



United Nations  
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la science et la culture



## Office Technology and Management

### Higher National Diploma (HND)

#### Curriculum and Course Specifications

NATIONAL BOARD FOR TECHNICAL EDUCATION  
Federal Republic of Nigeria

UNESCO – Nigeria Project

2004

# **Office Technology and Management - Higher National Diploma (HND)**

## **Curriculum and Course Specifications**

February 2004

**NATIONAL BOARD FOR TECHNICAL EDUCATION**

*Produced by the National Board for Technical Education (NBTE)  
Plot B, Bida Road, P.M.B. 2239, Kaduna Nigeria.*

**Title of the Programme:**

**The title of the programme is Higher National Diploma Office Technology and Management**

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# GENERAL INFORMATION

## 1.0 GOAL AND OBJECTIVES OF THE HND PROGRAMME

The Higher National Diploma in Office Technology/and Management is a two-year programme designed to equip students with Secretarial/Office skills for employment in various fields of endeavour. Students of this programme are exposed to courses in their special areas as well as courses in general education.

In addition to the acquisition of vocational skills in Office Technology and Management, the students are equipped with effective work competencies and socio-psychological work skills, which are very essential in everyday interactions with other. The Higher National Diploma programme in office students and other interested individuals are eligible to enroll in Office Technology and Management Technology courses.

### **The grand objectives of the programme therefore are:**

The Higher National Diploma in Office Technology and Management is a four semester programme designed to equip students with secretarial skills for employment as secretarial managers in various organizations. Students in the programme will be offered professional, foundation and general education courses, which will enable them acquire higher vocational and interpersonal skills in Office Technology and Management for effective work competencies.

### **The objectives of the programme therefore are:**

#### **1. Acquisition of Secretarial Skills**

This includes at the HND level, the ability to:

- (a) Write in Shorthand for three minutes varied materials of 1.4 syllabic intensity dictated at 100 wam and transcribed on the typewriter with a minimum of 95% accuracy.
- (b) Type effectively various office jobs and acquire a copying rate of 50 wam on passages not below 1.30 syllabic intensity with 98% accuracy.
- (c) Fit properly into the office of any organization and perform professionally, the functions of a Secretary which among others include - relating the functions of the office to the whole organization, attending meetings and providing information as may be required; make accurate records of proceedings, filing and retrieving information, taking appropriate action independently when faced with challenging secretarial office problems, showing personal qualities and attributes conducive to tolerance and co-existence with the work group and, at the HND level, the ability to:

#### **2. Acquisition of General Education.**

#### **3. Laying Foundation for Advanced Studies.**

## **2.0 GENERAL ENTRY REQUIREMENT FOR THE HND PROGRAMME ARE:**

- a. All the requirements into the ND Office Technology and Management programme
- b. A minimum of a lower credit pass (CGPA 2.50 and above) in the ND examination.
- c. A minimum of one-year work experience.
- d. Candidates with pass at ND should have 2 years work experience: The number of such candidates should not exceed 10% of the students in the class

### **3.0 CURRICULUM:**

3.1 The curriculum consists of four main components, for the HND programme.

1. General Studies/Education
2. Foundation Courses
3. Professional Courses
4. Supervised Industrial Work Experience Scheme (SIWES)

3.2 The General education component shall include courses in: Citizenship Education I & II and Communication which are compulsory. The General Education component shall account for not more than 15% of total contact hours for the programme.

3.3 Foundation Courses include courses in Economics, Business Mathematics, Business Administration, Accounting, Nigerian Legal System, and Entrepreneurship. Foundation courses should account for 10-15% of the contact hours of each semester.

3.4 Professional Courses - are courses, which give the student the theory and practical skills he needs to practice as a secretary. These may account for between 60-70% of the contact hours.

3.5 Supervised Industrial Work Experience Scheme (SIWES) shall be taken during the long vacation following the end of the second semester of the first year. For the purpose of final evaluation, SIWES shall account for 5% of the total marks.

### **CURRICULUM STRUCTURE**

#### **4.0 HND Programme:**

The structure of the HND in Secretarial Management and Technology consists of four semesters of classroom and laboratory activities in the institution. Each semester shall be of 17 weeks made up as follows:

15 contact weeks of teaching, i.e. teaching, practical exercises, quizzes, test, etc and 2 weeks for examinations and registration SIWES can be planned at a convenient period of the programme.

#### **5.0 Accreditation**

Each programme offered at the HND level shall be accredited by the NBTE before the diplomates can be awarded the relevant diploma certificate.

Details about the process of accrediting a programme for the award of the HND are available from the Executive Secretary, programmes Division, National Board for Technical Education, Plot 'B' Bida Road, P.M.B. 2239, Kaduna, Nigeria.

### **6.0 CONDITIONS FOR THE AWARD OF HIGHER NATIONAL DIPLOMA**

6.1 Conditions for the award of Higher National Diploma include the following:

- a. Satisfactory performance in all prescribed course work, which may include class work, tests, quizzes, workshop practice, laboratory work which should amount to a minimum of between 72 and 80 semester credit units.
- b. Supervised industrial work experience for four months.
- c. Satisfactory performance at all semester examinations.

d. Satisfactory completion of final year project work. Continuous assessment should contribute 40% while semester examinations are weighted 60% to make a total of 100%. The industrial training is rated on the basis of pass or fail.

