

MINISTRY OF EDUCATION



Republic of Ghana

TEACHING SYLLABUS FOR CLERICAL OFFICE DUTIES (SENIOR HIGH SCHOOL 1-3)

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TEACHING SYLLABUS FOR CLERICAL OFFICE DUTIES

RATIONALE FOR TEACHING CLERICAL OFFICE DUTIES

Business enterprise is the major avenue for managing resources to satisfy human needs and wants in the modern world. No organization can achieve any meaningful growth and contribute financially and socially to its owners, its staff and the nation as a whole without an efficient office system. The Business Office is no doubt, the hub and nerve centre around which activities of every organization revolve.

The office plays a leading role in the discharge of all administrative duties and in the management of human and material resources of all types of the business. It is also engaged in buying and selling of goods, transferring of money, arrangement of transportation and documentation of business activities.

The Clerical Office Duties (COD) course is therefore designed to equip the learner with the necessary knowledge, skills and competencies needed to cope with the changing needs of the modern office.

Apart from the skills offered to learners, the course also aims to equip learners with adequate foundation to pursue academic and professional education in business, industry and related fields. It is also expected to equip learners well enough to enter the most attractive jobs.

GENERAL AIMS

The syllabus is designed to help students to:

1. acquire the basic skills and abilities required to perform office work.
2. acquire knowledge and skills in the use of office equipment and materials for discharging office duties.
3. acquire skills in performing basic secretarial duties effectively and efficiently.
4. develop problem-solving skills in dealing with secretarial issues in the office.
5. provide the foundation for further studies in Business.
6. acquire basic personal and professional habits and attitudes that are necessary for the performance of office duties.

SCOPE OF CONTENT

The course covers the following: Office Procedures, Business Communication, Professional Image of Office staff, Human Relations, Interpersonal Skills and Documentation.

PRE-REQUISITE SKILLS AND ALLIED SUBJECTS

The study of Clerical Office Duties requires knowledge in English Language and Mathematics with very good grades at the Basic Education Certificate level. Other subjects which will help in the effective study of Clerical Office Duties include Social Studies and Integrated Science. Students offering this course are advised to take Business Management, Typewriting and one or two of the following courses: Economics, French, Financial Accounting and Information Communication Technology.

ORGANIZATION OF THE SYLLABUS

The syllabus has been structured to cover 3 years of Senior High School education. Each year's work consists of a number of sections with each section comprising a number of units. The syllabus has been grouped into 18 main sections as follows:

1. The Office
2. Professional Image of Office Staff
3. Communication I
4. Business English I
5. Business English II
6. Communication II
7. Business Transactions
8. Stock Control Procedures
9. Filing and Indexing
10. Post Office Services
11. Banking services
12. Information Communication Technologies
13. Office Machines/Equipment
14. Reprography
15. Human relations and Interpersonal Skills
16. Communication III
17. Entrepreneurship and Small Business Development
18. Preparation for Employment

The Sections and Unit topics for the three-year course are indicated in the chart below:

STRUCTURE AND ORGANIZATION OF THE SHS C.O.D SYLLABUS

SENIOR HIGH SCHOOL 1	SENIOR HIGH SCHOOL 2	SENIOR HIGH SCHOOL 3
<p align="center">TERM ONE</p> <p>SECTION 1: THE OFFICE Unit 1: Functions of the Office Unit 2: Sections and Departments Unit 3: Office Personnel Unit 4: Office Organization Unit 5: Office Planning and Layout</p>	<p align="center">TERM ONE</p> <p>SECTION 1: STOCK PROCEDURES Unit 1: Ordering of Stock Unit 2: Requisition Procedure Unit 3: Stock Records Unit 4: Stock Control Unit 5: Stock Valuation</p>	<p align="center">TERM ONE</p> <p>SECTION 1: HUMAN RELATIONS AND INTERPERSONAL SKILLS Unit 1: Internal Relations Unit 2: Public Relations Unit 3: Inter-personal Skills</p>
<p>SECTION 2: PROFESSIONAL IMAGE OF OFFICE STAFF Unit 1: Personal and Business Attributes Unit 2: Social Habits/Etiquette Unit 3: Personal Hygiene and Healthy Lifestyle Unit 4: Time Management</p>	<p>SECTION 2: FILING AND INDEXING Unit 1: Methods of Classification Unit 2: Systems of Filing Unit 3: Indexing and Cross-referencing Unit 4: Electronic Filing System</p>	<p>SECTION 2: COMMUNICATION III Unit 1: Meetings – Procedures Unit 2: Preparation of Meeting Documents Unit 3: Report Writing</p>
<p>SECTION 3: COMMUNICATION I Unit 1: Meaning of Communication Unit 2: Oral/Verbal Communication Unit 3: Written Communication Unit 4: Non-Verbal Communication Unit 5: Visual Communication</p>	<p align="center">TERM TWO</p> <p>SECTION 1: POST OFFICE SERVICES Unit 1: Postal Services Unit 2: Courier Services Unit 3: Agency Services Unit 4: Remittance Services</p>	<p align="center">TERM TWO</p> <p>SECTION 1: ENTREPRENEURSHIP AND SMALL BUSINESS MANAGEMENT Unit 1: Entrepreneurship Unit 2: The Small Business Environment Unit 3: Starting and Operating small Business in Ghana</p>
<p align="center">TERM TWO</p> <p>SECTION 1: BUSINESS ENGLISH I Unit 1: Bias-free Writing Unit 2: Officialese</p>	<p>SECTION 2: BANKING SERVICES Unit 1: Types of Banks Unit 2: Types of Accounts Unit 3: Cheques</p>	<p>SECTION 2: PREPARATION FOR EMPLOYMENT Unit 1: Preparation of Job Advertisement Unit 2: Letters of Application Unit 3: Curriculum Vitae Unit 4: Interviews</p>

SENIOR HIGH SCHOOL 1	SENIOR HIGH SCHOOL 2	SENIOR HIGH SCHOOL 3
<p style="text-align: center;">TERM TWO</p> <p>SECTION 2: BUSINESS ENGLISH II Unit 1: Proofreading and Office Abbreviations Unit 2: Spellings, Word Division and Punctuation</p>	<p style="text-align: center;">TERM THREE</p> <p>SECTION 1: INFORMATION COMMUNICATION TECHNOLOGY Unit 1: Computers - Types and Models Unit 2: Uses of Computers Unit 3: Internet and Intranet Services Unit 4: Mobile Phone Technology and Service Providers</p>	
<p>SECTION 3: COMMUNICATION II Unit 1: Business Correspondence Unit 2: Mail Handling</p>	<p>SECTION 2: OFFICE MACHINES/EQUIPMENT Unit 1: Office Machines Unit 2: Office Equipment and Materials</p>	
<p>SECTION 4: BUSINESS TRANSACTIONS Unit 1: Documents Used In Business Unit 2: Methods of Payment Unit 3: Tax Regimes Unit 4: Petty Cash Unit 5: Payroll Handling</p>	<p>SECTION 3: REPROGRAPHY Unit 1: Copying Processes Unit 2: Duplicating Processes Unit 3: Document Scanning</p>	
<p style="text-align: center;">TERM THREE</p> <p>SECTION 1: HEALTH, SAFETY AND WELFARE IN THE OFFICE Unit 1: Health Hazards in the Office Unit 2: Accidents in the Office Unit 3: Staff Welfare</p>		
<p>SECTION 2: REFERENCES AND SOURCES OF INFORMATION Unit 1: Reference Books Unit 2: Sources of Information</p>		

NOTE: It is important that the C.O.D. teacher teaches Case Study from Year Two Section One so that the students get a solid foundation in solving situational problems or Case Study/Scenario questions.

TIME ALLOCATION

Clerical Office Duties is allocated 6 periods of 40 minutes each per week. The number of periods may have to be supplemented with extra time in order to cover adequately the scope of the subject.

SUGGESTION FOR TEACHING THE SYLLABUS

This syllabus has been planned to emphasize the importance of the office and its clerical procedures and functions. To promote effective teaching, it is advised that schools should adopt the team teaching approach. It is further advised that schools should organize field trips to the offices of both large and small business organizations for students to be abreast with current office procedures and see the latest office equipment. The school could also set up model office where demonstration lessons could be held.

General Objectives: General Objectives have been listed at the beginning of each Section. The general objectives specify the skills and behaviours students should acquire as a result of learning the units of a section. Read the general objectives very carefully before teaching the section. After teaching all the units of the section go back and read the general objectives again to be sure you have covered the objectives adequately in the course of your teaching.

Sections and Units: The syllabus has been planned on the basis of Sections and Units. Each year's work is divided into sections. A Section consists of a fairly homogeneous body of knowledge within the subject. Within each section are units. A unit consists of a more related and homogeneous body of knowledge and skills.

The syllabus is structured in Five Columns: Units, Specific Objectives, Content, Teaching and Learning Activities and Evaluation. A description of the contents of each Column is as follows:

Column 1: Units The units in column 1 are divisions of the major topics of the section. You are expected to follow the unit topics according to the linear order in which they have been presented. However, if you find at a point that teaching and learning in your class will be more effective if you skip to another unit in the sequence before coming back to the sequence, you may do so.

Column 2: Specific Objectives: Column 2 shows the specific objectives for each unit. The specific objectives begin with numbers such as 1.1.1. or 2.1.1. These numbers are referred to as "Syllabus Reference Numbers" (SRN). The first digit in the SRN refers to the section; the second digit refers to the unit, while the third digit refers to the rank order of the specific objective. For instance 1.1.1 means: Section 1, Unit 1 (of Section) and specific objective. Similarly, 2.1.1 refers to Specific Objective 1 of Unit 1 of Section 2. Using syllabus reference numbers provides an easy way for communication among educators. It further provides an easy way for selecting objectives for test construction. For instance, if unit 1 of Section 2 has five specific objectives: 2.1.1 – 2.1.5, a teacher may want to base their test items on objectives 2.1.1 and 2.1.2 and not to use the other three objectives. In this way, the teacher would sample the objectives within units and within sections to be able to develop a test that accurately reflects the importance of the various skills taught in class.

You will note also that specific objectives have been stated in terms of the student i.e., what the student will be able to do after instruction and learning in the unit. Each specific objective hence starts with the following, "The student will be able to" This in effect means that you have to address the learning problems of each individual student. It means individualizing your instruction as much as possible such that the majority of students will be able to master the objectives of each unit of the syllabus.

Column 3: Content: The "Content" in the third column of the syllabus presents a selected body of information that you will need to use in teaching the particular unit. In some cases, the content presented is quite exhaustive. In other cases, you could add more information to the content presented. In a few cases the content space has been left blank for you to develop.

Column 4: Teaching and Learning Activities (T/LA)

Teaching and Learning activities that will ensure maximum student participation in the lessons are presented in column 4. Emphasize participatory teaching and learning. The cognitive, affective and psychomotor domains of knowledge should also be emphasized in your instructional system where appropriate. You are encouraged to re-order the suggested teaching and learning activities and also add to them where necessary in order to achieve optimum student learning. As we have implied already, the major purpose of teaching and learning is to make learners be able to apply their knowledge in dealing with issues both in and out of school. A suggestion that will help the students acquire the habit of analytical thinking and the capacity for applying their knowledge to problems is to begin each lesson with a practical problem. Select a practical problem for each lesson. The selection must be made such that students can use knowledge gained in the previous lesson and other types of information not specifically taught in class. At the beginning of a lesson, state the problem, or write the problem on the board. Let students analyze the problem, suggest solutions, etc, criticize solutions offered, justify solutions and evaluate the worth of possible solutions. There may be a number of units where you need to re-order specific objectives to achieve required learning effects.

