> identifies qualities of good information exhibits the qualities of a good information officer evaluates current awareness service (CAS) determines the Information Storage Systems to use 	<ul style="list-style-type: none"> Qualities of Good Information Information officer Qualities of an information officer Current Awareness Services (CAS) Activities involved in CAS Evaluation of CAS Characteristics of good CAS Selective Dissemination of Information (SDI) Information Storage Systems 	<ul style="list-style-type: none"> Group learners to discuss the qualities of good information Lead a guided discussion on current awareness service Lead a role play on Selective dissemination of information. Group the learners to brainstorm on the information storage systems.

Assessment Strategy

Assign the learner to:

- Identify the qualities of good information.
- Describe types of information storage systems.
- Discuss the appropriate methods of disseminating information

Teaching/Learning Resources

Sub-module 5: Reference Services

Duration: 7Hours

Competences	Content	Teaching/Learning Strategies
The learner: <ul style="list-style-type: none">• Provides different types of reference services.• Identifies the different reference sources.• Exhibits the qualities of a reference personnel.• Differentiates the kinds and nature of reference services.	<ul style="list-style-type: none">• Types of reference services (short range and long range services)• Importance of reference Services• Reference Sources• Qualities of a good reference personnel• Impact of reference service• Kinds of reference service• Nature of reference	<ul style="list-style-type: none">• Lead a guided discussion on the types of reference services• Together with the learners to brainstorm on the need for reference services• Take learners to the library and guide them to identify reference materials• Group the learners brainstorm the qualities of a reference personnel• Discuss the impact of reference services to the learners• Group the learners to identify kinds and nature of reference services

Assessment Strategy

Task learners to:

- Identify types of reference materials
- Discuss the need of reference services

Teaching/Learning Resources

Sub-module 6: Indexing and Abstracting Services

Duration: 10 Hours

Competences	Content	Teaching/Learning Strategies
The learner: <ul style="list-style-type: none">• Distinguishes between an index and an	<ul style="list-style-type: none">• Distinction between indexing and abstracting	<ul style="list-style-type: none">• Lead a guided discussion on the difference between indexing and abstracting

abstract. <ul style="list-style-type: none"> Identifies the type of indices and abstracts. Applies the principles of indexing. Follows the process of indexing. Identifies the elements of an abstract. Determines the need for indexing and abstracting. 	<ul style="list-style-type: none"> Types of Indices and abstracts Rules of Indexing and abstracting Methods of indexing Principles of indexing Importance of indexing Elements of an abstract Importance of abstracting 	<ul style="list-style-type: none"> Let learners brainstorm on the types of indices and abstracts Guide learners on the rules of indexing and abstracting Demonstrate the different methods of indexing. Let learners discuss the principles and importance of indexing. Lead a guided discussion on the elements and importance of an abstract.
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Assessment Strategy

Assign learners to; Index materials.

- Differentiate between indexing and abstracting.

Teaching/Learning Resources

Sub-module 7: Collection Development

Duration: 8 Hours

Competences	Content	Teaching/Learning Strategies
The learner: <ul style="list-style-type: none"> Describes a collection Identifies the importance of collection development Observes the principles of collection development Makes a collection following the development policy 	<ul style="list-style-type: none"> Introduction to collection development Importance of collection development Collection development policy Principles of a collection development policy Elements of a collection development policy 	<ul style="list-style-type: none"> Demonstrate a collection and ask learners to discuss its importance in records. Lead a guided discussion on the collection development policy. Let learners research on the principles and elements of a collection development policy.

Assessment Strategy

Assign learners to develop a collection.

Suggested References

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

Wallace et al, 2007, Records management integrated information systems, 2nd edn, John Willy and Sons Inc, Canada.

Anderson, RG 2009, Information systems in development and operation; Pitman Publishing.

Frank, B. (2005). Selecting and appraising archives and manuscript

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

NCRM212: Legal and Policy Aspects in Records

Duration 60 hours

Module Overview

The module equips the learner with legal knowledge while handling records

Learning Outcome

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

Sub-module 1: Nature of Records Legal Policies

Duration: 04Hours

Competences	Content	Teaching/Learning Strategies
<p>The learner:</p> <ul style="list-style-type: none">• Applies legal and policy aspects in records management• Identifies sources of law in Uganda• Observes the policy issues in managing information• Differentiates a bill from a law	<ul style="list-style-type: none">• Legal and policy aspects in records management• Purpose of law• Sources of law in Uganda• Policy issues in information management• Types of law• How a bill becomes a law	<ul style="list-style-type: none">• Guide learners on the legal and policy aspects in records management• Group the learners to discuss the purpose and different sources of law in Uganda• Invite guest speaker to discuss the policy issues in information management• Brainstorm the different types of law applicable in Uganda• Lead a guide discussion on the formation of Laws.

Assessment Strategy

Assign learners to

- Discuss the purpose of law in records management
- Identify the sources of law in Uganda

Teaching/Learning Resources

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

Sub-module 2: Administration of Law in Uganda

Duration: 10 Hours

Competences	Content	Teaching/Learning Strategies
The learner: <ul style="list-style-type: none">• Observes the court structure in Uganda• Describes the composition and jurisdictions of courts	<ul style="list-style-type: none">• Court structure and hierarchy• Composition and jurisdiction of different courts	<ul style="list-style-type: none">• Illustrate the court structure and guide learners as they practice• Lead a guided discussion on the composition and jurisdiction of courts in Uganda.