6.2 National and Higher National Diploma shall be classified as follows:-

Distinction - CGPA of 3.50 and above

Upper Credit - CGPA of 3.00 - 3.49

Lower Credit - CGPA of 2.50 - 2.99

Pass - CGPA of 2.00 - 2.49

## **7.0 Guidance Notes for Teachers Teaching the Programme**

7.1 The new curriculum is drawn in unit courses. This is in keeping with the provisions of the National Policy on Education, which stresses the need for introducing the semester credit units, which will enable a student, who so wishes to transfer the units already completed in an institution to another of similar standard.

7.2 In designing the units, the principle of modular approach by end product has been adopted, thus making each of the professional modules, when completed to provide the student with professional operative skills, which can be used for employment purposes self-and otherwise.

7.3 As the success of the credit unit system depends on the articulation of programmes between the institutions and industry, the curriculum content has been written in behavioural objectives, so that it is clear to all, the expected performance of the student who successfully completed some of the courses of the programme. This is a slight departure in the presentation of such performance-based curriculum, which requires that the conditions under which the performance is expected to be carried out and the criteria for the acceptable levels of performance to be stated. It is a deliberate attempt to further involve the staff of the department teaching the programme to enrich their own curriculum by stating the conditions existing in their institution under which performance can take place and to follow that with the criteria for determining an acceptable level of performance. Departmental submission on the final curriculum may be vetted by the Academic Board of the institution. Our aim is to continue to see to it that a solid internal evaluation system exists in each institution for ensuring minimum standards and quality of education in the programmes offered throughout the Polytechnic system.

7.4 The teaching of the theory and practical work should, as much as possible, be integrated. Practical exercises, especially those in professional courses and laboratory work should not be taught in isolation from the theory. For each course, there should be a balance of theory and practice in the ratio of 50:50 or 60:40 or the reverse.

## **8.0 Guidelines on SIWES Programme**

For the smooth operation of the SIWES, the following guidelines shall apply:

8.1 Responsibility for placement of students.

(a) Institutions offering the National Diploma programme shall arrange to place the students in industry. At the end of the first semester, six copies of the master-list showing where each student has been placed shall be submitted to the Executive Secretary, National Board For Technical Education, who shall authenticate the list and forward it to the Industrial Training Fund, Jos;

(b) The placement officer should discuss and agree with industry on the following:

(i) A task inventory of what the students should be expected to experience during the period of attachment. It may be wise to adopt the one already approved for each field.

(ii) The industry-based supervisor of the students during the period. It should be noted that the final grading of the students during the period of attachment should be weighted more on the evaluation by his industry-based supervisor.

8.2 Evaluation of Students During SIWES. In the evaluation of the student, cognizance should be taken of the following items:

1. Punctuality
2. Attendance
3. General Attitude to work
4. Respect for Authority
5. Interest in the field/technical area
6. Technical competence as a potential Secretary in his field.

8.3 Grading SIWES: To ensure uniformity of grading scales, the institution should ensure that the uniform grading of students' work which all Polytechnics have agreed to is adopted.

8.4 The Institution-Based Supervisor: The institution-based supervisor should initial the logbook during each visit. This will enable him to check and determine to what extent the objectives of the scheme are being met and to assist students having any problems regarding the specific assignments given to them by their industry-based supervisor.

8.5 Frequency of Visits: The institution should ensure that students placed on attachment are visited within one month of their placement.

Other visits shall be arranged so that:

- (a) There is another visit weeks after the first visit; and
- (b) A final visit in the last month of the attachment.

8.6 Stipend for Students in SIWES: The rate of stipend payable shall be determined from time-to-time by the Federal Government after due consultation with the Federal Ministry of Education, the Industrial Training Fund and the National Board for Technical Education.

8.7 SIWES as a Component of the Curriculum: The completion of SIWES is important in the final determination of whether the student is successful in the programme or not. Failure in the SIWES is an indication that the student has not shown sufficient interest in the field or has no potential to become a skilled Secretary in his field. The SIWES should be graded as in other courses. Where a student has satisfied all other requirements but failed SIWES, he may only be allowed to repeat another four months' SIWES at his own expense.

## **9.0 Final Year Project**

Final year students in this programme are expected to carry out a project work. This could be on individual basis or group work. The project reports should be properly supervised and well presented.

The department should make their own arrangement of schedules for project work.