Column 5: Evaluation: Suggestions and exercises for evaluating the lessons of each unit are indicated in Column 5. Evaluation exercises can be in the form of oral questions, quizzes, class assignments, essays, structured questions, project work, etc. Try to ask questions and set tasks and assignments that will challenge your students to apply their knowledge to issues and problems as we have already said above and that will engage them in developing solutions and positive attitudes towards the subject as a result of having undergone instruction in this subject. The suggested evaluation tasks are not exhaustive. You are encouraged to develop other creative evaluation tasks to ensure that learners have mastered the instruction and behaviour implied in the specific objectives of each unit.

Lastly, bear in mind that the syllabus cannot be taken as a substitute for lesson plans. It is therefore, necessary that you develop a scheme of work and lesson plans for teaching the units of this syllabus.

Profile Dimensions:

A “dimension” is a psychological unit for describing a particular learning behaviour. A specific objective such as follows: “The student will be able to describe” etc. contains an action verb “describe”, that indicates what the students will be able to do after teaching has taken place.

Being able to “describe” something after the instruction has been completed means that the student has acquired “knowledge”. Being able to explain, summarize, give examples, etc. means that the student has understood the lesson taught. Similarly, being able to develop, plan, construct, etc. means that the student has learnt to create, innovate or synthesize knowledge. You will note that each of the specific objectives in this syllabus contains an “action verb” that describes the behaviour the student will be able to demonstrate after the instruction. “Knowledge”, “Application”, “Analysis” “Innovation or Creativity” and “Evaluation” are dimensions that should be the prime focus of teaching and learning in schools. Instruction in most cases had tended to stress knowledge acquisition to the detriment of other higher-level behaviour such as application, analysis, etc. Each action verb indicates the underlying profile dimension of each particular specific objective. Read each objective carefully to know the profile dimension toward which you have to teach.

DEFINITION OF PROFILE DIMENSIONS

As already stated, profile dimensions describe the underlying behaviours for teaching, learning and assessment. In Clerical Office Duties, the two profile dimensions that have been specified for teaching, learning and testing are:

Knowledge and Understanding	-	45%
Application of Knowledge	-	55%

Each of the dimensions has been given a percentage weight that should be reflected in teaching, learning and testing. The weights, indicated on the right of the dimensions, show the relative emphasis that the teacher should give in teaching, learning and testing processes. The focus of this syllabus is to get students not only to acquire knowledge but also to understand what they have learnt and apply them practically.

The explanation and key words involved in each of the dimensions are as follows:

Knowledge and understanding (KU)

Knowledge The ability to:
remember, recall, identify, define, describe, list, name, match, state principles, facts and concepts.
Knowledge is simply the ability to remember or recall material already learned and constitutes the lowest level of learning.

Understanding The ability to:
explain, summarize, translate, rewrite, paraphrase, give examples, generalize, estimate or predict consequences based upon a trend. Understanding is generally the ability to grasp the meaning of some material that may be verbal, pictorial, or symbolic.

Application of Knowledge (AK)

The ability to use knowledge or apply knowledge, as implied in this syllabus, has a number of learning/behaviour levels. These levels include: application, analysis, innovation or creativity, and evaluation. These may be considered and taught separately, paying attention to reflect each of them equally in your teaching. The dimension “Application of Knowledge” is a summary dimension for all four learning levels. Details of each of the four sub-levels are as follows:

Application The ability to:
apply rules, methods, principles, theories, etc. to concrete situations that are new and unfamiliar. It also involves the ability to produce, solve, operate, demonstrate, discover, etc.

Analysis The ability to:
break down a piece of material into its component parts; to differentiate, compare, distinguish, outline, separate, identify significant parts, etc. recognize unstated assumptions and logical fallacies, recognize inferences from facts, etc.

Innovation/Creativity The ability to:
Put parts together to form a new whole, a novel, coherent whole or make an original product. It involves the ability to synthesize, combine, compile, compose, devise, construct, plan, produce, invent, devise, make, program, film, animate, mix, re-mix, publish, video cast, podcast, direct, broadcast, suggest (an idea, possible ways), revise, design, organize, create, and generate new ideas and solutions. The ability to create or innovate is the highest form of learning. The world becomes more comfortable because some people, based on their learning, generate new ideas, design and create new things.

Evaluating

The ability to:

Appraise, compare features of different things and make comments or judgement, contrast, critique, justify, hypothesize, experiment, test, detect, monitor, review, post, moderate, collaborate, network, refractor, support, discuss, conclude, make recommendations etc. Evaluation refers to the ability to judge the worth or value of some material based on some criteria and standards. We generally compare, appraise and select throughout the day. Every decision we make involves evaluation. Evaluation is a high level ability just as application, analysis and innovation or creativity since it goes beyond simple knowledge acquisition and understanding.

FORM OF ASSESSMENT

It must be emphasized again that it is important that both instruction and assessment be based on the profile dimensions of the subject. In developing assessment procedures, try to select specific objectives in such a way that you will be able to assess a representative sample of the syllabus objectives. Each specific objective in the syllabus is considered a criterion to be achieved by the student. When you develop a test that consists of items or questions that are based on a representative sample of the specific objectives taught, the test is referred to as "Criterion-Referenced Test". In many cases, a teacher cannot test all the objectives taught in a term, in a year, etc. The assessment procedure you use i.e. class test, homework, projects, etc. must be developed in such a way that it will consist of a sample of the important objectives taught over a period.

The example below shows an examination consisting of two papers, Paper 1 and paper 2. School based assessment has been added to the structure. Paper 1 will usually be an objective type paper; Paper 2 will consist of one compulsory simple case study, and essay questions. The School Based Assessment will consist of an aggregation of marks over a number of assignments. The distribution of marks for the objective test items, case study and essay type questions in the two papers should be in line with the weights of the profile dimensions already indicated and as shown in the last column of the table below.

The West African Examinations Council (WAEC) generally sets 50 multiple choice questions for C.O.D. Paper 1. These questions cover the entire syllabus and the paper lasts for fifty minutes. Try to emulate this by developing an objective test paper (Paper 1) that consists of 50 items. Paper 2 should consist of one compulsory simple case study and some essay questions. The case study should be based on problem situations in the office. In addition to the case study, let learners answer THREE essay questions from a list of 6 questions.

In the sample assessment structure presented below, Paper 1 is marked out of 50; Paper 2 is marked out of 100 and continuous assessment is marked out of 90, giving a total of 240 marks. Depending upon the school's examination and marking systems, you could use a total mark convenient to the teacher and the school. bear in mind of course, that using a different total mark will change the mark allocations for the test papers, etc

The last row shows the weight of marks allocated to each of the three test components. The two papers and continuous assessment are weighted differently. Paper 1, the objective test paper is weighted 21%. Paper 2 is a more intellectually demanding paper and is therefore weighted more than the objective test paper. Paper 2 is designed to test application of knowledge alone. Paper 2 and the continuous assessment are weighted 49% and 30% respectively.

Distribution of Examination Paper Weights And Marks

Dimensions	Paper 1	Paper 2	Continuous Assessment	Total Marks	% Weight of Dimension
Knowledge and Understanding	30	--	45	75	45
Application of Knowledge	20	100	55	175	55
Total Marks	50	100	100	250	-
% Contribution of Paper	20	50	30	-	100

You will note that paper 1 has a contribution of 20% to the total marks; Paper 2 has a contribution of 50% to the total marks, and School Based Assessment has a contribution of 30% to the total marks. The numbers in the cells indicate the marks to be allocated to the items/questions that test each of the dimensions within the respective papers.

The last but one Column shows the total marks allocated to each of the dimensions. The numbers in this column are additions of the numbers in the cells and they agree with the profile dimension weights indicated in the last column. Of the total marks of 240, the 120 marks for Knowledge and understanding is equivalent to 50%. The 120 marks for “Application of Knowledge” is equivalent to 50% of the total marks.

Because of the large weight on Knowledge and Understanding, continuous assessment should be used to test the greater part of this dimension. It is further advised that field trips to some offices for some demonstration exercises/lessons should form part of the continuous assessment.

WAEC’s examination structure at the WASSCE consists of two papers. The paper 1 of Clerical Office Duties will contain 50 multiple choice questions, which cover the entire syllabus. Paper 2 has two components made up of one compulsory simple case study on problem situations in the office, and a list of seven essay questions from which three should be answered. We therefore, recommend two separate papers to give your students extended practice for adequate examination preparation.

Item Bank: Obviously the structure of assessment recommended in this syllabus will need a lot of work on the part of the teacher. In preparation for setting examination papers, try to develop an item Bank. The term “item bank” is a general term for a pool of objective items, a pool of essay and Case study questions. As you teach the subject, try to write objective test items, essay questions, structured essay questions and Case study questions to fit selected objectives which you consider important to be tested. If you proceed diligently, you will realize you have written more than 100 objectives test items and more than 30 essay and Case study questions in the space of one year. Randomly select from the item bank to compose the test papers. Select with replacement. This means that as items/questions are selected for testing, new ones have to be written to replace those items/questions already used in examinations. Items and questions that have been used in examinations may also be modified and stored in the item bank.

An important issue in the preparation for a major examination such as the WASSCE is the issue of “test wiseness”. To be “test wise” means that the students know the techniques/mechanics for taking a test. These techniques/mechanics include writing your index number and other particulars accurately and quickly on the answer paper; reading all the questions before selecting the best questions to answer; apportioning equal time to each question or spending more time, on questions that carry more marks; making notes on each question attempted before writing the answer; leaving extra time to read over one’s work; finally checking to see that the personal particulars supplied on the answer sheets are accurate. Some good students sometimes fail to do well in major examinations because of weakness in the technique/mechanics of test taking; because they are not test wise. Take your final year students through these necessary techniques so that their performance in major examinations may not be flawed by the slightest weakness in test taking.

GUIDELINES FOR SCHOOL BASED ASSESSMENT

A new School Based Assessment system (SBA) will be introduced into the school system in 2011. The new SBA system is designed to provide schools with an internal assessment system that will help schools to achieve the following purposes:

- Standardize the practice of internal school-based assessment in all Senior High Schools in the country
- Provide reduced assessment tasks for subjects studied at SHS
- Provide teachers with guidelines for constructing assessment items/questions and other assessment tasks
- Introduce standards of achievement in each subject and in each SHS class
- Provide guidance in marking and grading of test items/questions and other assessment tasks
- Introduce a system of moderation that will ensure accuracy and reliability of teachers' marks
- Provide teachers with advice on how to conduct remedial instruction on difficult areas of the syllabus to improve class performance.

The arrangement for SBA may be grouped in categories as follows: Projects, Mid-Term Test, Group Work and End of Term Examinations

1. Projects/Field Work: These are tasks assigned to students to be completed over an extended time.

Projects may include the following:

- i) Practical work
- ii) Case Study
- iii) Investigative study

A report must be written for each project undertaken.

2. Mid-Term Test: The mid-term test following a prescribed format will form part of the SBA
3. Group Exercise: This will consist of written assignments or practical work on a topic(s) considered important or complicated in the term's syllabus
4. End-of-Term Examination: The end-of-term test is a summative assessment system and should consist of the knowledge and skills students have acquired in the term. The end-of-term test for Term 3 for example, should be composed of items/questions based on the specific objectives studied over the three terms, using a different weighting system such as to reflect the importance of the work done in each term in appropriate proportions. For example, a teacher may build an End-of-Term 3 test in such a way that it would consist of the 20% of the objectives studied in Term 1, 20% of objectives studied in Term 2 and 60% of the objectives studied in Term 3. The end-of-term 3 test should therefore sample the knowledge and skills acquired over the three school terms in appropriate proportions.

GRADING PROCEDURE

To improve assessment and grading and also introduce uniformity in schools, it is recommended that schools adopt the following WASSCE grade structure for assigning grades on students' test results.