Assessment Strategy

Task learners to discuss the composition and jurisdictions of courts in Uganda.

Teaching/Learning Resources

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

Sub-module 3: Intellectual Property

Duration: 10 Hours

Competences	Content	Teaching/Learning Strategies
The learner: <ul style="list-style-type: none">• Applies intellectual property to records• Describes the importance of intellectual property• Applies laws governing intellectual property to protect the innovations	<ul style="list-style-type: none">• Concept of intellectual property• Importance of intellectual property• Laws governing intellectual property in Uganda	<ul style="list-style-type: none">• Discuss with learners the concept of intellectual property• Together with learners brainstorm on the relevance of intellectual property• lead a guided discussion on the laws governing intellectual property in Uganda

Assessment Strategy

Task learners to:

- Discuss the importance of intellectual property
- Discuss the laws governing intellectual property

Teaching/Learning Resources

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

Sub-module 4: Information Management Bills and Statutes

Duration: 15 Hours

Competences	Content	Teaching/Learning Strategies
The learner: <ul style="list-style-type: none">• Applies the national record and archives Act (2006) to manage records and archives• Uses the national libraries Act (2003) to manage library material• Applies the freedom of access to information Act(2005) to access information• Applies the Copy right and neighbouring Act (2006) to protect innovations and creativity• Applies the Legal deposit Act to determine the deposit resources into the depository	<ul style="list-style-type: none">• The national record and archives Act (2006)• The national libraries Act (2003)• Freedom of access to information Act (2005)• Copy right and neighbouring Act (2006)• Legal deposit Act (1969)• The purpose of bills and statutes in records management	<ul style="list-style-type: none">• Interpret for learners the meaning of the Acts• Guide the learners on the application of the relevant Acts• Lead a guided discussion on the relevance of the Acts

Assessment Strategy

Assess learners on the bills and statutes related to information management

Teaching/Learning Resources

- The National Record and archives Act (2006)
- The National Libraries Act (2003)
- Freedom of access to information Act (2005)
- Copy Right and Neighbouring Act (2006)
- Legal Deposit Act (1969)

Sub-module 5: Ethics and Censorship in Records Management

Duration: 11 Hours

Competences	Content	Teaching/Learning Strategies
<p>The learner:</p> <ul style="list-style-type: none"> identifies the pillars of ethics in records management develops a professional register exhibits Ethics and Censorship in Records management 	<ul style="list-style-type: none"> Purpose of ethics in records management Pillars of records ethics Purpose of a Professional register Introduction to censorship Reasons for information censorship 	<ul style="list-style-type: none"> Group learners to identify the purpose of records ethics Discuss with learners the pillars of records ethics Together with the learners develop a professional register Guide learners to brainstorm the need for information censorship

Assessment Strategy

Task learners to develop a professional register

Teaching/Learning Resources

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

Sub-module 6: Law of Contract

Duration: 10 Hours

Competences	Content	Teaching/Learning Strategies
<p>The learner:</p> <ul style="list-style-type: none"> Enters valid contract in records management. Determines the various forms of contracts. Identifies the essentials of a valid contract. Identifies reasons for breach of contract. 	<ul style="list-style-type: none"> Nature of a valid contract Purpose of a valid contract Forms of contracts Essentials of a valid contract Breach of contract Remedies for breach of contract Discharge of a contract 	<ul style="list-style-type: none"> Together with learners brainstorm on the nature of a valid contract Discuss with the learners the purpose of entering into contracts Guide learners on the different forms of contracts Group learners to identify the essentials of a valid contract Using a case study, Brainstorm with learners

<ul style="list-style-type: none"> • Applies remedies to the breach of contract. • Discharges a contract. 		<ul style="list-style-type: none"> • on factors that can lead to breach of a contract • Lead a guided discussion on the remedies for breach of contract • Together with learners brainstorm on how a contract is discharged
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Assessment Strategy

Assign learners to:

- Identify the essentials of a valid contract.
- Examine the causes of breach of contract.
- Identify the essentials of a valid contract.

Teaching/Learning Resources

Legal Acts, guidelines and manuals

Suggested references

Bakibinga, DJ, 1996, *Law of Contract in Uganda*, Professional Books Publishers and Consultants

Republic of Uganda. *Constitution of Uganda 1995 (as amended 2005)*

Bakibinga, (2006). *Law of Contract*

ACTS Supplement to The Uganda Gazette No. 42 Volume XCVIII dated 19th July, 2005. Printed by UPPC, Entebbe, by Order of the Government

NCRM213: INTRODUCTION TO ARCHIVES MANAGEMENT

Contact Hours 60 Hours

Credit Units 04

Course Description

This course introduces learners to the basic concepts of archives management.

Course Objectives

The aim of this course is to:

- i. Introduce learners to basic concepts and practices of archives management
- ii. Equip learners with knowledge and skills of archives management.
- iii. Instil in learners ethical code of conduct of archives management.

Course learning outcomes

By the end of this course learners should be able to:

- i. Apply basic concepts and practices of archives management.
- ii. Demonstrate knowledge and skills of archives management.
- iii. Exhibit ethics in management of archives.