# CURRICULUM TABLE

## HND PROGRAMME IN OFFICE TECHNOLOGY AND MANAGEMENT

### 1<sup>ST</sup> SEMESTER

COURSE CODE	COURSE TITLE	T	P	CH
OTM 321	Shorthand IV	1	3	4
OTM 313	ICT office applications I	2	6	8
OTM 314	Office Administration and Management I	2	2	4
OTM 315	Business Communications I	2	2	4
OTM 316	Social Psychology	2	2	4
BAM 214	Business Law	2	2	3
	TOTAL	11	17	28

T: Theory; P: Practical; CH: Credit Hour;

### 2<sup>ND</sup> SEMESTER

COURSE CODE	COURSE TITLE	T	P	CH
OTM 325	Research Methods (*)	1	3	4
BAM 427	Nigerian Labour Law	2	2	4
OTM 322	Professional career development	2	2	4
OTM 323	ICT office applications II	2	6	8
OTM 324	Office Administration & Management II	2	2	4
BAM 324	Human Capital Management	2	2	4
	TOTAL	11	17	28

(\*): Module adjusted to the needs of the course

### 3<sup>RD</sup> SEMESTER

COURSE CODE	COURSE TITLE	T	P	CH
OTM 411	Advanced Transcription	1	3	4
OTM 412	Business Communications II	2	2	4
OTM 413	Database Mgt System	1	3	4
OTM 414	Oral communication skills	1	3	4
BAM 224	Elements of Human Resource Management	2	1	3
OTM 415	Advanced Desktop Publishing	2	6	6
	TOTAL	9	18	27

### 4<sup>TH</sup> SEMESTER

COURSE CODE	COURSE TITLE	T	P	CH
OTM 423	Management Information Systems	1	3	4
OTM 424	Professional Ethics and Social Responsibility	2	2	4
BAM 413	Entrepreneurship	2	2	4
OTM 425	Advanced WebPage Design	2	6	8
BAM 427	Nigerian Labour Law	1	2	3
OTM 422	Project	-	6	6
	TOTAL	8	21	29



# SEMESTER: 1

## Shorthand IV

<b>PROGRAMME: HND Office Technology and Management</b>			
<b>Course: Shorthand IV</b>	<b>Code: OTM 321</b>	<b>Credit Hours:</b>	<b>4 hours x week</b>
<b>Semester: 1</b>	<b>Pre-requisite: Shorthand III</b>	<b>Theoretical:</b>	<b>1 hours/week - 25 %</b>
		<b>Practical:</b>	<b>3 hours/week - 75 %</b>
<b>Course main Aim/Goal:</b> This module is designed to enable students enrich their shorthand vocabulary and skills in the writing and transcribing of shorthand. It is also designed to ensure that students are able to write varying passages on any topic in the business world and to transcribe same at 80wpm with a S.I of 1.40 at a minimum of 95% accuracy.			
<b>General Objectives:</b>			
<ol style="list-style-type: none"><li>1. Consolidate the various principles governing shorthand writing.</li><li>2. Know how to apply the different shortforms, intersections, contractions and advanced phrases in order to attain higher speeds (not less than 80wpm).</li><li>3. Know how to write varying shorthand speeds at a minimum speed of 80wpm.</li><li>4. Know how to read and transcribe dictated shorthand passages with S.I of 1.40 at a minimum of 95% accuracy.</li><li>5. Know how to write and transcribe dictated passages to produce mailable typewritten transcripts.</li></ol>			

Theoretical Content				Practical Content		
Week	Specific Learning Outcomes	Teacher's Activities	Resources	Specific Learning Outcomes	Teacher's Activities	Resources
<b>General Objective 1:0: Consolidate the various principle governing shorthand writing</b>						
1-2	<p>1.1 Write shorthand consonants correctly.</p> <p>1.2 Distinguish by writing normal, half length and double-length strokes.</p> <p>1.3 Write shorthand outlines by applying the principles of vocalization position writing, phrasing and omission.</p> <p>1.4 Drill outlines on 1.2 and 1.3 above.</p> <p>1.5 Take dictation, passages, read and transcribe passages on 1.2 &amp; 1.3 above.</p>	<p>Explain briefly shorthand consonants and vowels.</p> <p>Explain the differences between normal half-length and double length strokes.</p> <p>Explain principles of vocalization and position writing.</p> <p>Explain the principles of phrasing and that of omission.</p> <p>Drill students on 1-4 above.</p> <p>Dictate passages.</p>	<p>Stopwatch</p> <p>Shorthand Notebooks</p> <p>Shorthand pen and pencils</p> <p>Electronic Typewriters</p> <p>Computers</p> <p>Textbooks</p> <p>Chalkboard</p>	<p>Take dictation of familiar and unfamiliar passages and plead or transcribe on the typewriter.</p> <p>Do Assignments.</p>	<p>Dictate outlines and passages for practice.</p> <p>Dictate passages for students to transcribe.</p> <p>Mark students work and give feedback.</p> <p>Give and evaluate assignments</p>	<p>Stopwatches</p> <p>Shorthand Notebooks</p> <p>Shorthand Pens</p> <p>HB Pencils</p> <p>Electronic Typewriters.</p> <p>Computers</p> <p>Textbooks</p> <p>Chalkboard.</p>
<b>GENERAL OBJECTIVE 2:0: Know how to apply the different shortforms, Intersections, Contractions and Advanced Phrases in order to attain higher speeds - not less than 80wpm.</b>						
3-4	<p>2.1 Write varying passages with shortforms with ease.</p> <p>2.2 Read back fluently dictated passages.</p> <p>2.3 Transcribe passages accurately on electronic typewriter or computer.</p> <p>2.4 Take down passages from recorded tapes.</p>	<p>Dictate varied passages containing shortforms, intersections and advanced phrases at 70-90wpm for 3-5 minutes duration.</p>	<p>Ditto</p>	<p>Take dictation of varied passages containing shortforms etc.,</p> <p>Read and transcribe on the typewriter</p>	<p>Dictate passages for practice.</p> <p>Dictate passages for transcription.</p> <p>Give and evaluate assignment.</p>	<p>Ditto</p>