Grade A1:	80 - 100%	-	Excellent
Grade B2:	70 - 79%	-	Very Good
Grade B3:	60 - 69%	-	Good
Grade C4:	55 - 59%	-	Credit
Grade C5:	50 - 54%	-	Credit
Grade C6:	45 - 49%	-	Credit
Grade D7:	40 - 44%	-	Pass
Grade D8:	35 - 39%	-	Pass
Grade F9:	34% and below	-	Fail

In assigning grades to students' test results, you are encouraged to apply the above grade boundaries and the descriptors which indicate the meaning of each grade. The grade boundaries i.e., 60-69%, 50-54% etc., are the grade cut-off scores. For instance, the grade cut-off score for B2 grade is 70-79% in the example. When you adopt a fixed cut-off score grading system as in this example, you are using the criterion-referenced grading system. By this system a student must make a specified score to be awarded the requisite grade. This system of grading challenges students to study harder to earn better grades. It is hence a very useful system for grading achievement tests.

Always remember to develop and use a marking scheme for marking your class examination scripts. A marking scheme consists of the points for the best answer you expect for each question, and the marks allocated for each point raised by the student as well as the total marks for the question. For instance, if a question carries 20 marks and you expect 6 points in the best answer, you could allocate 3 marks or part of it (depending upon the quality of the points raised by the student) to each point, hence totaling 18 marks, and then give the remaining 2 marks or part of it for organization of answer. For objective test papers you may develop an answer key to speed up the marking.

SENIOR HIGH SCHOOL- YEAR 1 TERM 1

SECTION 1

THE OFFICE

General objective: The student will:

1. be aware of the functions and the various sections/departments of the office.
2. appreciate the linkages among the sections/departments of the office.
3. be aware of the major activities undertaken by the main office personnel.
4. appreciate the factors affecting modern office designing and layout.
5. develop skills for solving situational office problems.

UNIT	SPECIFIC OBJECTIVES	CONTENT	TEACHING AND LEARNING ACTIVITIES	EVALUATION
UNIT 1 FUNCTIONS OF THE OFFICE	The student will be able to: 1.1.1 explain the term 'Office' 1.1.2 explain the functions of the office	A room or a part of a building, or a place where clerical duties are performed. <u>Functions of the office</u> <ul style="list-style-type: none"> - receiving information - recording information - analyzing/processing information - giving/ communicating information - storing information - safeguarding/protecting assets 	Assist students to: Explain the term "office" Discuss the functions of the office. e.g. Receiving Information <ul style="list-style-type: none"> - the office receives information in either written or verbal forms i.e., letter, fax, telephone calls and e-mail from both internal and external sources. 	State and explain the functions of an office.
UNIT 2 SECTIONS AND DEPARTMENTS	1.2.1 identify the major departments in an organization.	<u>Major Departments</u> e.g., <ul style="list-style-type: none"> - Administration - Accounts/Finance - Human Resource/Personnel - Production - Marketing 	Discuss the major departments in an organization. E.g. Administration – This department coordinates the work of the other departments of the organization. It is headed by the Administrative manager Note: You may invite a resource person to help with the lesson.	

UNIT	SPECIFIC OBJECTIVES	CONTENT	TEACHING AND LEARNING ACTIVITIES	EVALUATION												
UNIT 2 (CONT'D) SECTIONS AND DEPARTMENTS	<p>The student will be able to:</p> <p>1.2.2. describe the functions of the major departments of an organization</p> <p>1.2.3 identify the major sections and their roles in a department</p> <p>1.2.4 describe the relationships among the various departments in an organization</p>	<p><u>Functions of major departments</u></p> <ul style="list-style-type: none"> - Administration - Accounts/Finance - Human Resource - Production - Marketing <p>Departments have sections.</p> <table border="0"> <tr> <td><u>SECTIONS</u></td> <td><u>DEPARTMENT</u></td> </tr> <tr> <td>General Office</td> <td>- Administration</td> </tr> <tr> <td>Reception</td> <td>- Administration</td> </tr> <tr> <td>Mailroom/Registry</td> <td>-Administration</td> </tr> <tr> <td>Stores –</td> <td>Accounts/Finance</td> </tr> <tr> <td>Transportation</td> <td>- Transport Dept.</td> </tr> </table> <p><u>Departmental relationships.</u></p> <p>e.g., The purchasing of raw materials: Accounts department releases money to the Purchasing department to purchase raw materials for the Production Department to produce. The products are then sent to the Marketing department to sell to Consumers.</p>	<u>SECTIONS</u>	<u>DEPARTMENT</u>	General Office	- Administration	Reception	- Administration	Mailroom/Registry	-Administration	Stores –	Accounts/Finance	Transportation	- Transport Dept.	<p>Assist students to:</p> <p>Describe the functions of the departments listed. E.g., Administration:</p> <ul style="list-style-type: none"> - provides clerical support to other departments. - co-ordinates the activities of the other departments - oversees the day to day running of the entire organization. <p>Explain how departments are organized into sections</p> <p>Describe the activities performed by the sections under the departments. e.g. Role of General Office –</p> <ul style="list-style-type: none"> - duplicating and copying - bookkeeping and petty cash handling - arranging meetings. <p>Note: The class to visit an office and listen to a talk on how the departments are organized.</p> <p>Discuss the relationship between the various departments in the work processes of an organization</p>	<p>Explain the functions of the major departments in an organization.</p> <p>Write report on visit to the office</p>
<u>SECTIONS</u>	<u>DEPARTMENT</u>															
General Office	- Administration															
Reception	- Administration															
Mailroom/Registry	-Administration															
Stores –	Accounts/Finance															
Transportation	- Transport Dept.															

UNIT	SPECIFIC OBJECTIVES	CONTENT	TEACHING AND LEARNING ACTIVITIES	EVALUATION
UNIT 3 OFFICE PERSONNEL	<p>The student will be able to:</p> <p>1.3.1 identify the various office personnel and describe their duties</p> <p>1.3.2 describe the inter-dependence of personnel in terms of their duties/functions in the office</p>	<p><u>Office personnel</u></p> <ul style="list-style-type: none"> - Office Manager - Company Secretary - Administrative Assistant - Personal Assistant - Private Secretary - Office Supervisor - Stenographer - General Clerk - Accounts Clerk - Data Entry Clerk - Receptionist - Typist - Messenger <p>Inter-dependence of office personnel in terms of duties/functions. e.g. the cycle a letter goes through from the time it is received to the time the response is dispatched.</p>	<p>Assist students to:</p> <p>Identify the various office personnel listed and describe their duties. e.g. Office Manager</p> <ul style="list-style-type: none"> - planning the structure of their department - controlling the department - dealing with indiscipline - implementing policies of top management - supervising office services in other departments - organizing people and departments; allocating resources and ensuring work is completed on schedule. <p>Role play office situation involving some of the office personnel listed</p> <p>Discuss the inter-dependence of the various categories of staff in the office using the example under content and other pertinent examples</p> <p>Note: Stress the importance of coordination for effective interdependence</p>	<p>Write five duties each of:</p> <ul style="list-style-type: none"> • Company Secretary • Personal Assistant • General Clerk • Receptionist • Accounts clerk <p>Draw a chart to indicate inter-departmental relationships</p>
UNIT 4 OFFICE ORGANISATION	<p>1.4.1 explain the term 'organization'</p> <p>1.4.2 explain the principles of organization in relation to work in the office</p>	<p>Meaning of organisation</p> <p><u>Principles of organization</u></p> <p>e.g. - Authority and Responsibility</p> <ul style="list-style-type: none"> - Delegation - Span of control - Unity of objectives - Supervision - Chain of command - Unity of functions - Supervision - Remuneration - Accountability - Specialization - Esprit de Corps 	<p>Discuss the meaning of organisation</p> <p>Discuss the various principles of organization . e.g. Authority and Responsibility - The right to command or to give orders and the obligation or commitment on the part of managers to carry out tasks in accordance with instructions received.</p>	<p>Explain ten principles of organization.</p>

UNIT	SPECIFIC OBJECTIVES	CONTENT	TEACHING AND LEARNING ACTIVITIES	EVALUATION
UNIT 4(cont'd) OFFICE ORGANIZATION	<p>The student will be able to:</p> <p>1.4.3 explain the structure of an Organization</p> <p>1.4.4. identify types of organizational structure</p> <p>1.4.5 draw an organizational chart/ organogram of a typical business organization</p> <p>146 state the advantages and disadvantages of an organogram</p>	<ul style="list-style-type: none"> - Subordination of individual interests - <p><u>Meaning of organizational structure</u> The formal arrangement of jobs within an organization</p> <p><u>Types of organizational structure</u></p> <ul style="list-style-type: none"> - Line structure - Line and staff - Staff - Functional - Matrix - Formal and Informal <p>Organogram/organizational chart</p> <p>Advantages and Disadvantages of an organogram.</p> <p><u>Advantages:</u></p> <ul style="list-style-type: none"> - It indicates the lines of authority and responsibility - It shows the formal communication channels - It shows the entire organization at a glance <p><u>Disadvantages :</u></p> <ul style="list-style-type: none"> - it does not show the informal organization - it is sometimes difficult to interpret - it may stifle initiative. 	<p>Assist students to:</p> <p>Discuss the meaning of organizational structure.</p> <p>Discuss the various types of organizational structure.</p> <p>Draw an organogram of a typical business organization.</p> <p>State the advantages and disadvantages of organizational chart.</p>	<p>Describe FOUR main types of organizational structure.</p> <p>Draw diagram showing the Line, Line-and-Staff, and Functional organisational Structure</p>

UNIT	SPECIFIC OBJECTIVES	CONTENT	TEACHING AND LEARNING ACTIVITIES	EVALUATION
UNIT 5 OFFICE PLANNING AND LAYOUT	<p>The student will be able to:</p> <p>1.5.1 explain office layout</p> <p>1.5.2 identify the different types of office layout</p> <p>1.5.3 state the factors that determine the choice of office layout</p> <p>1.5.4 state the advantages and disadvantages of the types of office layout.</p>	<p><u>Meaning of office layout</u> The physical arrangement of equipment and furniture within available floor space.</p> <p><u>Types of office layout</u></p> <ul style="list-style-type: none"> - Open/Flexible plan - Closed/Cellular plan <p>Factors that determine choice of office layout e.g.</p> <ul style="list-style-type: none"> - Flow of work - Comfort of staff <p>Advantages and Disadvantages of open plan and closed plan office.</p> <p><u>Open-plan office Advantages</u></p> <ul style="list-style-type: none"> - smooth flow of work - close supervision - economic use of office space - economic use of facilities - easier communication among staff <p><u>Disadvantages</u></p> <ul style="list-style-type: none"> - easy spread of infectious diseases - privacy is difficult to maintain - distractions due to noise and people moving - Security is reduced 	<p>Assist students to:</p> <p>Discuss office layout.</p> <p>Identify the differences between open plan and closed plan office layout.</p> <p>Discuss the factors that determine choice of office layout.</p> <p>Discuss the advantages and disadvantages of open-plan and closed – plan office.</p> <p>Visit some organizations which practice closed and open plan offices. Discuss with students differences between the two types of layout</p>	<p>Distinguish between open and closed office layout</p> <p>State the factors that affect modern office design.</p>

SECTION 2

PROFESSIONAL IMAGE OF OFFICE STAFF

General objectives: The student will:

1. develop personal and business attributes required of an office staff
2. appreciate the need for developing good social habits
3. appreciate the importance of hygienic habits and good appearance of an office staff
4. appreciate the importance of practicing healthy lifestyle
5. acquire skills in using principles learnt to solve problems through case study.

UNIT	SPECIFIC OBJECTIVES	CONTENT	TEACHING AND LEARNING ACTIVITIES	EVALUATION
UNIT 1 PERSONAL AND BUSINESS ATTRIBUTES	The student will be able to: 2.1.1 explain personal attributes of an office staff	Personal attributes of an office staff e.g. - honesty - self-discipline - punctuality - loyalty - tactfulness - courtesy	Assist students to: Discuss the personal attributes of an office staff.	State FIVE personal attributes of an office staff
	2.1.2 explain business attributes of an office staff	Business attributes of an office staff e.g. - good/sound educational background - hard work - initiative and drive - good judgment - cost-consciousness	Brainstorm to come out with the business attributes of an office staff.	State FIVE business attributes of an office staff.
	2.1.3 practice the attributes required of an office staff	Personal and Business attributes of an office staff	Role play the attributes listed.	Write a report on the role play
UNIT 2 SOCIAL HABITS/ETIQUETTE	2.2.1 exhibit social attributes needed for office work	Social attributes of office staff - neatness - fluency in speech - good telephone manners - smart dressing - wearing smiling face - being very courteous.	Discuss the social habits listed under content.	