Sub-module 1: Introduction to archives management

Duration:08 Hours

Competences	Content	Teaching/Learning Strategies
The learner: <ul style="list-style-type: none">• Defines the terms• Identifies the forms of archives• Identifies the importance of archives• Identifies values of archives• Identifies the principles of archives management	<ul style="list-style-type: none">• Definitions of terms• Forms of archives• Importance of archives• Values of archives• Principles of archives management	<ul style="list-style-type: none">• Lead a guided discussion on forms of archives.• Let learners research on the importance and values of archives• Lead a guided discussion principles of archives management

Sub-module 2: Management of archives

Duration:08 Hours

Competences	Content	Teaching/Learning Strategies
The learner: <ul style="list-style-type: none">• Arranges archives• Identifies different personnel to handle archival records• Formulates finding tools used in archives management• Appraises archival records• Accessions archives	<ul style="list-style-type: none">• Arrangement of archives• Personnel in archives management• Finding tools used in archives management• Archival appraisals and retention schedules• Accessioning of archives	<ul style="list-style-type: none">• Demonstrate to learners on how to arrange archives.• Lead a guided discussion on personnel in archives management• Let learners research on the finding tools used in archives management• Lead guided discussion on archival appraisals and retentions schedules• Demonstrate to learners on accessioning of archives

Sub-module 3: Conservation of archives

Duration: 08Hours

Competences	Content	Teaching/Learning Strategies
The learner: <ul style="list-style-type: none">• Identifies the dangers to archival materials• Conserves archives• Plans for disaster and security of archives• Carries out reference services and outreach programs of archives	<ul style="list-style-type: none">• Dangers to archival materials• Methods of conserving archives• Security and disaster planning for archives• reference services and outreach programs of archives	<ul style="list-style-type: none">• Lead a guided discussion on the dangers to archival materials• Demonstrate top learners how to conserve archives• Ask learners to make a security and disaster planning for archives• Demonstrate to learners how to reference services and organise outreach programmes

Sub-module 4: Design of archival building

Duration:08 Hours

Competences	Content	Teaching/Learning Strategies
<p>The learner:</p> <ul style="list-style-type: none"> Identify the types of archival building Organises the internal arrangement of archival Differentiates between archives, records centers and libraries 	<ul style="list-style-type: none"> Types of archival building Partners in archival building How an archival building should appear Organizational internal arrangement of archives Comparisons between archives, records centers and libraries 	<ul style="list-style-type: none"> Lead a guided discussion on types of archival building Let learners research on how to organise the internal arrangement of archival Brainstorm with learners on the differentiate between archives, records centres and libraries

Sub-module 5: Archival storage equipment and supplies

Duration:06 Hours

Competences	Content	Teaching/Learning Strategies
<p>The learner:</p> <ul style="list-style-type: none"> Identifies different types of equipment in archives Cares for archival equipments 	<ul style="list-style-type: none"> Types of equipment's in archives Types of supplies for archival management Care for archival equipment's 	<ul style="list-style-type: none"> Demonstrate to learners the different types of equipments in archives. Lead a guided discussion on the types of supplies for archival management. Demonstrate to learners how to care for archival equipments.

Sub-module 6: Types of archives

Duration:06 Hours

Competences	Content	Teaching/Learning Strategies
<p>The learner:</p> <ul style="list-style-type: none"> Differentiates between public, national and 	<ul style="list-style-type: none"> Public archives Private archives Manuscript/collecting 	<ul style="list-style-type: none"> Lead a guided discussion on the types of archives.

manuscript archives	archives	
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Sub-module 7: Archives retention and appraisal

Duration:08 Hours

Competences	Content	Teaching/Learning Strategies
<p>The learner:</p> <ul style="list-style-type: none"> Identifies different methods of archives appraisal Appraises different types of archives Applies the principles of retention Decides which archival records are to be retain 	<ul style="list-style-type: none"> Overview of archives, retention, and appraisal Method of archives appraisal and retention Significance of archives appraisal and retention Types of appraisal Principles guiding, retention decisions 	<ul style="list-style-type: none"> Lead a guided discussion on the methods of archives appraisal and retention Demonstrate to learners how to appraise archival records. Take learners through the principles guiding retention decisions.

Sub-module 8: Archives disposition

Duration:08 Hours

Competences	Content	Teaching/Learning Strategies
<p>The learner:</p> <ul style="list-style-type: none"> Disposes off archival records Applies the principles guiding the disposition decisions Identifies the documents to dispose Registers document for disposition 	<ul style="list-style-type: none"> Ways of disposition Principles guiding disposition decisions Documents to dispose Registrations of documents disposed 	<ul style="list-style-type: none"> Demonstrate to learners how to dispose off archival records. Lead a guided discussion on the principles guiding disposition. Let learners identify different document to dispose off Demonstrate and let learners register documents for disposition

"Archive" The Oxford English Dictionary. 2nd ed. 1989.Online. Oxford.

"Archive: Definition, Synonyms from". Answers.com.

"Glossary of Archival and Records Terminology". Society of American Archivists.

Terms". University of South Dakota Library. Archived from the original on 2009-03-10.

"Guidelines for College and University Archives". Archivists. Retrieved 2 September 2014.

- "Welcome to University Archives and Records Management". Kennesaw State University Archives. Archived from the original on 14 April 2007.
- Maher, William J. (1992). *The Management of College and University Archives*. Metuchen, New Jersey: Society of American Archivists and The Scarecrow Press. OCLC 25630256.
- Michelle Riggs, "The Correlation of Archival Education and Job Requirements since the Advent of Encoded Archival Description," *Journal of Archival Organization* 3, no. 1 (January 2005): 61-79.
- Walch, Victoria.L. (2006). "Archival Census and Education Needs Survey in the United States: Part 1: Introduction" (PDF). *The American Archivist*. **69** (2): 2

NCSK214: FUNDAMENTALS OF STORES MANAGEMENT

STOREKEEPING

Module Overview

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

Learning Outcome

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

- i. Store records.
- ii. Conduct stock verifications.