Theoretical Content				Practical Content		
Week	Specific Learning Outcomes	Teacher's Activities	Resources	Specific Learning Outcomes	Teacher's Activities	Resources
	2.5 Drill all difficult outlines and phrases written on the chalkboard.					
<b>GENERAL OBJECTIVE 3:0: Know how to write varying shorthand speeds at a minimum speed of 80wpm</b>						
5-6	<p>3.1 Take down lengthy passages at 70-90wpm for between 3-5 minutes.</p> <p>3.2 Read back fluently dictated passages at the rate of 100wpm to 120wpm.</p> <p>3.3 Transcribe dictated passage on the electronic typewriter at the rate of 20wpm with a minimum of 95% accuracy.</p> <p>3.4 Take down and read back previewed passages.</p>	<p>Dictate lengthy passages at 70-90 wpm.</p> <p>Corrects detected errors.</p> <p>Dictate lengthy passages again.</p> <p>Correct detected errors.</p> <p>Supervise students transcription work and mark work.</p> <p>Dictate previewed passages.</p>	Ditto	<p>Take dictations and read back.</p> <p>Take dictation and transcribe on the typewriter.</p> <p>Do assignments</p>	<p>Dictate passages to students.</p> <p>Give and evaluate assignments.</p>	
<b>GENERAL OBJECTIVE 4:0: Know how to read and transcribe dictated shorthand passages with S.I of 1.40 at a minimum of 95% accuracy.</b>						
7-9	<p>4.1 Write shorthand passages at between 70-100wpm.</p> <p>4.2 Read back dictated passages at the rate of 100-120 wpm.</p> <p>4.3 Read back dictated passages in groups, in unison and individually.</p>	<p>Dictate technical passages at between 70-100wpm for 2-3 minutes.</p> <p>Correct errors as students read back.</p> <p>Dictate short passages for students to read back in groups, unison and individually.</p> <p>Dictate passages for transcription.</p>	Ditto	<p>Take dictation and read back correct errors. Take dictation and transcribe on the typewriter.</p> <p>Do assignment.</p>	<p>Dictate passages to students.</p> <p>Observe students at work.</p> <p>Give and evaluate assignments.</p>	Ditto

Theoretical Content				Practical Content		
Week	Specific Learning Outcomes	Teacher's Activities	Resources	Specific Learning Outcomes	Teacher's Activities	Resources
	4.4 Transcribe dictated passages at the rate of 25wpm with a minimum of 96% accuracy.					
<b>GENERAL OBJECTIVES 5:0: Know how to write and transcribe dictate passages to produce mailable typewritten Transcripts.</b>						
10-15	<p>5.1 Write and read back dictated passages.</p> <p>5.2 Read back dictated passages in groups, individually or in unism.</p> <p>5.3 Take down previewed passages at higher speeds.</p> <p>5.4 Transcribe dictated passages of varying speeds with a minimum of 95% accuracy.</p>	<p>Dictate several unfamiliar passages at 70-100wpm.</p> <p>Ask students to read back after every take.</p> <p>Preview dictated passages are re-dictate at higher speeds.</p> <p>Dictate passages for transcription at varied speeds on the electronic.</p> <p>Typewriter/Computer.</p>	Ditto	<p>Take dictation as given by the teacher.</p> <p>Read back correct errors and transcribe on the typewriter/computer.</p> <p>Do assignments.</p>	<p>Dictate passages at varied speeds.</p> <p>Observe students and correct their errors as they read back.</p> <p>Supervise students as they transcribe on the typewriter/computer.</p> <p>Give and evaluate assignment and all students work.</p>	Ditto

ASSESSMENT CRITERIA			
Coursework	Course test	Practical	Other (Examination/project/portfolio)
30%	%	%	70%

## ICT Office Application I

<b>PROGRAMME: HND Office Technology and Management</b>			
<b>Course: ICT Office Application I</b>	<b>Code: OTM 313</b>	<b>Credit Unit:</b>	<b>8 hours x week</b>
<b>Semester: 1</b>	<b>Pre-requisite:</b> <b>Knowledge of MS Word for Windows</b>	<b>Theoretical:</b> <b>Practical:</b>	<b>2 hours/week - 25 %</b> <b>6 hours/week - 75 %</b>
<b>Aim/Goal:</b> This module is designed to enable students to further develop their skills in effectively and efficiently work use a computer-based word processor.			
<b>General Objectives:</b>			
<ol style="list-style-type: none"><li>1. Introduce students to Advanced Word Processing and revise key keyboarding principles.</li><li>2. Apply health and safety principles when operating computers at work</li></ol>			