UNIT	SPECIFIC OBJECTIVES	CONTENT	TEACHING AND LEARNING ACTIVITIES	EVALUATION
UNIT 3 PERSONAL HYGIENE AND HEALTHY LIFESTYLE	The student will be able to: 2.3.1 outline the importance of personal hygiene and a healthy lifestyle	Importance of personal hygiene - good health makes employees work effectively and efficiently - a clean office staff produces neat work - an employee who has enough sleep and rest remains focused in the office - a healthy lifestyle ensures effective performance at work	Assist students to: Brainstorm to come out with the importance of personal hygiene and healthy lifestyle Invite a health worker to discuss the topic with students	Explain the importance of practising personal hygiene and healthy lifestyle in the office.
	2.3.2 apply principles of personal hygiene and elements of a healthy lifestyle	application of the principles of personal hygiene and elements of healthy lifestyle Concept of healthy lifestyle The scope of healthy lifestyle Effect of posture on the body and health	Discuss the principles of personal hygiene e.g. - good grooming - good health habits - healthy lifestyle	
UNIT 4 TIME MANAGEMENT	2.4.1 explain the concept of time management	<u>Meaning of time management</u> Time management in the office involves planning and scheduling your work and avoiding wasted time.	Discuss the concept of time management	
	2.4.2 construct an on-going time management plan for an office	Steps in constructing on-going time plan Time wasters in the office	Discuss the steps in the construction of a time plan for the office.	
	2.4.3 identify time wasters in the Office	- failure to set goals - telephone interruptions - procrastination - trying to do so much where you can delegate - etc.	Assist students to identify and discuss time wasters in the office.	
	2.4.4 use time management skills in the office	Time management skills - organize individual tasks - maintain daily schedule - analyse daily tasks.	Assist students to discuss how to use time management skills for effective office work.	

SENIOR HIGH SCHOOL YEAR 1 TERM 1

SECTION 3

COMMUNICATION I

General objectives: The student will:

1. be aware of what communication entails.
2. acquire knowledge of the various forms of communication.
3. acquire skills in using principles learnt to solve problems through case study.

UNIT	SPECIFIC OBJECTIVES	CONTENT	TEACHING AND LEARNING ACTIVITIES	EVALUATION
UNIT 1 MEANING OF COMMUNICATION	The student will be able to: 3.1.1 explain the term 'communication'. 3.1.2 list forms of communication	<u>Communication</u> The process by which individuals, groups and organisations share information, ideas and attitudes. <u>Forms of communication</u> <ul style="list-style-type: none"> - oral communication - written communication - non-Verbal communication - visual communication 	Assist students to: Discuss the meaning of communication. Discuss each of the forms of communication.	Explain various forms of communication with examples
UNIT 2 ORAL/VERBAL COMMUNICATION	3.1.3 identify barriers to communication 3.2.1 describe Oral/verbal communication	<u>Barriers to communication</u> <ul style="list-style-type: none"> - Organizational barriers - Psychological barriers - Socio-cultural barriers - Physical barriers Description of Oral communication. Process of transmitting information by word of mouth, e.g. <ul style="list-style-type: none"> - discussions - telephone calls - interviews - meetings 	Discuss the barriers to communication under the areas identified under content using practical illustrations. Describe oral communication and how each of the media listed operates. e.g. Discussions – face to face conversation. Role play the various media of oral/verbal communication	List TEN media for oral communication

SENIOR HIGH SCHOOL- YEAR 1 TERM 2

SECTION 4

BUSINESS ENGLISH I

General objectives: The student will:

1. develop correct writing and reading skills in English.
2. appreciate the importance of good spoken and written English in the office.
3. recognize and apply the main rules regarding word-division, spelling and punctuation.
4. know the meanings of office abbreviations and how to interpret them correctly.

UNIT	SPECIFIC OBJECTIVES	CONTENT	TEACHING AND LEARNING ACTIVITIES	EVALUATION
UNIT 1 BIAS-FREE WRITING	The student will be able to: 4.1.1 identify bias expressions and correct them	Bias-free writings in terms of gender, occupation, and tribe, sex e.g. he/she, manpower, man-made, chairman.	Assist students to: Discuss bias-free writing encouraging them to avoid bias writing. e.g. he/she – they; his/hers - their manpower – human resource man-made – artificial chairman – chairperson	State THREE effects of unspecified time-frame expressions on organization
UNIT 2 OFFICIALESE	4.2.1 identify and correct obsolete expressions	Correction of obsolete expressions e.g. 'aforementioned'. 'We' and 'You' viewpoint in business writing Time-bound expressions.	Identify obsolete expressions. Through discussions guide students to realize that in business writing the emphasis is on 'You' and 'Your' i.e. the customer instead of 'We' and 'Our' e.g. (a) "We acknowledge receipt of your letter", becomes: "thank you for your letter" (b) "We are pleased to inform you that your account has been", becomes "Your account has been". Discuss why business writing should be date specific e.g. 'You will hear from us soon' can be written – 'You will hear from us in two weeks.'	

SENIOR HIGH SCHOOL- YEAR 1 TERM 2

SECTION 5

BUSINESS ENGLISH II

General objectives: The student will:

1. develop correct writing and reading skills in English.
2. appreciate the importance of good spoken and written English in the office.
3. recognize and apply the main rules regarding word-division, spelling and punctuation.
4. recognize the meanings of office abbreviations and use them correctly.

UNIT	SPECIFIC OBJECTIVES	CONTENT	TEACHING AND LEARNING ACTIVITIES	EVALUATION
UNIT 1 PROOF-READING AND OFFICE ABBREVIATIONS	<p>The student will be able to:</p> <p>5.1.1 explain the importance of proof-reading</p> <p>5.1.2 read through write-ups and correct errors</p> <p>5.1.3 identify office abbreviations and use them correctly</p>	<p><u>Explanation of Proof-reading</u> Reading through write-ups and correcting errors. Importance of proof-reading.</p> <p>Purpose: To be able to correct obvious errors before handing over the document to other persons.</p> <p>Reading through write-ups to correct errors.</p> <p>General office abbreviations</p> <ul style="list-style-type: none"> - t.n.a - a.s.a.p. - n.a.t - f.y.n.a - a.y.c - k.i.v - f.y.c - f.y.i 	<p>Assist students to:</p> <p>Discuss the importance of proof-reading.</p> <p>Note: Provide some uncorrected material for students to proof-read</p> <p>Read through a number of passages with errors attempting to correct the errors.</p> <p>Discuss the office abbreviations listed and their meanings. e.g. t.n.a - take necessary action a.s.a.p – as soon as possible n.a.t – necessary action taken f.y.n.a – for your necessary action a.y.c - at your convenience k.i.v - keep in view f.y.c - for your consideration f.y.i - for your information</p>	<p>Correct errors from given passages</p> <p>Copy a passage with abbreviations to be expanded.</p>

UNIT	SPECIFIC OBJECTIVES	CONTENT	TEACHING AND LEARNING ACTIVITIES	EVALUATION
UNIT 2 SPELLINGS, WORD DIVISION AND PUNCTUATION	<p>The student will be able to:</p> <p>5.2.1 apply the guidelines for spellings and word division correctly</p> <p>5.2.2 apply rules on punctuation correctly</p>	<p>Basic spelling rules. Most commonly mis-spelt words Guidelines for word division e.g. Divide:</p> <ul style="list-style-type: none"> - after prefix - before suffix - before repeated consonant - according to pronunciation - words already hyphenated <p>Rules on Punctuation</p>	<p>Assist students to:</p> <p>Discuss the guidelines for spellings and word-division.</p> <p>Work on words that can be divided, e.g. missing - miss-ing property - prop-erty co-operation - co-operation</p> <p>Acquire knowledge of the rules on punctuation. Lead students through the rules and their application.</p>	<p>Students in groups, write short reports applying the principles of word division correctly.</p>

SENIOR HIGH SCHOOL- YEAR 1 TERM 2

TERM TWO

SECTION 6

COMMUNICATION II

General objectives: The student will:

1. be aware of the qualities of effective business letters and memos.
2. appreciate the importance of correct and attractive presentation of correspondence.
3. acquire knowledge of the procedures for receiving and dispatching mail
4. be aware of equipment used in the office in connection with handling of mail

UNIT	SPECIFIC OBJECTIVES	CONTENT	TEACHING AND LEARNING ACTIVITIES	EVALUATION
UNIT 1 BUSINESS CORRESPONDENCE	The student will be able to: 4.1.1 identify the parts of a business letter 4.1.2 write a letter using all the parts	<u>Parts of a Business Letter</u> - Sender's address (Letter head) - Reference - Date - Attention line - Name and address of addressee - Salutation - Subject heading - Body of letter (in paragraphs) - Complimentary close - Signature - Designation - Enclosure notation Letter with all the parts in place.	Assist students to: Brainstorm to come out with the parts of a business letter. Write the responses on the chalkboard. Discuss the responses on the chalkboard to eliminate unacceptable ones and add others, if necessary. Write a letter on the chalkboard. Students take turns to write parts of the letter on the board. e.g. One writes the sender's address while another comes to write the reference at their correct places with the help of the rest of the class.	Write letters asking for permission to be absent from work.

UNIT	SPECIFIC OBJECTIVES	CONTENT	TEACHING AND LEARNING ACTIVITIES	EVALUATION
UNIT 1 (CONT'D) BUSINESS CORRESPONDENCE	<p>The student will be able to:</p> <p>4.1.3 identify types of letters written in the office</p> <p>4.1.4 write a memo with the correct format</p>	<p><u>Types of letters</u></p> <ul style="list-style-type: none"> - Letters for Trading purposes e.g. Enquiry - Letters of Acknowledgement - Letters of Complaint, Adjustment, - Letters of Apology <p><u>Memo format</u> MEMORANDUM</p> <p>FROM: REF: TO: DATE:</p> <p>Or</p> <p>FROM: TO: REF: DATE:</p>	<p>Assist students to:</p> <p>Encourage good construction and clarity of expressions used. Discuss the fact that most business letters are written on headed letter forms bearing the printed name, address, telephone number, fax number and e-mail address of the company or firm.</p> <p>Discuss each of the various letters written in the office. e.g. Letter of acknowledgement. The receipt of certain letters, materials, gifts or requests for information requires a letter of acknowledgement. The purpose is to let the sender know as soon as possible that a request is being handled. In the case of a gift the letter should state that the gift has been received and is appreciated.</p> <p>Discuss the format and purpose of memo: e.g. Memos mostly inter office, are used for the exchange of informal messages between persons in the same or different departments within the same organization.</p> <p>Take turns to write parts of the memo on the chalkboard with the help of the rest of the class. Encourage good and clear expressions.</p>	<p>Write a memo to invite colleague students to attend Society/Club meeting.</p>