Sub-module 1: Introductions to storekeeping

Duration: 06 Hours

Competences	Content	Teaching/ Learning Strategies
The learner: <ul style="list-style-type: none"> Pursues the organisation's objectives of storekeeping. Manages the different types of stores. Executes the duties of a storekeeper. 	<ul style="list-style-type: none"> Definition of storekeeping Objectives of storekeeping Types of stores (house storage, commercial storage), Duties of storekeeper Factors that lead to successful storekeeping 	<ul style="list-style-type: none"> Let learners brainstorm on the meaning of storekeeping. Discuss with learners the objectives of storekeeping in records management. Guide learners on the duties of a storekeeper. Let learners research on the factors that lead to successful storekeeping.

Assessment Strategy

Assess learners on the:

- Objectives of storekeeping in records management.
- Types of stores and how they operate.
- Duties of a storekeeper
- Factors that lead to successful storekeeping in an organisation.

Sub-Module 2: Records Centres

Duration: 07Hours

Competences	Content	Teaching/ Learning Strategies
The learner: <ul style="list-style-type: none">• Defines a records centre• Identifies the different types of records centres• Develops appropriate procedures of using records centres• Manages semi active records	<ul style="list-style-type: none">• Meaning of a records centre• Types of records centre• Procedures of using records centre• Management of semi-active records	<ul style="list-style-type: none">• Guide learners to brainstorm what a records centres are• Guide learners on how to identify the different types of records centres• let learners discuss procedures of using records centres• let learners discuss in groups the different ways of managing semi active records

Sub-module 3: Stores management

Duration: 10 Hours

Competences	Content	Teaching/ Learning Strategies
The learner: <ul style="list-style-type: none">• Articulate the scope and components of the supply chain.• Receives and stores the information materials.• Handles the stored materials with care.	<ul style="list-style-type: none">• Stores environment• The supply chain concept• Records acquisition• Good storekeeping practices.• Handling of records in storage facilities	<ul style="list-style-type: none">• Illustrate to the learners the various channels of the supply chain process of information materials.• Let the learners demonstrate the materials handling etiquettes.

Assessment Strategy

Sub-Module 4: Records storage and equipment

Duration: 08 Hours

Competences	Content	Teaching/ Learning Strategies
<p>The learner:</p> <ul style="list-style-type: none">Identifies the different types of storage facilityIdentifies the different types of records storage equipmentStores records in appropriate equipment	<ul style="list-style-type: none">Types of records storage equipment (E-Records storage equipment, filing cabinets, open, closed shelves, mobile shelves)Factors to consider in choosing records storage equipment	<ul style="list-style-type: none">Guide learners on how to identify the different types of storage facilitylet learners discuss the different types of storage equipmentDemonstrate to learners on how to use records storage equipmentLet learners discuss in groups the different factors to consider in choosing suitable equipment

Teaching/Learning Resources

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

Sub-module 5: Records Codification

Duration: 10 hours

Competences	Content	Teaching/ Learning Strategies
<p>The learner:</p> <ul style="list-style-type: none">Articulate the scope and components of the supply chain.Receives and stores the information materials.Handles the stored	<ul style="list-style-type: none">Stores environmentThe supply chain conceptRecords acquisitionGood storekeeping practices.Handling of records in	<ul style="list-style-type: none">Illustrate to the learners the various channels of the supply chain process of information materials.Let the learners demonstrate the materials handling etiquettes.

materials with care.	storage facilities	
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Assessment Strategy

Assess learners on the:

- Methods of codifying information materials.
- Importance of codifying information materials.

Sub-module 6: Packing and packaging

Duration: 10 hours

Competences	Content	Teaching/ Learning Strategies
<p>The learner:</p> <ul style="list-style-type: none"> • Selects the suitable packaging for information materials. • Uses the packaging machines to package information materials. • Composes an attractive label for the information materials. • Packs materials for the customers for easier carrying. 	<ul style="list-style-type: none"> • Types of packaging • Packaging machines • Package labels • Packing of materials 	<ul style="list-style-type: none"> • Display different packaging materials for learners to get an insight of how information materials can be packaged. • Demonstrate the use of any machine used for packaging information materials. • Let learners come up with suitable labels that can be put on information materials. • Demonstrate the packaging of information materials.

Assessment Strategy

- Task learners to think about the best packaging materials for records and package information documents.

Teaching/Learning Resources

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

Sub-module 7: Stocktaking

Duration: 14 hours

Competences	Content	Teaching/ Learning Strategies
The learner: <ul style="list-style-type: none">• Executes the objectives of stocktaking.• Applies various methods to verify the amount of stock in the store.• Observes the advantages of stocktaking.	<ul style="list-style-type: none">• Objectives records stocktaking• Methods of records stocktaking• Advantages records stocktaking	<ul style="list-style-type: none">• Let learners brainstorm on the objectives of stocktaking.• Illustrate to the learners the methods of stocktaking.• Lead a guided discussion on the advantages of carrying out stocktaking.