Theoretical Content				Practical Content		
Week	Specific Learning Outcomes	Teacher's Activities	Resources	Specific Learning Outcomes	Teacher's Activities	Resources
<b>General Objective 1: Introduce students to Information and Communication Technologies</b>						
1-2				<p><b>Use</b> of common generic methods for managing files, directories and folders</p> <ul style="list-style-type: none"> <li>• Revise alternatives ways of how to create and name directories and folders</li> <li>• Delete files and directories folders</li> <li>• Move, copy and rename files, directories and folders</li> <li>• Distinguish between documents/files and executable applications and appreciate the function file extensions</li> <li>• Procedure for producing printed evidence of directory/folder content</li> </ul> <p>Print file structure</p>	<p>Explain in detail how to organise accurately files and folders.</p> <p>Explain and practice how to create, name and rename directories, sub-directories/folder.</p> <p>Emphasise the purpose of copy/move/delete files and practice with some examples.</p> <p>Set tasks where students will practice the above and discuss their implications in the office.</p>	<p>Handouts</p> <ul style="list-style-type: none"> <li>* 1 students per PC</li> <li>* Printers, scanners, paper (A4 ream x 10 students)</li> <li>* Support written material (MS Windows handout)</li> <li>* 2 floppy disks per student</li> </ul>
3 - 6	<b>State</b> the importance of good speed when producing information using a PC	<b>Revise</b> key keyboarding principles	Keyboarding handouts	<ul style="list-style-type: none"> <li>• <b>Emphasise</b> the need for accurately and good speed of data entry and amending existing data.</li> </ul> <p>Enter accurate text and numerical data in specified</p>	<p>Show how to position hands on the keyboard to assure speed when entry information and data.</p> <p>Monitor good touch typing to increase typing speed.</p>	<p>Handouts</p> <ul style="list-style-type: none"> <li>* 1 students per PC</li> <li>* Printers, scanners, paper (A4 ream x 10 students)</li> </ul>

Theoretical Content				Practical Content		
Week	Specific Learning Outcomes	Teacher's Activities	Resources	Specific Learning Outcomes	Teacher's Activities	Resources
				<p>format.</p> <ul style="list-style-type: none"> <li>• Encode specified data and make amendments to documents</li> <li>• Use software facilities to check spelling, and proofread for accuracy of contents and consistency of layout and style</li> <li>• View and print as required</li> <li>• Use of typing techniques to speed data entry</li> <li>• Use of standard test for speed checking</li> </ul>	<p>Prepare weekly home-works to assure students practice the keyboarding and main typing techniques.</p> <p>Every week select some student from the group to test their speed improvement when applying correct typing techniques.</p> <p>Organise students in teams and set task to be complete using the windows operating systems.</p> <p>Explain how to present documents as specified</p>	<p>* Support written material (MS Windows handout)</p> <p>* 2 floppy disks per student</p>
				<p><b>Identify</b> the procedures when transferring data between files:</p> <ul style="list-style-type: none"> <li>• Import data file</li> <li>• Import image</li> <li>• Import chart</li> <li>• Print integrated document</li> </ul>	<p>Show how to use:</p> <ul style="list-style-type: none"> <li>- Programme manager</li> <li>- Open/close a window</li> <li>- Load application software</li> <li>- Button bars, scroll bars and menu bars</li> <li>- Exploring main menu contents</li> <li>- Minimising and closing windows</li> </ul>	

Theoretical Content				Practical Content		
Week	Specific Learning Outcomes	Teacher's Activities	Resources	Specific Learning Outcomes	Teacher's Activities	Resources
					<p>Set tasks for student to transfer data and files.</p> <p>Set tasks to design and create a chart and transfer it successfully.</p> <p>Set tasks to complete a whole document containing data, images and charts, and ask students to transfer it back and forward successfully.</p>	
6-10				<p><b>Use</b> and purpose of changing page layout:</p> <ul style="list-style-type: none"> <li>• Set page orientation and set up page lay out</li> <li>• Insert headers &amp; footers</li> <li>• Insert automatic fields in headers and footers</li> <li>• Create documents using newspaper/parallel columns</li> <li>• Apply house style</li> <li>• Use bullets/numbering</li> <li>• Use special symbols</li> <li>• Search and replace</li> <li>• Mail merge</li> </ul>	<p>Show and practice on how to import, place and format data-files, images and charts (eg. borders, shading. Student practice).</p> <p>Explain the importance of maintaining the integrity of imported data.</p> <p>Explain and practice changing page layouts, orientation, inserting specific heading and footing, insert special symbols such as @, %, &amp;, \$, etc. Student practice.</p> <p>Practice manual methods to find and replace specific data.</p>	<p>Handouts</p> <ul style="list-style-type: none"> <li>* 1 students per PC</li> <li>* Printers, scanners, paper (A4 ream x 10 students)</li> <li>* Support written material (MS Windows handout)</li> <li>* 2 floppy disks per student</li> </ul>