UNIT	SPECIFIC OBJECTIVES	CONTENT	TEACHING AND LEARNING ACTIVITIES	EVALUATION
UNIT 2 MAIL HANDLING	<p>The student will be able to:</p> <p>4.2.1 explain the term 'mail handling'</p> <p>4.2.2 describe the procedure for handling incoming mail.</p> <p>4.2.3 describe the procedure for handling outgoing mail</p>	<p><u>Mail handling</u> The process of receiving and sending out correspondence in the organization. This is done in the mailroom or registry.</p> <p><u>Incoming Mail Procedure</u></p> <ul style="list-style-type: none"> - sort incoming mail into various categories e.g. official, confidential, personal - open official letters - register incoming mail - register enclosures - attach receipts and other enclosures to original letters - enter details of remittances in Remittance Book - deliver personal letters to owners - stamp date on all letters - make sure envelopes are completely empty before putting them aside. - return wrongly received mail to the post office unopened. <p><u>Procedure for outgoing mail</u></p> <ul style="list-style-type: none"> - collect typed letters from the various internal sources - check and attach all items or enclosures that are to accompany the mail 	<p>Assist students to:</p> <p>Discuss the meaning of mail handling. Stress that the process is classified into two categories - incoming and outgoing mail.</p> <p>Discuss the procedure for handling incoming mail helping them to complete all the forms and registers involved. e.g. Incoming Mail Register and Remittance Book.</p> <p>Discuss the procedure for handling outgoing mail.</p> <p>Complete all forms and registers in connection with outgoing mail e.g. outgoing mail register, Postage book</p>	<p>Make copies of incoming mail register and complete them.</p> <p>Make copies of the outgoing mail register and complete them with given information.</p>

UNIT	SPECIFIC OBJECTIVES	CONTENT	TEACHING AND LEARNING ACTIVITIES	EVALUATION
UNIT 4 PETTY CASH	The student will be able to: 1.4.1 explain the term 'petty cash' 1.4.2 explain the imprest system 1.4.3 complete the petty cash book	<u>Petty Cash</u> An amount of money given to an office manager to cater for minor expenses, such as postages, tea, Travelling and Transport (T&T) and stationery. <u>Imprest System</u> A system of re-imbursing the petty cashier with the expenses made to maintain the float. The petty cash book.	Assist students to: Discuss the meaning of petty cash in the office. Discuss the imprest system with students. Note: stress on the insistence producing receipts or honour certificates where it is absolutely impossible to obtain receipts as supporting documents to restore the float to its original sum.	Complete the petty cash book entries.
UNIT 5 PAYROLL HANDLING	1.5.1 explain 'payroll' 1.5.2 prepare payroll for payment of wages to office staff	<u>Meaning of Payroll</u> The table prepared for the payment of wages and salaries to workers in an organization. It shows the total pay (Gross) and the actual pay (Net) after necessary deductions and additions (Allowances) have been made. <u>Items on Payroll</u> <ul style="list-style-type: none"> - Name of worker - Employee number (I.D) - S.A.Y.E. (SSNIT contribution) - Date - Total hours worked - Basic pay - Pay As You Earn(P.A.Y.E) - Total deductions - Allowances - Net pay - Signature 	Complete the petty cash book. Discuss the meaning of payroll. Learn the process used to arrive at inputs for the payroll. e.g. piece rate, time rate and commission Prepare payroll using the items listed.	Prepare payroll.

SENIOR HIGH SCHOOL- YEAR 1 TERM 3

SECTION 6

HEALTH, SAFETY AND WELFARE IN THE OFFICE

General objectives: The student will:

1. recognize the health hazards and accidents in the office
2. appreciate the need to avoid health hazards and accidents in the office
3. be aware of the strategies for preventing health hazards in the office
4. be aware of welfare facilities available to office staff
5. acquire skills in using principles learnt to solve problems through case study.

UNIT	SPECIFIC OBJECTIVES	CONTENT	TEACHING AND LEARNING ACTIVITIES	EVALUATION
UNIT 1 HEALTH HAZARDS IN THE OFFICE	The student will be able to: 6.1.1 identify and explain health hazards in the office	<u>Health Hazards</u> - overcrowding - inadequate ventilation - poor lighting system - insanitary conditions - lack of protective clothing	Assist students to: Identify health hazards in the office and explain how they should be avoided. Discuss the legislative instruments – Factories, Offices and Shops Act, 1970 Act 328 and PNDC Law 66	Identify health hazards in the office and state measures for preventing them
UNIT 2 ACCIDENTS IN THE OFFICE	6.1.2 take measures to avoid health hazards, provide protective clothing 6.2.1 explain causes of accidents in the office	<u>Measures to avoid Health hazards</u> - provide clean drinking water - provide spacious office accommodation - provide sufficient and suitable toilet/ washing facilities <u>Causes of accidents</u> - spillage of liquid on floors/slippery grounds - staircases used as storage places. - trailing wires from electrical gadgets - lifting excessive weights - dangerous equipment left unprotected - cigarette studs left unquenched	Discuss the measures to be taken to prevent health hazards in the office. Discuss the causes of accidents in the office	

UNIT	SPECIFIC OBJECTIVES	CONTENT	TEACHING AND LEARNING ACTIVITIES	EVALUATION
UNIT 2 (CONT'D) ACCIDENTS IN THE OFFICE UNIT 3 STAFF WELFARE	<p>The learner will be able to:</p> <p>6.2.2 describe measures to prevent accidents in the office</p> <p>6.3.1 identify welfare services available to staff in the office</p>	<p><u>Accident Prevention measures</u></p> <ul style="list-style-type: none"> - avoid slippery floors - staircase should be left free for movement - avoid lifting excessive weights - avoid smoking in the office - avoid standing on chairs to reach heights. <p><u>Welfare services</u></p> <ul style="list-style-type: none"> - contributory social security scheme - free transport, - canteen services - recreational facilities - subsidized accommodation - study leave with pay - scholarships for wards - free medical care 	<p>Assist students to:</p> <p>Discuss the measures for preventing accidents in the office as stated under content. (Students to give other forms of accidents and how these could be prevented)</p> <p>Discuss the welfare facilities available to office staff as stated under content.</p>	<p>State SIX welfare services available to office staff and explain how they affect their performance.</p>

SENIOR HIGH SCHOOL- YEAR 1 TERM 3

SECTION 1

REFERENCES AND SOURCES OF INFORMATION

General objective: The student will:

1. appreciate the importance of reference books and other sources of information.
2. recognize specific sources from which information can be obtained.
3. acquire the knowledge of using reference books effectively.

UNIT	SPECIFIC OBJECTIVES	CONTENT	TEACHING AND LEARNING ACTIVITIES	EVALUATION
<p>UNIT 1</p> <p>REFERENCE BOOKS</p>	<p>The student will be able to:</p> <p>1.1.1 identify reference books and the information each contains</p>	<p><u>General Reference</u></p> <ul style="list-style-type: none"> - dictionary - encyclopaedia - almanac <p><u>Places</u></p> <ul style="list-style-type: none"> - atlas - site plan - layout <p><u>Specialized Reference Books</u></p> <ul style="list-style-type: none"> - trade journals - post office guide - telephone directory - Ready Reckoner <p><u>Government Publication</u></p> <ul style="list-style-type: none"> - hansard - white paper - gazette - financial instructions - general orders(G .O) 	<p>Assist students to:</p> <p>Discuss the various books of reference as indicated under content.</p> <p>Identify the books with the types of information each contains e.g. Dictionary – meanings of words arranged alphabetically.</p>	<p>Set list A as list of Reference books and list B as type of information and let students match the list A against list B.</p>

UNIT	SPECIFIC OBJECTIVES	CONTENT	TEACHING AND LEARNING ACTIVITIES	EVALUATION
UNIT 2 SOURCES OF INFORMATION	The student will be able to: 7.2.1 identify sources from which types of information can be obtained	<u>Sources of Information</u> <ul style="list-style-type: none"> - Personal documents - Driving documents - Passport - Visa - Tax clearance <u>Business Information</u> <ul style="list-style-type: none"> - Exchange Rates - Stock Exchange Listings - Financial Bulletins - Employment Opportunities 	Assist students to: Discuss the sources of information with students. Identify the sources listed with the type of information each can give e.g. Passport – Immigration Service Visas - Embassies /High Commission Exchange Rates – Bank of Ghana/Foreign Exchange Bureau Financial Bulletins – Banks Marriage Certificate – District Assemblies	

UNIT	SPECIFIC OBJECTIVES	CONTENT	TEACHING AND LEARNING ACTIVITIES	EVALUATION
UNIT 1 (CONT'D) ORDERING OF STOCK	<p>The student will be able to:</p> <p>2.1.3 explain the procedures for ordering stock from the manufacturers/suppliers</p> <p>2.1.4 describe the duties of the storekeeper</p>	<p><u>Ordering Procedure</u></p> <ul style="list-style-type: none"> - Purchase Requisition. This is a formal request prepared at the Purchasing Department to the Chief Accountant for approval to purchase items needed - Purchase Order. This is prepared by the Purchasing Department, with approval of the Chief Accountant, to a supplier requesting him to supply some items. <p><u>Duties of storekeeper</u></p> <ul style="list-style-type: none"> - receiving all goods purchased, checking, identifying and recording them. - reporting damages or shortages to management - making issues from stock as required - keeping proper stock records - assisting in stock taking - making requests for re-ordering 	<p>Assist students to:</p> <p>Discuss the processes involved in ordering items to re-stock depleted office items.</p> <p>Discuss the purchase requisition and purchase order</p> <p>Note: invite a resource person to discuss the procurement law of Ghana with students.</p> <p>Discuss the major duties of the storekeeper.</p>	<p>Assign students to complete purchase requisition forms with given information</p> <p>Visit the school store and in groups, write reports on activities in the storeroom</p>
UNIT 2 REQUISITION PROCEDURES	<p>2.2.1 explain the procedures for making requisition of items from the store</p>	<p><u>Store Requisition Procedures</u></p> <ul style="list-style-type: none"> - requisition form should be completed by the person/department requesting the items. - the supervisor or head of department should sign the requisition - the requisition form is forwarded to the store keeper 	<p>Develop a sketch for students to role-play the requisition procedure.</p>	

UNIT	SPECIFIC OBJECTIVES	CONTENT	TEACHING AND LEARNING ACTIVITIES	EVALUATION
UNIT 3 STOCK RECORDS	The student will be able to: 2.3.1 describe the major stock records used in business	<u>Stock Records</u> They are the records in which additions to stock (the stock of new goods) and the issues from stock are recorded. A stock record, which is the basis of stock control, must record the receipt, issues and the balance left. Stock records consist of the following: - <ul style="list-style-type: none"> - binder - goods inwards book/goods received book - stock record card/tally card/bin card - Stores ledger 	Assist students to: Discuss the main records that are maintained in stock keeping in business e.g. <u>Bin card/Stock Record card</u> : This contains records of all items in stock. The record of the receipts, issues, and balances, including the cost and selling prices. Organize visit to a business premise for students to observe some of the stock requisition and stock keeping records	Complete tally card with given information
UNIT 4 STOCK CONTROL	2.4.1 undertake stock taking and explain the terms used in stock control	<u>Stock taking</u> It is the physical checking of stock at regular intervals to avoid over - stocking and under-stocking. <u>Types</u> Annual stock taking <ul style="list-style-type: none"> - This takes place at the end of an organization's financial year or accounting period Periodic stock taking <ul style="list-style-type: none"> - Stock taking is done every fortnight or month to ascertain which goods are not in place according to the tally on the control card. Perpetual inventory <ul style="list-style-type: none"> - The checking of small sections of stock at regular intervals throughout the year to ensure stock checking through the whole year. 	Discuss the types of stock taking practices in business and the terminologies used in stock control.	