NCRM215: INTRODUCTION TO ELECTRONIC RECORDS MANAGEMENT

Course Code: CRM2104

Course Level: Year II, Semester I

Contact Hours: 45 Hours

Credit Units : 03

Course description

This course introduces learners to the basic concepts of Electronic records management.

Course Objectives

The aim of this course is to:

- i. Introduce learners to basic concepts and practices of Electronic records management.
- ii. Equip learners with knowledge and skills of Electronic records management.
- iii. Instill in learners ethical code of conduct of Electronic records management.

Learning outcomes

By the end of this course learners should be able to:

- i. Apply basic concepts and practices of Electronic records management.
- ii. Demonstrate knowledge and skills of Electronic records management.
- iii. Exhibit ethics in Electronic records management.

Sub-module 1: Introduction to the concepts

Duration: 10 Hours

Competences	Content	Teaching/Learning Strategies
The learner: <ul style="list-style-type: none">• Describes the different forms of electronic records• Identifies the characteristics of electronic records• Identifies importance of electronic records over paper records• Manages challenges in managing electronic records	<ul style="list-style-type: none">• Forms of electronic records• Characteristics of electronic records• Microfilming• Storage equipments• Digital imaging• Advantages of electronic records over paper records• Challenges in managing electronic records• Digitization process	<ul style="list-style-type: none">• Lead a guided discussion with learners on the different forms of records• Let learners research on the characteristics of electronic records• Let learners Brainstorm on the importance of electronic records• Let a guided discussion with learners on the challenges in managing electronic records

Sub-module 2: E-mailing procedures

Duration: 10 Hours

Competences	Content	Teaching/Learning Strategies
The learner: <ul style="list-style-type: none"> Composes Emails Attaches E-mails Sends and opens Emails Identifies advantages and disadvantages of Emails 	<ul style="list-style-type: none"> Email composing Electronic file Naming E-mail storage Email attachments Email sending and opening Advantages and disadvantages of E-mails 	<ul style="list-style-type: none"> Demonstrate to learners how to compose Email. to discuss its importance in records. Lead a guided discussion on the Email attachments Let learners research on the advantages and disadvantages of E-mails.

Sub-module 3: Storage of Electronic Records and Retrieval

Duration: 08 hours

Competences	Content	Teaching/Learning Strategies
The learner: <ul style="list-style-type: none"> Describes the storage media Identifies the qualities of a good electronic file name Indexes electronic records Manages electronic data interchange 	<ul style="list-style-type: none"> Storage Media Qualities of good electronic file name Maintaining, accessing and retrieval of electronic records Indexing Electronic Records Electronic Data interchange 	<ul style="list-style-type: none"> Lead a guided discussion storage media Let learners research on the qualities of a good electronic file name Demonstrate to learners how to indexes electronic records Let learners research on how to manage electronic data interchange

Sub-module 4: Legal and Ethical Issues

Duration: 09hours

Competences	Content	Teaching/Learning Strategies
The learner: <ul style="list-style-type: none"> Describes the cyber crime Identifies the types and causes of cyber crime 	Cyber crime Cause of cyber crime Types of cyber crime Preventive measures to	<ul style="list-style-type: none"> Lead a guided discussion on cyber crime and its causes. Demonstrate a collection and ask learners to discuss the types of cyber crime. Let learners research on the

<ul style="list-style-type: none"> Identifies the preventive measures to cyber crime 	cyber crime	preventive measures to cybercrime
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Sub-module 5: Information Security

Duration: 08hours

Competences	Content	Teaching/Learning Strategies
The learner: <ul style="list-style-type: none"> Describes a password Creates data encryption Scans mails for virus Creates data backup 	Password Data encryption Scan mails for virus attack Creating a data backup	<ul style="list-style-type: none"> Demonstrate and ask learners to create passwords demonstrate and ask learners to create data encryption demonstrate and ask learners to scan mails for virus attack Let learners research on how to create a data backup

Study Materials:

Text Books

Specimen.

Suggested references

- Gunningham, G. and Montana, J. (2006). *The Lawyers guide to Records Management and retention*, 1st Edition, American Bar association, Chicago, USA
- McLeod and Hare (2006). *How to manage records in the Environment*, (2nd Ed). Rutledge, London.
- Patricia, E, Ann, J and Schubert, D. (2002). *Records Management, Integrated Information Systems*, 3rd Edition, Pearson Education Company, Prentice Hall
- Real, J. and Ginn, M. (2007). *Records Management*, 18th Edition, Thamson: South-Western
- Saffady, W. (2004). *Records and Information Management: Fundamentals of Professional Practice*, 1st Edition, USA-ARMA International
- Stewart, J and Melesco, H (2000). *Records Management handbook*, England; Gowers Publishing

NCRM216: Real Life Project Year 2 Semester 1

Duration: 32 Hours

Module Overview

The module is intended to enable learners to improve the customer care and expand on their projects. It will involve application of social skills to make customers keep coming back for more products/services.

Learning Outcome

By the end of this module, the learner should be able to present a variety of real-life products as well as the procedures followed to make them.

Preparatory Assignment

Let learners make and present items of their projects

Results: Learners presents products of what they have been doing for the first two terms for the class to critique.