Theoretical Content				Practical Content		
Week	Specific Learning Outcomes	Teacher's Activities	Resources	Specific Learning Outcomes	Teacher's Activities	Resources
<b>General Objective 2: Apply health and safety principles when operating computers at work</b>						
11-15	Describe the need for working safely in an office	Discuss the importance of a safe workplace.	Overhead transparencies, pictures, diagrams.	Write a short report on the plan for accidents in a specified organisation.	Visit a large organisation to observe their security and safety system.	Plans, forms, contacts with local organisation/business
	Explain the principles of good housekeeping techniques in the office	Discuss the importance of good safe design  Show a sample plan	Sample plan(s)  Handouts and readings	Write a plan for safety to apply in a specified organisation.  Show practical examples on how to arrange a workstation to avoid fatigue/injuries	Write a short report on the observations  Group students and set tasks to re-arrange computer workstations taking into account various environmental factors (make sure they encounter opened windows, noisy airconditions or not on, low chairs, etc...)	Contacts with local organisation to arrange visits  3 computer workstations (including printers, scanners, adjustable chairs, etc.)
	Relate the implications of safety to the office	Discuss procedures to be followed to maintain security	Examples of audit trail forms	Show ideal workstation arrangement to avoid injuries and fatigue when working with computers.	Organise students in groups to study and sort case-studies	Room with windows, curtains, lights, adjustable chairs, mobile computers, etc. (to be able to re-arrange them in ideal positions).
	Identify potential hazards	Explain the value of an audit trail (care of hardware, software an data), produce samples of audit trails.	Forms /brochures	Demonstrate the importance of right posture and exercises to avoid injure/relieve pain	Show students examples of wrong sitting and typing postures.	Computer work station
	Propose a plan to apply in a general organisation for safety within the organisation	Explain local health and safety regulations	Handouts  Pictures  Books		Students role plays	Different types of keyboards, mice, chairs,  Monitors
	Define the procedures for maintaining security of electronic equipment and information	Discuss the importance of a healthy workplace.			Role plays	Pictures, posters, diagrams, handouts, footrests
	Define the procedures for maintaining resources	Discuss environmental factors affecting health when working with computers: temperature, noise			Games identifying potential illnesses	
	Define the procedures for maintaining personal safety				Demonstrate how to do key exercises to relieve pain/avoid injuries	

Theoretical Content				Practical Content		
Week	Specific Learning Outcomes	Teacher's Activities	Resources	Specific Learning Outcomes	Teacher's Activities	Resources
	<p>Describe and outline the national &amp; local health and safety regulations</p> <p>Establish the need for working in a healthy workstation, relate the implications of health when working with computers</p> <p>Identify environmental factors affecting health when working with computers.</p> <p>Establish safe office practices to avoid injuries and fatigue when working with computers.</p> <p>Define key computer related illnesses, their symptoms and exercises to relieve/avoid pain, disconform and fatigue.</p>	<p>and illumination</p> <p>Discuss the importance of an adequate computer work layout. Show sample ideal layouts.</p> <p>Explain the value of good posture.</p> <p>Explain key principles of posture and techniques to avoid injuries and fatigue when working with computers.</p> <p>Explain the various injuries that affect people working in a wrong computer environment.</p> <p>Describe the various symptoms.</p> <p>Illustrate key exercises to avoid injuries and fatigue when working with computers</p>				

ASSESSMENT CRITERIA			
Coursework % 25	Course test %	Practical % 75	Other (Examination/project/portfolio) %

## Office Administration and Management I

<b>PROGRAMME: HND Office Technology and Management</b>			
<b>Course: Office Administration and management I</b>	<b>Code: OTM 314</b>	<b>Credit Hours:</b>	<b>4 hours/week</b>
<b>Semester: 1</b>	<b>Pre-requisite:</b>	<b>Theoretical:</b>	<b>2 hours/week - 50 %</b>
		<b>Practical:</b>	<b>2 ours/week - 50 %</b>
<p><b>Course main Aim/Goal:</b> This module is intended to expose the trainee to the general concepts, procedures and application of Office Administration and Management.</p> <p><b>General Objectives:</b></p> <ol style="list-style-type: none"> <li>1.0 Understand the changing office scene in an organisation.</li> <li>2.0 Know the structure and the organizational chart of an office and the concepts of office centralization and decentralization.</li> <li>3.0 Know the reasons for the location of an office, different types of office layout and the conditions favourable for office environment.</li> <li>4.0 Understand the concept of Management and the various concepts of management.</li> <li>5.0 Understand the procedure for staff placement, induction and training.</li> </ol>			

Theoretical Content				Practical Content		
Week	Specific Learning Outcomes	Teacher's Activities	Resources	Specific Learning Outcomes	Teacher's Activities	Resources
<b>General Objective 1.0: Understand the changing office scene in an organisation.</b>						
1-3	<p>1.1 Explain how the office was perceived in the past 1950s, 1970s, 1990s and the future.</p> <p>1.2 Attitudes and perceptions,</p> <p style="padding-left: 40px;">-skills and responsibilities.</p> <p style="padding-left: 40px;">-Technology</p> <p>1.3 Behaviours.</p> <p>1.3 Identify need for conclusion and recommendation.</p>	Describe the paradigms shift that has taken place over the years.	Chalkboard Textbooks Charts Videos Manual Typewriter Ink duplicator Rotary switch Board Fax machine Computer Based/Voice activated system etc.	Students to inspect, compare and evaluate the old verses the new.	Make available old/past equipment and new ones for inspection, comparisons, and evaluation.	
<b>GENERAL OBJECTIVE 2:0: Know the structure and the organizational chart of an office and the concepts of office centralization and decentralization.</b>						
4-6	<p>2.1 State the organizational structure of an office.</p> <p>2.2 Draw the organizational chart of an office.</p> <p>2.3 Locate the position of the functional staff of the organisation.</p>	<p>- Explain the organizational structure of the office.</p> <p>- Line organization</p> <p>- Line and staff organization</p> <p>Explain information flow in an organization</p>	Organizational chart Overhead Computer Video Television Textbooks	<p>Compare and contrast the organizational set up in line and staff.</p> <p>- Inspect chart on information flow in the organisation.</p> <p>Draw an organizational chart of any organisation of their choice.</p>	<p>Make available old charts to compare and restructure new one.</p> <p>Make out a chart on information flow in an organisation</p> <p>Instruct students to draw an organizational chart.</p>	<p>Samples of organizational chart.</p> <p>Overhead Projector Television Textbooks Power point.</p>