UNIT	SPECIFIC OBJECTIVES	CONTENT	TEACHING AND LEARNING ACTIVITIES	EVALUATION
UNIT 4 (CONT'D) STOCK CONTROL	The student will be able to: 2.4.3 explain terms used in stock control	<u>Stock Control Terms</u> Maximum stock <ul style="list-style-type: none"> - This is the largest quantity which should be held in stock at any given period of time e.g. 100 boxes of chalk. Minimum stock <ul style="list-style-type: none"> - It is the fixed quantity below which the stock should not be allowed to fall e.g. 30 boxes of chalk. Re-order quantity level (Standard order) <ul style="list-style-type: none"> - This is the quantity at which the purchasing department is alerted that fresh supplies are required to replenish dwindling stocks e.g. 50 boxes of chalk. 	Discuss the terms used in stock-control	

UNIT	SPECIFIC OBJECTIVES	CONTENT	TEACHING AND LEARNING ACTIVITIES	EVALUATION
UNIT 5 STOCK VALUATION	<p>The student will be able to:</p> <p>2.5.1 explain the meaning of stock valuation</p> <p>2.5.2 describe the various methods of stock valuation</p>	<p><u>Stock valuation</u> Stock is valued for final accounting purposes at the end of the financial year. The stock valuation is essential for the trading, profit and loss account and the balance sheet.</p> <p><u>Valuation Methods</u> Stock is valued in the following ways:</p> <p>Cost price.</p> <ul style="list-style-type: none"> - valuation is based on the actual amount paid for the goods. <p>Average price</p> <ul style="list-style-type: none"> - if goods have been bought at various times and at various prices, an average price would be calculated for the purpose of valuation. <p>Market price</p> <ul style="list-style-type: none"> - the real value of goods is what they would fetch on the market. Valuation would therefore be based on the latest market value of the goods. <p>Lower price (cost of market price)</p> <ul style="list-style-type: none"> - if goods have fallen in value after purchases, the goods would be valued at market price (the reduced) amount but if the market value is higher, they would be valued at the purchase price. 	<p>Assist students to:</p> <p>Discuss the importance of an annual stock valuation exercise.</p> <p>Discuss the various methods that are used in an annual valuation of stock e.g. market price.</p> <p>NOTE: It should be noted that whichever method is selected could have a great effect on the resultant total gross profit or loss.</p>	<p>Explain FOUR methods of stock valuation.</p>

SENIOR HIGH SCHOOL- YEAR 2 TERM 1

**SECTION 2
FILING AND INDEXING**

General objectives: The student will:

1. recognize the importance of efficient filing and indexing system in the office
2. acquire knowledge of the various classifications and systems of filing
3. be aware of how filing is organized to facilitate records keeping efficiency.
4. appreciate the importance of computer based filing systems
5. recognize the various types of filing equipment available.
6. acquire skills in using principles learnt to solve problems through case study.

UNIT	SPECIFIC OBJECTIVES	CONTENT	TEACHING AND LEARNING ACTIVITIES	EVALUATION
<p>UNIT 1</p> <p>METHODS OF CLASSIFICATION</p>	<p>The student will be able to:</p> <p>1.3.1 explain the term 'filing'</p> <p>1.3.2 state the reasons for filing</p> <p>1.3.3 describe the methods of classification of filing</p> <p>1.1.4 explain the advantages and the disadvantages of the methods of classification of files.</p>	<p>Meaning of filing It is the process of arranging and keeping records so that they can be easily located when required.</p> <p>Reasons for filing</p> <ul style="list-style-type: none"> - to keep documents clean and tidy - to keep the office neat - to prevent unauthorized people from getting access to documents - to protect documents from damage, dust, or insects <p>Classifications of filing</p> <ul style="list-style-type: none"> - alphabetical - numerical - subject - geographical - chronological <p>Advantages and Disadvantages of methods of classification e.g. alphabetical</p> <ul style="list-style-type: none"> - it is elastic - it needs no separate index - it is simple and easy to understand and operate - it is inexpensive to maintain 	<p>Assist students to:</p> <p>Discuss the meaning of filing.</p> <p>Discuss the reasons for filing.</p> <p>Discuss the various methods by which files could be classified. e.g. alphabetical filing It is a method by which documents are arranged according to the letters of the alphabet emphasizing on surnames.</p> <p>Discuss advantages and disadvantages of various systems of file classification</p>	<p>State FIVE reasons for filing documents.</p> <p>Explain the various classifications of filing and state for each classification when it can best be used</p>

UNIT	SPECIFIC OBJECTIVES	CONTENT	TEACHING AND LEARNING ACTIVITIES	EVALUATION
UNIT 2 (cont'd) SYSTEMS OF FILING	<p>The student will be able to:</p> <p>1.2.3 state the characteristics of a good filing system</p> <p>1.2.4 state the general hints on filing</p> <p>1.2.5 state the procedures used in filing</p>	<p><u>Characteristics</u></p> <ul style="list-style-type: none"> - elasticity/flexibility - compactness - economy - simplicity - safety - adaptability - accessibility <p><u>Hints on filing</u></p> <ul style="list-style-type: none"> - file daily to avoid accumulation of documents - sort all letters into their various groups of correspondence before filing - file in strict date order - letters must be filed neatly and methodically - make good use of cross-referencing - ensure that letters are put in correct files - avoid over-crowding files, as bulky files denote laziness <p><u>Filing procedures</u></p> <ul style="list-style-type: none"> - inspection - indexing - cross-referencing - coding - sorting 	<p>Assist students to:</p> <p>Discuss the characteristics of a good filing system. e.g. Elasticity – a filing system must be able to expand to contain increase in files and shrink when the system reduces.</p> <p>Discuss the hints on filing listed under content.</p> <p>Explain the procedures used in filing.</p>	<p>Observe the filing system in the school and write reports in groups</p>
UNIT 3 INDEXING AND CROSS-REFERENCING	<p>1.31 explain indexing and cross-referencing</p>	<p><u>Indexing</u> The process required to enable records to be located easily.</p> <p><u>Cross-referencing</u> A filing procedure where documents containing related information are filed under more than one heading</p>	<p>Discuss the meanings of Indexing and Cross-referencing</p>	

UNIT	SPECIFIC OBJECTIVES	CONTENT	TEACHING AND LEARNING ACTIVITIES	EVALUATION
UNIT 3(cont'd) INDEXING AND CROSS-REFERENCING	<p>The student will be able to:</p> <p>1.3.2 identify forms of indexing</p> <p>1.3.3 state the importance of indexing</p>	<p>.Forms of Indexing</p> <ul style="list-style-type: none"> - Strip - Vowel - Visible card - Vertical card - Wheel - Book/Page <p><u>Importance of Indexing</u></p> <ul style="list-style-type: none"> - saves time and labour - provides ready reference to documents/ correspondence. - helps the quick location of filed materials in an organization - provides easy reference to documents - very easy to find the page on which a particular item is referred to. 	<p>Assist students to:</p> <p>Discuss the purpose of Indexing e.g. to facilitate the location of records.</p> <p>Note: stress that cross-referencing facilitates easy reference to filed documents.</p> <p>Discuss each of the forms of indexing e.g. strip index – each piece of information is typed onto a narrow strip of hard paper and card which can be filed in any required order.</p> <p>Discuss the importance of indexing.</p> <p>Visit an office or library to observe</p>	<p>Provide a list of names for students to arrange in the correct form and order for indexing</p>
UNIT 4 ELECTRONIC FILING SYSTEMS	<p>1.5.1 explain electronic filing</p>	<p><u>Electronic filing</u></p> <p>Filing by electronic methods</p> <ul style="list-style-type: none"> - To save space, paper records can be stored through a process called micrographics in which miniaturized images of the records are created. These images are usually in a microfiche (sheet of film holding 90 images) or ultra fiche (compacted film holding up to 1000 images) format and are viewed on readers that enlarge the images. 	<p>Discuss electronic filing with students e.g.</p> <p>With the increased use of the large memory capacity afforded by computers, paper records may also be scanned and stored in a space-saving way on a hard disk, floppy disk, CD or DVD</p>	

SENIOR HIGH SCHOOL- YEAR 2 TERM 2

TERM TWO

SECTION 5 POST OFFICE SERVICES

General objectives: The student will:

1. recognize the services rendered by the Post Office to the public and business organizations
2. be aware of how and when to use the Postal Services.
3. be aware of the various courier services
4. recognize the agency services the Post Office offers.
5. acquire skills in using principles learnt to solve problems through case study.

UNIT	SPECIFIC OBJECTIVES	CONTENT	TEACHING AND LEARNING ACTIVITIES	EVALUATION
UNIT 1 POSTAL SERVICES	The student will be able to:		Assist students to:	
	5.1.1 identify the postal services rendered by the post office	<u>Postal Services</u> <ul style="list-style-type: none"> - Postage Stamps - Poste Restante - Airmail - Registered Mail/Post - Business Reply Service - Express Mail/Delivery - Recorded Delivery - Special Mail/Delivery - Private Mail Bag - Private Mail Box 	Discuss the postal services e.g. Poste restante It is a service given to travellers who do not have permanent address so that they can go to the nearest Post Office to collect their mail.	Write a report on the visit to the Post Office.
	5.1.2 explain the services rendered by the post office	Services rendered by the Post Office.	Organize a visit to the Post Office to learn how the services are rendered.	
5.1.3 identify items that cannot be sent by post	<u>Postal Restrictions</u> Currency, narcotic drugs, drugs without authority note, pornographic films and literature, ammunitions.	Discuss the items prohibited by the Universal Postal Union to be sent by post.		
UNIT 2 COURIER SERVICES	5.2.1 explain courier services and their features	<u>Courier Services</u> <ul style="list-style-type: none"> - Expedited Mail Service (EMS) - Delsey, Helbor and Lynn (DHL) - Federal Express (FedEx) 	Identify the courier services and their features <ul style="list-style-type: none"> - they are organizations/companies which provide reliable and efficient means of conveying urgent documents within and between cities and towns 	State the features of courier services.

UNIT	SPECIFIC OBJECTIVES	CONTENT	TEACHING AND LEARNING ACTIVITIES	EVALUATION
UNIT 2 (CONT'D) COURIER SERVICES	<p>The student will be able to:</p> <p>5.2.2 identify and explain the benefits of courier services</p>	<p>Benefits of Courier services</p> <ul style="list-style-type: none"> - speed of delivery - certainty of delivery - convenience - render services in all locations - proof of delivery - ensure personal and cordial relationship 	<p>Assist students to:</p> <ul style="list-style-type: none"> - they deliver parcels and letters on time to their rightful owners - they are fast, reliable and efficient - they provide door-to-door services. <p>Discuss the benefits of courier services.</p>	<p>State the circumstances in which one will use courier services,</p>
UNIT 3 AGENCY SERVICES	<p>5.3.1 describe the agency services rendered by the Post Office</p>	<p><u>Agency Services</u></p> <ul style="list-style-type: none"> - collecting T.V Licence fees - collecting payment of water bills - collecting payment of electricity bills - Western Union Money Transfer - Sale of periodicals 	<p>Discuss the meaning of agency</p> <p>Guide students to state the agency services the Post Office renders.</p>	
UNIT 4 REMITTANCE SERVICES	<p>5.4.1 describe the remittance services rendered by the Post Office</p>	<p>Remittance Services</p> <ul style="list-style-type: none"> - Postal Order - Instant Money Transfer (IMT) 	<p>Discuss the remittance services rendered by the Post Office.</p> <p>Complete forms collected from the Post Office.</p>	<p>Prepare copies of forms for the Post Office remittance services.</p>

SENIOR HIGH SCHOOL- YEAR 2 TERM 2

SECTION 6

BANKING SERVICES

General objectives: The student will:

1. be aware of the services rendered by the various banks
2. recognize the importance of the services rendered by the banks
3. acquire knowledge of the principal business and financial services offered by the banks.
4. acquire skills in using principles learnt to solve problems through case study.