Sub-module 3: Value addition

Duration: 32 Hours

Competences	Content	Teaching/Learning Strategies
The learner: <ul style="list-style-type: none">Improves on the quality of products/services.Makes more products to expand on the project.Presents the project products/services.	<ul style="list-style-type: none">Product/service modificationProject expansionProject presentation	<ul style="list-style-type: none">Guide lines on how to improve on the project outputs.Demonstrate to learners the need to diversify the project services.Let learners present the outcomes of their projects.
Sample Projects <ul style="list-style-type: none">Laminating documentsPhotocopyingDesigning receipt books		

DETAILED MODULE DESCRIPTION FOR YEAR TWO SEMESTER 2

NCRM 221: ELEMENTS OF PRESERVATION AND CONSERVATION OF RECORDS

Course Code: CRM1204

Course Level: Year I, Semester II

Contact Hours: 60 Hours

Credit Unit: 04

Course description

This course introduces learners to preservation and conservation practices in managing archives.

Course Objectives

The aim of this course is to;

- i. Enable learners acquire knowledge and skills required for records preservation and conservation.
- ii. Equip learners with knowledge and skills to identify dangers to information materials
- iii. Enable learners acquire skills in identifying techniques of preserving and conserving information materials

Learning out comes

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

- i. Preserve and conserve information materials
- ii. Identify the dangers to information materials
- iii. Apply preservation and conservation techniques

Sub-module 1: Introduction to preservation and conservation

Duration: 8 Hours

Competences	Content	Teaching/Learning Strategies
The learner: <ul style="list-style-type: none">Explains major conceptsPreserves records	<ul style="list-style-type: none">Definition of major termsTypes of preservationImportance of preservation	<ul style="list-style-type: none">Take learners through major concepts of preservation and their typesLead a guided discussion on the advantages of preserving records

Sub-module 2: Document Conservation

Duration: 10 Hours

Competences	Content	Teaching/Learning Strategies
The learner: <ul style="list-style-type: none">Applies the conservation techniquesConserves the documents	<ul style="list-style-type: none">Types of document conservationImportance of document conservationChallenges of document conservation	<ul style="list-style-type: none">Take learners through document conservation techniquesLead a guided discussion in groups with learner's on the importance of document conservation

Sub-module 3: Deterioration of records

Duration: 06 Hours

Competences	Content	Teaching/Learning Strategies
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The learner: <ul style="list-style-type: none"> Analyses records deterioration rates Prevents records from the causes of deterioration 	<ul style="list-style-type: none"> Categories of records deterioration Causes of records deterioration Preventive measures to records deterioration 	<ul style="list-style-type: none"> Take learners through the courses of records deterioration Lead a guided discussion on the causes of records deterioration and how they are prevented
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Sub-module 4: Storage equipment

Duration: 10 Hours

Competences	Content	Teaching/Learning Strategies
The learner: <ul style="list-style-type: none"> Stores information materials Identifies appropriate equipments to use in storing information Chose the suitable facility for the storage of information materials 	<ul style="list-style-type: none"> Storage of information materials Storage equipment Advantages of proper storages Factors to consider when choosing storage facility 	<ul style="list-style-type: none"> Lead a guided discussion with learners on how to store information materials Demonstrate to learners how to use the storage equipments Take learners through the factors to consider when choosing a storage facility

Sub-module 5: Disaster Planning and preparedness

Duration: 15Hours

Competences	Content	Teaching/Learning Strategies
The learner: <ul style="list-style-type: none"> Identifies different causes of disaster Applies the preventives measures to safe guide records Recovers Records 	<ul style="list-style-type: none"> Causes of disaster Preventive measures Guide lines to disaster planning Response and recovery program 	<ul style="list-style-type: none"> Take learners through the causes of disaster Demonstrate to learners on how to prevent disaster Lead a guided discussion with the learner's on the different reprographic methods.

Assessment Strategy

Assess learners on the:

- Causes of disaster and how to prevent it.
- Recover missing records.

Teaching/Learning Resources

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

Reading list

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

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

UNESCO website. Clements, DWG. Preservation and Conservation of Library and Archival

Documents: A UNESCO/IFLA/ICA Inquiry into the Current State of the World's

NCRM222: INTRODUCTION TO MARKETING OF INFORMATION SERVICES

Contact Hours : 45 Hours

Credit Unit : 03

Course Description

This course covers marketing of information and aims at equipping learners with professional skills for marketing information services

Course objectives

The aim of this course is to:

- i. Equip learners with marketing skills of information resources.
- ii. Enable learners acquire knowledge on how information is exhibited by way of choice.

Learning outcomes

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

- i. Apply marketing skills in information work
- ii. Exhibit information materials or resources

Sub-module 1: Introduction to marketing information

Duration: 04hours

Competences	Content	Teaching/Learning Strategies
The learner: <ul style="list-style-type: none">• Defines major concepts• Identifies the importance of marketing to society and its position in the society• Identifies the qualities of good information• Identifies the principles of marketing information	<ul style="list-style-type: none">• Definition of major concepts• Importance of marketing to society and its position in the society• Qualities of good information• Principles of marketing information	<ul style="list-style-type: none">• Let learners to Brainstorm on the definitions of major concepts• Lead a guided discussion on importance of marketing to society and its position in the society• Let learners research on the qualities of good information• Let learners to Brainstorm on the principles of marketing information

Sub-module 2: Information repackaging and packaging

Duration: 9 Hours

Competences	Content	Teaching/Learning Strategies
The learner: <ul style="list-style-type: none">• Defines the key terms• Identifies the functions of packaging• Identifies on the importance of repackaging information	<ul style="list-style-type: none">• Definition of key terms• Functions of packaging• Importance of repackaging information	<ul style="list-style-type: none">• Lead a guided discussion on the key terms• Let learners research on the functions of packaging• Lead a guided discussion on importance of repackaging information.