Theoretical Content				Practical Content		
Week	Specific Learning Outcomes	Teacher's Activities	Resources	Specific Learning Outcomes	Teacher's Activities	Resources
<b>GENERAL OBJECTIVE: 3.0: Know the reasons for the location of an office, the different type of office layout and the conditions favourable for office environment.</b>						
7-9	<p>3.1 Enumerate the factors guiding the location of an office.</p> <p>3.2 List the types of office layout and the advantages and disadvantages of open offices.</p> <p>3.3 Define office environment.</p> <p>3.4 List the conditions suitable for office environment.</p>	<p>- Explain factors guiding the location of an office.</p> <p>- Explain the types of office layout and the advantages and disadvantages of open and close offices.</p> <p>- Explain the concept of office environment.</p> <p>- Explain the conditions favourable for office environment eg cleanliness, prevention of congestion, lighting, a acoustics, ventilation etc.</p>	<p>Textbook Chalkboard</p> <p>Charts Video</p> <p>Overhead Projector</p> <p>Video Charts Overhead Projector Textbook Chalkboard</p>	<p>Students to compare and contrast closed and open offices, from the films shown.</p> <p>Students to engage in discussions with teacher.</p> <p>Students to compare and contrast.</p> <p>Students to engage in discussions with teacher.</p>	<p>Teacher to show students films or pictures of open and closed offices.</p> <p>Teacher to show film or pictures on favourable and unfavourable office environment.</p>	
<b>GENERAL OBJECTIVE 4:0: Understand the concept of management and the various concepts of management.</b>						
10-12	<p>4.1 Define Management.</p> <p>4.2 Explain the various management theories.</p> <p>4.3 State the functions of management.</p>	<p>- Explain the various definitions of management.</p> <p>- Analyse management theories as propounded by Management.</p> <p>-Fredick Taylor -Henry Fayol -McGregor, victor Vroom, etc.</p> <p>- Explain the various functions of Management i.e planning, organizing, controlling coordinating, directing, etc.</p>	<p>Management Textbooks Charts Films</p>	<p>Students to listening and engage in discussions on the films/charts with the teacher.</p>	<p>Teacher to show films and charts on Management.</p>	

Theoretical Content				Practical Content		
Week	Specific Learning Outcomes	Teacher's Activities	Resources	Specific Learning Outcomes	Teacher's Activities	Resources
<b>GENERAL OBJECTIVES 5:0: Understand the procedure for staff placement, induction and training.</b>						
13-15	<p>5.1 State the importance of job analysis, job description and job specification.</p> <p>5.2 Identify staff positions in an organisation Identify the standard and performance objectives against which employee are to be evaluated.</p> <p>5.3 Define Training and Induction.</p> <p>5.4 State the importance of Training and induction in an organization.</p> <p>5.5 Explain the scope of an induction programme in an organization.</p> <p>5.6 Identify the various level of training in an organisation.</p>	<p>- Explain the functions of job analysis, job description, and job specification.</p> <p>- Explain when job analysis is necessary in an organisation.</p> <p>- Identify skills and activities necessary for deciding selection into various jobs.</p> <p>- Differentiate between training and induction.</p> <p>-Explain the importance of training and induction</p> <p>- Describe the scope of an induction programme in an organization.</p> <p>- Discuss the various levels of training in an organization eg induction on-the-job, off-the-job training, etc.</p>	<p>Charts Video films</p> <p>Textbooks</p> <p>Overhead Projectors</p> <p>Video Films</p> <p>Television</p>	<p>Students to respond and interact after each film shown.</p>	<p>Show films on training</p>	<p>Charts Textbooks Video Films Overhead Projector Video machines Television Internet Access</p>

ASSESSMENT CRITERIA			
Coursework	Course test	Practical	Other (Examination/project/portfolio)
25%	%	25%	50%

## Business Communications I

<b>PROGRAMME: HND Office Technology and Management</b>			
<b>Course: Business Communications I</b>	<b>Code: OTM 315</b>	<b>Credit Hours:</b>	<b>4 hours x week</b>
<b>Semester: 1</b>	<b>Pre-requisite: Business Communication I</b>	<b>Theoretical:</b>	<b>2 hours/week - 50%</b>
		<b>Practical:</b>	<b>2 hours/week - 50%</b>
<b>Course main Aim/Goal:</b> This course is designed to develop in students the ability to communicate in organizations and improve interpersonal relationship.			
<b>General Objectives:</b>			
1.0 Understand the importance of communication in an organisation.			
2.0 Understand the process of communication.			
3.0 Know how to communicate effectively with others in the organisation.			
4.0 Know how to write effective business letters, memos, reports and proposals.			
5.0 Understand interpersonal and inter-group relationships			
6.0 Know how to make introductory public speeches.			