UNIT	SPECIFIC OBJECTIVES	CONTENT	TEACHING AND LEARNING ACTIVITIES	EVALUATION
<p>UNIT 1</p> <p>TYPES OF BANKS</p>	<p>The student will be able to:</p> <p>6.1.1. identify the various types of Banks</p>	<p><u>Types of banks</u></p> <ul style="list-style-type: none"> - Central Bank - Commercial banks - Development Banks - Merchant Banks - Rural Banks <p><u>Central Bank:</u> - A financial institution established and controlled by the government. It is the head of all financial institutions in a country and solely responsible for the issuance of the country's currencies e.g. Bank of Ghana.</p> <p><u>Commercial Banks:</u> - These are joint-stock banks which primarily carry on financial activities for profit. They are owned by the shareholders and serve individuals and organizations .e.g. Ghana Commercial Bank Ltd.</p> <p><u>Development Banks:</u> - Financial institutions established by the government or multi-nationals to embark on industrial and economic projects. e.g. Agricultural Development Bank Ltd.</p>	<p>Assist students to:</p> <p>Discuss the types of banks</p>	

UNIT	SPECIFIC OBJECTIVES	CONTENT	TEACHING AND LEARNING ACTIVITIES	EVALUATION
<p>UNIT 1 (CONT'D)</p> <p>TYPES OF BANKS</p>	<p>The student will be able to:</p> <p>6.1.2 state the functions of the various banks</p>	<p><u>Merchant Banks</u>: - Financial Institutions set up to provide medium and long term loans usually to the private sector, especially those engaged in international trade e.g. Merchant Bank Ghana Ltd.</p> <p><u>Functions of Banks</u></p> <p><u>Central Bank</u></p> <ul style="list-style-type: none"> - issues notes and coins - banker to the government - banker to the other banks - lender of last resort - regulation of monetary policies - controls foreign exchange - responsible for national debts. <p><u>Commercial Bank</u></p> <ul style="list-style-type: none"> - accepting deposits - granting loans and overdrafts - acting as executor and trustee to customers - safeguarding valuable assets - rendering essential services to customers e.g. money transfer, standing orders - discounting bills for their customers <p><u>Development Banks</u></p> <ul style="list-style-type: none"> - grant credit to sectors of the economy - give expert advice to customers on investment - promote government securities 	<p>Assist students to:</p> <p>Discuss the functions of the various banks as stated under content</p> <p>Note: Provide examples of Development banks, Commercial Banks, Merchant Banks and Rural Banks</p>	<p>Educational visit to the nearest bank to study the services rendered and report to class in groups.</p>

UNIT	SPECIFIC OBJECTIVES	CONTENT	TEACHING AND LEARNING ACTIVITIES	EVALUATION
UNIT 1 (CONT'D) TYPES OF BANKS	The student will be able to:	<ul style="list-style-type: none"> - clear way for easy flow of investment - provide traditional commercial bank functions <p><u>Merchant Banks</u></p> <ul style="list-style-type: none"> - accept and guarantee foreign bills of exchange for easy discounting - give advice to their customers on good management and investment - give advice on code of investment locally and internationally - buy and sell securities - render traditional commercial bank functions <p><u>Rural Banks</u></p> <ul style="list-style-type: none"> - accept and mobilize funds from rural folk - provides facilities to peasant farmers - help peasant farmers acquire inputs at low prices - act as executor and trustee of wills. - accept securities for safe custody - provide some commercial bank functions e.g. credit transfer, standing order. 		

UNIT	SPECIFIC OBJECTIVES	CONTENT	TEACHING AND LEARNING ACTIVITIES	EVALUATION
UNIT 3 (Cont'd) CHEQUES	<p>The student will be able to:</p> <p>6.3.4. explain the meaning of crossed cheques</p> <p>6.3.5 identify types of crossings on cheques</p> <p>6.3.6 identify reasons for dishonouring a cheque</p>	<p><u>Crossing of Cheques</u> Two transverse parallel lines drawn across the face of a cheque with or without words.</p> <p><u>Types of crossings</u></p> <ul style="list-style-type: none"> - General crossing - Special crossing <p><u>Reasons for dishonouring cheques</u></p> <ul style="list-style-type: none"> - No date - No signature - Amount in figures differ from amount in words - Signature different from specimen signature - Cheque defaced/mutilated - Alterations on cheque not initialed by drawer. - Insufficient money in account - Post-dated cheque presented before due date. - Cheque is stale 	<p>Assist students to:</p> <p>Discuss the meaning of crossed cheques and how cheques are crossed.</p> <p>Discuss the types of crossings on a cheque e.g.</p> <p>General Crossings</p> <ul style="list-style-type: none"> - Two parallel transverse lines drawn across the face with or without the phrase '& Co' or 'Not Negotiable'. <p>Special crossing –</p> <p>The crossing in which the name of the bank is written in-between the two parallel transverse lines.</p> <p>It may also have other phrase 'Not Negotiable' or 'A/c Payee Only' added to the name of the bank.</p> <p>Discuss the meaning of the term "dishoured cheque".</p> <p>Explain the circumstances under which a bank will dishonour a cheque</p>	

SENIOR HIGH SCHOOL- YEAR 2 TERM 3

SECTION 7

INFORMATION COMMUNICATIONS TECHNOLOGY

General objectives: The student will

1. recognize the importance of computers in business
2. acquire practical skills in the use of computer technology
3. appreciate the services of internet and intranet facilities
4. be aware of the importance of mobile phone technology in business

UNIT	SPECIFIC OBJECTIVES	CONTENT	TEACHING AND LEARNING ACTIVITIES	EVALUATION
<p>UNIT I</p> <p>COMPUTERS – TYPES AND MODELS</p>	<p>The student will be able to:</p> <p>7.1.1 explain the term 'computer'.</p>	<p><u>Meaning of computer</u> Electronic device which follows a set of instructions to process data into information, store, and retrieve it when required.</p> <p><u>Description of computer</u> <u>Component Parts</u></p> <ul style="list-style-type: none"> - Central Processing Unit (C.P.U) - Input devices - Output devices - Storage accessories <p><u>Peripheral devices</u></p> <ul style="list-style-type: none"> - Keyboard - Mouse - Monitor <p>e.g. <u>Keyboard</u> – It is the main communication link between the user and the computer. It has a keyboard just like the typewriter.</p>	<p>Assist students to:</p> <p>Describe a computer; list its component parts and peripheral devices.</p> <p>e.g. C.P.U – It is the ' heart' of the computer and it performs arithmetic and logic operations and controls the rest of the system</p>	<p>List the component parts of a standard computer</p>

UNIT	SPECIFIC OBJECTIVES	CONTENT	TEACHING AND LEARNING ACTIVITIES	EVALUATION
<p>UNIT I (Cont'd)</p> <p>COMPUTERS - TYPES AND MODELS</p>	<p>The student will be able to:</p> <p>7.1.2 describe types of computers and common models in Ghana</p> <p>7.1.4 describe the functions of the computer and mention their importance</p> <p>7.1.5 explain the terms used in computing</p>	<p><u>Types of computers</u> Microcomputers – e.g. notebook, laptop Minicomputers – e.g. desktop Mainframe computers – super computer</p> <p><u>Models</u></p> <ul style="list-style-type: none"> - Dell - IBM - Compaq - Toshiba - Apple Macintosh - Acer <p>Functions and Importance of computer</p> <ul style="list-style-type: none"> - software applications for stock control, quotation, invoices, etc. - word processing for letters, memos, reports, etc. - spreadsheet for accounting, costing, invoicing, etc. <p><u>Terms</u> Hardware, software, Data, Input, ROM, RAM, CD-ROM, Hard disc, soft disk, LAN, MAN, WAN, Byte, modem</p>	<p>Assist students to:</p> <p>Discuss how one type differs from the others in terms of:</p> <ul style="list-style-type: none"> - size - speed of processing - memory capacity <p>Discuss how one model differs from another with regard to brand name, design and compatibility.</p> <p>Discuss the various uses of the computer in a business environment e.g. in the office.</p> <p>Discuss the basic terms used in computing with students. e.g. Hardware – physical and electronic parts of the computer such as the monitor, keyboard and the mouse</p> <p>Software – the instructions which control what a computer does.</p> <p>Note: Soft disk includes diskettes, mobile drives, pen drives.</p>	<p>State the features of micro- and mini-computers.</p> <p>Students use computers in the computer lab.</p> <p>Explain the following: ROM, RAM, CD-ROM, LAN, MAN, WAN, BYTE</p>

UNIT	SPECIFIC OBJECTIVES	CONTENT	TEACHING AND LEARNING ACTIVITIES	EVALUATION
UNIT 2 USES OF COMPUTERS	The student will be able to: 7.2.1 explain the uses of computers in the modern world	<u>Computer applications</u> <ul style="list-style-type: none"> - families at home use computers to collect and store data - fuel stations use electronic pumps - cashiers at banks use computers to speed up operations - engineers use computers for design - doctors and scientists use computers for research, diagnosis and analysis - internet, fax, voicemail and e-mail depend on computers - teachers use computers for demonstrations and animations. 	Assist students to: Discuss the various uses to which computer technology can be put.	
UNIT 3 INTERNET, INTRANET AND SERVICE PROVIDERS	7.3.1 describe the internet and intranet services	<u>Internet, Intranet, World Wide Web</u> <u>Internet</u> The internet is the largest computer communication network in the world. It is the process by which computers all over the world are connected together so that their users can access information very quickly at any site in the world. <u>Intranet</u> Another extension of the internet is the intranet. It also uses internet technologies but it is normally designed by organizations and information stored is private to the organization.	Discuss the functions of the internet, intranet and the worldwide web.	Surf the internet for information on Ghanaian businesses

SENIOR HIGH SCHOOL- YEAR 2 TERM 3

SECTION 1

OFFICE MACHINES/EQUIPMENT

General objectives: The student will:

1. be aware of types of machines/equipment available for use in the office
2. acquire practical skills in the use of office machines/equipment
3. appreciate the need for taking good care of office machines/equipment.
4. acquire skills in using principles learnt to solve problems through case study.

UNIT	SPECIFIC OBJECTIVES	CONTENT	TEACHING AND LEARNING ACTIVITIES	EVALUATION
<p>UNIT 1</p> <p>OFFICE MACHINES</p>	<p>The student will be able to:</p> <p>1.1.1 identify the types of office machines in use.</p> <p>1.1.2 identify machines with their main functions</p>	<p><u>OFFICE MACHINES</u></p> <ul style="list-style-type: none"> - Typewriter (manual, electric, electronic) - Computer - Photocopier - Risograph - Duplicating machine - Collating machine - Dictaphone - Facsimile - Accounting machine - Calculators - Cash register - Scanner - Pager <p>Main Functions of machines</p> <ul style="list-style-type: none"> - data receiving - data processing - data communicating 	<p>Assist students to:</p> <p>Discuss the uses of the various office machines. e.g., Typewriter – this machine is used basically as a word processor for typing letters, memos, reports, etc. It can also be used for other alpha-numeric operations.</p> <p>put the machines into three main groups – data receiving machines, data processing machines and data communicating machines</p> <p><u>Data Receiving</u></p> <ul style="list-style-type: none"> - Dictaphone - Computer - Telephone - Facsimile - Teleprinter 	<p>Describe how FIVE office machines are operated</p>

UNIT	SPECIFIC OBJECTIVES	CONTENT	TEACHING AND LEARNING ACTIVITIES	EVALUATION
UNIT 1 (CONT'D) OFFICE MACHINES	<p>The student will be able to:</p> <p>1.1.3 state the advantages and disadvantages of using office machines</p> <p>1.1.4 state the factors to be considered in choosing office machines</p>	<p><u>Advantages</u></p> <ul style="list-style-type: none"> - save labour cost - provide/promote accuracy - promote specialization - improve appearance and quality of output - save time <p><u>Disadvantages</u></p> <ul style="list-style-type: none"> - cause redundancy - can be noisy - expensive to purchase - maintenance cost is high - breakdown of machines cause delay in production <p><u>Factors to be considered</u></p> <ul style="list-style-type: none"> - cost of machine - level of accuracy - speed - durability - availability of staff to operate the machines - availability of maintenance services - Cost of maintenance 	<p>Assist students to:</p> <p><u>Data Processing</u></p> <ul style="list-style-type: none"> - Computer - Photocopier - Accounting machine - Calculator - Typewriter - Risograph <p><u>Data Communicating Machine</u></p> <ul style="list-style-type: none"> - Telephone - Computer - Facsimile - Teleprinter <p>Discuss how each of the machines operate.</p> <p>Discuss the factors that need to be considered before purchasing office machines.</p>	