Sub-module 3: Public relations as a marketing tool

Duration: 12 Hours

Competences	Content	Teaching/Learning Strategies
The learner: <ul style="list-style-type: none">• Observes the activities of public relation• Exhibits the roles of public relations to organisation• Identifies the barriers to effective public relations	<ul style="list-style-type: none">• Activities of public relation• Role of public relations to organizations• Barriers to effective public relations	<ul style="list-style-type: none">• Lead a guided discussion on the activities of public relations• Let learners research on the role of public relations to organisations• Ask learners to discuss the barriers to effective public relations

Sub-module 4: Information outreach program and services

Duration: 12 Hours

Competences	Content	Teaching/Learning Strategies
The learner: <ul style="list-style-type: none">• Organises outreach service• Circulates publications• Organises workshops and seminars	Planning outreach service Publications Seminars and workshops	<ul style="list-style-type: none">• Lead a guided discussion on planning outreach service• Demonstrate to learners how to organise publications• Take learners to role play on how to organise seminars and workshops.

Sub-module 5: Processes of reprography

Duration: 08 Hours

Competences	Content	Teaching/Learning Strategies
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The learner: <ul style="list-style-type: none"> • Carries out reprographic services • Identifies the different objectives of reprographic services • Develops a reprographic programme 	<ul style="list-style-type: none"> • Reprographic services • Objectives of reprographic services • Developing a reprographic programme 	<ul style="list-style-type: none"> • Demonstrate and ask learners to reprography. • Lead a guided discussion on reprographic services • Lead a guided discussion on developing reprographic programme
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Reading List

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

Hawkins, D.T. (1992), in search of ideal information pricing in crown B Ed. *The marketing*

International labour organization Geneva (1980). *Creating a market New Delhi*. Starting

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

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

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

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

Reid. P.W. (1994). *Marketing planning and strategy*.

Statton, W.M & Futrell, C. (1999). *Fundamentals of marketing*, 8th edition. Prentice Hall international (UK) Limited.

NCKS223: BASIC KISWAHILI

Duration: 60Hours

Module Overview

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

Learning Outcome

By the end of the module the learner should be able to seek help in Kiswahili.

Sub-module 1: Introduction to Kiswahili

Duration: 2 Hours

Competences	Content	Teaching / Learning Strategies
The learner: <ul style="list-style-type: none">Acknowledges the importance of learning and using Kiswahili language.	<ul style="list-style-type: none">Origin and spread of KiswahiliImportance of Kiswahili to Ugandans and other East African countries	<ul style="list-style-type: none">Take learners through the origin of Kiswahili in East Africa.Lead a discussion on the importance of Kiswahili to a learner of records management.

Assessment Strategy

Assess learners on the importance of learning Kiswahili in the context of a records and information officer.

Sub-module 2: Polite Language

Duration: 18 Hours

Competences	Content	Teaching/Learning Strategies
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<p>A learner:</p> <ul style="list-style-type: none"> • Greets peers, and elders in Kiswahili. • Names places and people in their capacities. • Appreciates others by saying 'thank you' and 'well-done' in Kiswahili. 	<ul style="list-style-type: none"> • Greetings to peers, age mates, parents, elderly and supervisors • Salutations at different times of the day • Appreciation and saying 'thank you' for work done, gifts, food and so on • Asking for directions, assistance and food and so on • Names of places, like schools, hospitals, markets, garages, roads, airports, water wells, forests, villages, towns, sites, hills • Names of people and professional titles like technicians, nurses, messengers, watchmen, drivers, doctors, teachers, learners 	<ul style="list-style-type: none"> • Lead a guided discussion on the correct use of Kiswahili in greeting peers, elders and supervisors. • Together with learners discuss on the use of 'thank you', 'welcome' and 'sorry' in Kiswahili and task learners to practice using Kiswahili in and outside the class. • Using illustrations, lead a guided discussion on giving directions such as move forward, north, left, east, south, west and right hand side in Kiswahili.
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Assessment Strategy

Ask learners to:

- Greet peers, elders and supervisors.
- Name places and people in their capacities.

Teaching /Learning Resources

- The Internet
- Documentaries
- Charts
- Photographs/pictures

Sub-module 3: Comprehension

Duration: 10 Hours

Competences	Content	Teaching/ Learning Strategies
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<p>A learner :</p> <ul style="list-style-type: none"> Counts numbers 0 - 1000000 in Kiswahili. Identifies and names the parts of the human body in Kiswahili. 	<ul style="list-style-type: none"> Vowels a e i o u Consonants b, ch, d, dh, f, g, gh, h, j, k, l, m, n, ng, ny, p, r, s, sh, t, th, v, w, y, z. Counting and numbers 0-9, 10- 1000000 Daily and common activities and sayings, welcome, have a seat, thank you, wish you well, sorry Parts of the human body like head, legs. 	<ul style="list-style-type: none"> Illustrate on the vowels used in Kiswahili and lead a guided discussion on their application. Use illustrate to lead a guided discussion on the application of the consonants used in Kiswahili Guide learners to count numbers in Kiswahili 0-1000000. Lead a guided discussion on the daily and common activities and word meanings in Kiswahili.
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Assessment Strategy

Task learners to write numbers in Kiswahili.