UNIT	SPECIFIC OBJECTIVES	CONTENT	TEACHING AND LEARNING ACTIVITIES	EVALUATION
UNIT 1 (CONT'D) INTERNAL RELATIONS	<p>The student will be able to:</p> <p>3.1.4 state the various ways of disseminating information to the staff of an organisation</p> <p>3.1.5 explain internal relations</p>	<p>Second public – people outside the organization i.e. non-workers – government, customers and other organizations.</p> <p><u>Ways of Disseminating Information</u></p> <ul style="list-style-type: none"> - Handouts - Talk shows - Notice boards - Memos/letters/circulars - Forum - Durbars <p><u>Internal Relations</u> The integration of people of various backgrounds and expertise or considerable knowledge and skills into a work place in a manner that motivates them to team up and work productively and co-operatively for social satisfaction to all.</p>	<p>Assist students to:</p> <p>Brainstorm to come out with various ways of getting information to staff.</p> <p>Discuss the meaning of Internal relations.</p> <p>Note: stress that human relations within the organization is a the process by which management and workers interact and attain their objectives.</p>	<p>Explain Talk show, Forum and Durbar</p>

UNIT	SPECIFIC OBJECTIVES	CONTENT	TEACHING AND LEARNING ACTIVITIES	EVALUATION
<p>UNIT 3</p> <p>INTERPERSONAL SKILLS</p>	<p>The student will be able to:</p> <p>3.3.1 explain interpersonal skills</p> <p>3.3.2 identify key areas of interpersonal skills</p> <p>3.3.3 practise ways of improving interpersonal skills</p>	<ul style="list-style-type: none"> - Having sense of initiative in doing assigned duties. - Having high sense of courtesy in handling callers - Accepting faults, mistakes and oversights, and correcting them. <p><u>Interpersonal skills</u> Interpersonal skills involve effective written and oral communication, as well as displaying professionalism on the job.</p> <p><u>Key areas of interpersonal skills</u></p> <ul style="list-style-type: none"> - Effective communication - Proper attitudes - Professionalism - Sense of responsibility - Effective personal contact management (e.g. mobile phone handling) <p><u>Ways of improving interpersonal skills</u></p> <ul style="list-style-type: none"> - Communicate effectively - Put up right attitudes - Accept responsibility - Handle personal contacts effectively - Act professionally 	<p>Assist students to:</p> <p>Discuss the factors that are needed to help develop and maintain good public relations e.g. Being tactful, sincere, enthusiastic and resourceful and at the same time exercising self-control contribute highly towards developing good relations with the public.</p> <p>Discuss the meaning of interpersonal skills.</p> <p>Discuss the key areas of interpersonal skills. Note; develop a sketch to cover the key areas of interpersonal skills for students to perform in class.</p> <p>Discuss the ways of improving interpersonal skills as indicated under content. Note: institute measures to ensure students practice the skills while in school.</p>	

SENIOR HIGH SCHOOL- YEAR 3 TERM 1

SECTION 2

COMMUNICATION III

General Objectives: The student will:

1. appreciate the purpose of meetings in business
2. be aware of the formats for writing minutes
3. be aware of the features of a business report
4. know how to prepare minutes and reports following acceptable formats
5. acquire skills in using principles learnt to solve problems through case study.

UNIT	SPECIFIC OBJECTIVES	CONTENT	TEACHING AND LEARNING ACTIVITIES	EVALUATION
UNIT 1 MEETING - PROCEDURES	The student will be able to: 4.1.1 explain meeting. 4.1.2 state the purposes of meetings	<u>Meaning of Meeting</u> The coming together of a number of people to deliberate on issues and arrive at decisions. <u>Purpose of Meetings</u> <ul style="list-style-type: none"> - To inform members of the outcome of an investigation or negotiation. - To report on the activities of an organization to members. - To seek advice of members for collective action. - To deliberate over a number of issues and to make decisions. - To influence attitudes and to develop co-operation. 	Assist students to: Discuss the meaning of meeting. Discuss the main reasons why meetings are held as indicated under content.	Explain meeting describe FOUR purposes of meetings in an organization

UNIT	SPECIFIC OBJECTIVES	CONTENT	TEACHING AND LEARNING ACTIVITIES	EVALUATION
<p>UNIT 1 (CONT'D)</p> <p>MEETINGS PROCEDURES</p>	<p>The student will be able to:</p> <p>4.1.3 identify the different kinds of meetings</p> <p>4.1.4 describe the requirements for holding a valid meeting</p>	<p><u>Formal meeting</u> This is a meeting which is held under strict rules of procedure e.g. Parliamentary meetings.</p> <p><u>Informal meeting</u> The type of meeting which is held without recourse to strict rules of procedure and processes e.g. meetings of a charity club.</p> <p><u>Statutory meeting</u> This is a meeting required by law to be held by an organization e.g. Annual General Meeting of a company, Extraordinary General Meeting.</p> <p><u>Committee Meeting</u> A number of persons who are given general or specific authority by the main body. e.g. Finance, Ad-hoc, and Standing committee</p> <p><u>Requirements for valid meetings</u> The meeting must be:</p> <ul style="list-style-type: none"> - Properly convened i.e. notices including agenda must be sent to all members who are entitled to attend - Properly constituted i.e. a chairperson should be in the chair and a quorum must be mustered and maintained - Properly conducted i.e. the rules and regulations for conducting the meetings must be followed 	<p>Assist students to:</p> <p>Discuss the types of meetings held in organizations.</p> <p>Discuss the requirements for a valid meeting.</p> <p>Hold a mock meeting putting all meeting techniques learnt into action.</p>	<p>Students to explain the various meetings held in organisations</p> <p>State and explain three conditions for a meeting to be valid</p>

UNIT	SPECIFIC OBJECTIVES	CONTENT	TEACHING AND LEARNING ACTIVITIES	EVALUATION
UNIT 2 PREPARATION OF MEETING DOCUMENTS	<p>The student will be able to:</p> <p>4.2.1 prepare notice for a meeting</p> <p>4.2.2 prepare different types of agenda for meetings</p> <p>4.2.3 identify types of minutes used at meetings</p> <p>4.2.4 prepare the three types of minutes of meetings</p>	<p>Preparation of Notice for meetings</p> <p>Preparation of types of Agenda e.g. participant Agenda, chairperson's agenda</p> <p>Types of Minutes of meetings</p> <ul style="list-style-type: none"> - Narrative - Resolution - Action <p>Preparation of minutes</p> <ul style="list-style-type: none"> - Name of organization - Types of meeting - Date, time and place - Name of chairperson - Names of those present - Names of those absent - Names of those in attendance - Apologies for absence - Minutes of last meeting - Matters arising - Business for the day - Any other business - Time of Adjournment - Date of next meeting - Signature of chairperson 	<p>Assist students to:</p> <p>Discuss how notices for meetings are prepared using practical examples.</p> <p>Prepare different types of agenda for various types of meetings.</p> <p>Discuss the various types of minutes stressing on when each of them is used.</p> <p>Discuss the order in which items in normal minutes are recorded.</p>	<p>Prepare a notice for a meeting of the SRC of your school</p> <p>Prepare an agenda for the meeting of the SRC of the school.</p> <p>Hold mock meetings and generate minutes from the meetings.</p>

SENIOR HIGH SCHOOL- YEAR 3 TERM 2

SECTION 5

ENTREPRENEURSHIP AND SMALL BUSINESS MANAGEMENT

General Objectives: The student will:

1. appreciate the importance of entrepreneurship in Ghana
2. be aware of the role small-scale businesses play in the economy
3. recognize the opportunities and constraints in running a small-scale business
4. develop the skills needed to start and operate a small-scale secretarial services enterprise.
5. acquire skills in using principles learnt to solve problems through case study.

UNIT	SPECIFIC OBJECTIVES	CONTENT	TEACHING AND LEARNING ACTIVITIES	EVALUATION
UNIT 1 ENTREPRENEURSHIP	The student will be able to: 5.1.1 explain the term 'entrepreneurship' 5.1.2 explain the term 'entrepreneur' 5.1.3 describe the general characteristics that are attributed to the entrepreneur	<u>Meaning of entrepreneurship</u> It is the act of assembling business resources (land, capital, labour and knowledge) and managing these resources for production to satisfy human needs and wants. <u>Meaning of entrepreneur</u> An entrepreneur is a business person who accepts both the risks and the opportunities involved in creating and operating a new business venture. Entrepreneurs assemble resources and manage them for production of goods and services. <u>General Characteristics of the entrepreneur</u> e.g. <ul style="list-style-type: none"> - determination to succeed - hardwork - resourcefulness - innovativeness - propensity for risk taking - self confidence 	Assist students to: Discuss the meaning of the term 'entrepreneurship 'as it applies in business. Discuss the meaning of who an entrepreneur is. Discuss the general characteristics that differentiate entrepreneurs from other business owners.	Make a list of entrepreneurs in the locality

UNIT	SPECIFIC OBJECTIVES	CONTENT	TEACHING AND LEARNING ACTIVITIES	EVALUATION
UNIT 3 STARTING AND OPERATING SMALL-SCALE BUSINESS IN GHANA	The student will be able to: 5.1.1 identify areas of opportunity for small business in Ghana	<u>Areas of opportunity</u> e.g. - special services (laundry, security, secretarial, communication) - activities where market is small (e.g. retail trade) - activities where capital is small (hairdressing, barbering, shoe repairing) activities where few resources are needed (e.g., watch repair, carpentry, masonry,	Assist students to: Discuss the areas of opportunity for small-scale businesses in Ghana.	Make a list of ten small-scale businesses in your locality

SENIOR HIGH SCHOOL- YEAR 3 TERM 2

SECTION 2

PREPARATION FOR EMPLOYMENT

General Objectives: The student will:

1. be aware of various employment opportunities
2. recognize the various forms of job advertisements
3. develop skills in the preparation of simple advertisements
4. develop skills in the preparation of curriculum vitae
5. be aware of the preparation needed for job interviews.
6. acquire skills in using principles learnt to solve problems through case study.

UNIT	SPECIFIC OBJECTIVES	CONTENT	TEACHING AND LEARNING ACTIVITIES	EVALUATION
UNIT 1 JOB ADVERTISEMENT	The student will be able to: 6.1.1 identify the source of various job advertisements 6.1.2 design simple advertisements	<u>Sources of Job advertisement</u> - newspapers - radio - television - notice boards, posters <u>Format of advertisement</u> - name of organization - job description - minimum qualification - age limit - experience - date of submission - mode of application	Assist students to: Identify the various sources through which job adverts are made e.g. newspapers. Obtain newspaper cuttings/copies and note the different formats.	Draft/design advertisements using those in newspapers as guides.
UNIT 2 LETTERS OF APPLICATION	6..2.1 write a letter of application in response to advertisements	Letter of application.	Discuss how to write letters of application based on adverts. - personal identification - age - qualification in terms of adverts - curriculum vitae	Write letters of application in response to an advertisement in a newspaper.

UNIT	SPECIFIC OBJECTIVES	CONTENT	TEACHING AND LEARNING ACTIVITIES	EVALUATION
UNIT 3 CURRICULUM VITAE	The student will be able to: 6.3.1 prepare their own curriculum vitae	<u>Curriculum Vitae Format</u> Personal data: - name - date of birth - place of birth - nationality Educational background - schools attended with dates - qualifications obtained with dates Work Experiences - public sector - private sector Service to the Community/Society - local community - larger community Interests/Hobbies Referees (usually three)	Assist students to: Discuss the preparation of curriculum vitae using the format stated under content and copies of prepared Cvs.	Write Personal curriculum vitae.
UNIT 4 INTERVIEWS	7.4.1 identify guidelines on preparation for interviews	<u>Guidelines on preparation for interviews</u> e.g., - Knowledge about the organization - Knowledge about the position - Knowledge about the venue - Neat appearance - Assemble documents needed for the interview	Discuss the preparation for interviews e.g. Knowledge about the organization - Interviewee should look for information about the organization from which they seek employment. Develop a sketch for students to role-play an interview session.	State FIVE guidelines to be followed when preparing for an interview.