Teaching/Learning Resources

- The internet
- Kiswahili dictionary

Sub-module 4: General Vocabulary

Duration: 10 Hours

Competences	Content	Teaching/ Learning Strategies
<p>The learner:</p> <ul style="list-style-type: none"> Names domestic animals, birds and insects in Kiswahili. Mentions the days of the week, names the months of the year and tells the correct dates. 	<ul style="list-style-type: none"> Names of domestic animals like goats, sheep, cows, pigs, rabbits, dogs, cats Names of domestic birds like ducks, turkeys, hens, Names of insects like mosquitoes, flies cockroaches Month in a year, days of the week, dates and telling time Names of objects like doors, windows, Common usage of Kiswahili, home and garden activities 	<ul style="list-style-type: none"> Guide learners to discuss on the names of domestic animals, birds and insects in the environment. With the help of the calendar guide to name on the days of the week, months of the year and the dates of the months. Lead a guided discussion on the common mistakes to be avoided in Kiswahili. Guide learners to identify and name the objects and activities in the environment.

	<ul style="list-style-type: none"> Common mistakes to be avoided. 	
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Assessment Strategy

Ask learners to name in Swahili different objects in the environment.

Teaching/Learning Resource

Swahili dictionary

Sub-module 5: Professional related Vocabulary

Duration: 06 Hours

Competences	Content	Teaching/ Learning Strategies
A learner : <ul style="list-style-type: none"> Identifies and names the tools, materials, and equipment used in records. Refers to officers in records by their titles. Describes the tasks performed by different records officials. 	<ul style="list-style-type: none"> Names of tools, materials, and equipment used in records management Titles of officers in records management Tasks performed by records officers 	<ul style="list-style-type: none"> Guide learners to identify and name the tools, materials, and equipment used in records. Ask learners to find out the Swahili titles of people who work in records. Discuss with learners the tasks performed by different records officers.

Assessment Strategy

Assign a learner to write the titles and tasks performed by various technicians.

Teaching/Learning Resource

The internet

Kiswahili dictionary

Sub-module 6: Customer Care and Language

Duration: 10 Hours

Competences	Content	Teaching/ Learning Strategies
<p>A learner :</p> <ul style="list-style-type: none">• Applies the terms used in records.• Expresses confidently in public.• Welcomes, offers to assist, and appreciates the assistance provided by others.• Advertises the products in Kiswahili.• Negotiates for better business terms.	<ul style="list-style-type: none">• Common terminologies used in records.• Public expression (welcoming, asking, thanking)• Providing the available information.• Persuasive language• Advertising of products• Negotiating for better terms	<ul style="list-style-type: none">• Pair up learners to role-play the application of the common terms used in records.• Set up a conversation requiring learners to welcome, ask, and appreciate.• Let learners design adverts in a persuasive language.• Guide learners how to negotiate politely in Swahili.

Assessment Strategy

Task learners to write and format a Kiswahili advert for any business.

Teaching/Learning Resources

- The internet

Kiswahili dictionary

References

Maw, JE 2012 *Swahili for starters: A practical introductory and intermediate level*.

Almasi, WF 2014, *Swahili grammar for introductory and intermediate levels*

NCRM 224: Real Life Project for Year 2 Semester 2

Duration: 90 Hours

Module Overview

The module will develop the learner's ability to be more creative and innovative in the field of production and service delivery. A learner will endeavour to make unique his/her products/services so as to attract more customers and make retention of the existing ones.

Learning Outcome

By the end of this module the learner should be able to produce products with unique features.

Preparatory Assignment

Let learners suggest ways of improving their products/service delivery.

Result

Learners come up with ideals that will enable them to improve on the quality of their products/services.

Sub-module 2: Project execution

Duration: 60Hours

Competences	Content	Teaching/Learning Strategies
The learner: <ul style="list-style-type: none">• Attracts more customers.• Utilises the available resources to add value to the products.• Mobilises more funds for the business.	<ul style="list-style-type: none">• Identification of new customers to the business• Utilisation of the available to add value to products.• Mobilisation of funds for the business	<ul style="list-style-type: none">• Lead a guided discussion on how to identify potential customers• Guide learners on how to utilize the available resources to add value to their products.• Guide a discussion on how to mobilise more funds for the business• Guide the learner on various ways of evaluating a business
Sample Projects <ul style="list-style-type: none">• Printing• Photocopying• Duplicating• Posters• Post cards• Corporate Identity Cards• Brochures• Report cards• Information centres• Current awareness services		

NCRM225: INDUSTRIAL TRAINING (IT) (2MONTHS)

Course Code	CIT2105
Course level	Year II, Semester I
Contact Hours	45 Hours
Credit Units	3
Course Description	This course exposes learners to application of knowledge and skills in the work environment.

Course objectives

The aim of this course is to;

- i. Guide learners to translate theoretical knowledge into practice.
- ii. Expose learners to practical aspects of work.
- iii. Instil in learners interpersonal skills in the field of work.
- iv. Equip learners with knowledge and skills of managing organisational resources.
- v. Equip learners with professional work ethics.

Learning Outcomes

By the end of the industrial training, the Learners should be able to:

- i. Translate theoretical knowledge into practice.
- ii. Demonstrate practical work.
- iii. Exhibit interpersonal skills in the field of work.
- iv. Manage organisational resources.
- v. Exhibit professional ethics.