Theoretical Content				Practical Content		
Week	Specific Learning Outcomes	Teacher's Activities	Resources	Specific Learning Outcomes	Teacher's Activities	Resources
<b>General Objective 1.0: Understand the importance of communication in an organisation.</b>						
1	1.1 Note the definition of communication.	Define communication.		Give the different definitions of communication as provided in different author?		Library Internet Journals Textbooks
2	1.2 List the differences between oral and written communication..	Explain the differences between oral and written communication and their forms using suitable examples.		Differentiate between oral and written communication as provided by different authors?	Refer students to appropriate source materials.	As in 1.1 above.
3	1.3 List type of communication.	Discuss types of communication eg interpersonal, graphic, verbal, non-verbal.		a. Use the various type of communication  b. Demonstrate verbal and non verbal communication situations.  c. Discuss merits and demerits of each.	Provide source materials for the exercise and check accuracy of performance.	Management Films\ Textbooks
<b>GENERAL OBJECTIVE 2.0: Understand the process of communication.</b>						
4	2.1 List variables involved in communication.	Explain variables in communication.			Provide the chart on communication process.	
4	2.2 Note the role of the speaker - message encoding and attitude. Note the role of receiver - message decoding.	Explain the roles of the speaker and the receiver in a communication process.		Role play communication indicating encoding and decoding information		Management Films Textbooks
6	2.3 Note the relevance of body language in aiding.	Explain the use of body language in aiding understanding using examples.		Practice the use of body language in communication	Demonstrate the use of body language in communication	Management Films and Textbooks
7	2.4 List barriers to effective communication.	Explain barriers to effective communication using suitable examples eg prejudice, past experience, time lag, slangs, unfamiliar ascent, etc.		Identify barriers to effective communication and suggest how they could be eliminated. b. State effects of communication breakdown.	Evaluate students' work.	As in 2.3 above



Theoretical Content				Practical Content		
Week	Specific Learning Outcomes	Teacher's Activities	Resources	Specific Learning Outcomes	Teacher's Activities	Resources
<b>GENERAL OBJECTIVE: 3.0: Know how to communicate effectively with others in the organisation.</b>						
8	3.1 Identify the purpose of communication in an organisation.	Explain the purpose of interpersonal communication in an organisation.		State the purpose of interpersonal communication in an organisation.	Evaluate students work.	
9	3.2 Enumerate the means of communication.	Explore the means of communication.		Operate some communication gadgets. Send an e-mail text message, etc.	Provide some communication gadgets and guide in their operation.	Competent Handsets Facsimiles Radio etc.
10	3.3 List advantages and disadvantages of communication.	Explain advantages and disadvantages of communication.		Discuss advantages and disadvantages of communication.	Guide students discussion.	
<b>GENERAL OBJECTIVE 4:0: Know how to write effective business letters, memo, reports and proposals.</b>						
11	4.1 List the uses of paragraphing in written communication.	Explain the use of paragraphing in written communication.				
	4.2 Differentiate between letters, memos, etc.	Explain the differences between letters, memos, etc	Model letter, memos, and proposals.	Write letters, memos, proposals, and reports.	Guide students in writing letter, memos, proposals and reports.	
<b>GENERAL OBJECTIVES 5:0: Understand interpersonal and inter-group relationship.</b>						
12	5.1 Define interpersonal and inter-group communication.	Explain interpersonal and inter-group communication.				Pictures Video
13	5.2 List formal and informal man of interaction.	Explain formal and informal mean of interaction.		Determine when to use memos, notes, letters, phone calls, etc.	Assess students choice of means.	
	5.3 List the effects of too little or too much memos.	Explain the effects of too little or too much memos.		Discuss the effects of too little or too much memo.	Guide students discussion and give corrections.	
<b>General Objective 6.0: Know how to make introductory public speeches.</b>						
14	6.1 Identify the point to be addressed.	Explain public speaking and explore the points to be addressed.				
15	6.2 List the skills to be developed for a good public speech.	Explain the skills to be developed for a good public speech.		Criticize the provided films Watched pointing out the skills observed.	Provide film of recorded speech for critical analysis.	Films
	6.3 List the qualities of a good public speech.	Explain the qualities of a good public speech emphasizing language style.			Guide in speech writing and deliver.	

<b>ASSESSMENT CRITERIA</b>			
Coursework %	Course test 50 %	Practical 50 %	Other (Examination/project/portfolio) %

## Social Psychology

<b>PROGRAMME: HND LEISURE AND TOURISM MANAGEMENT</b>			
<b>Course: SOCIAL PSYCHOLOGY</b>	<b>Code: OTM 316</b>	<b>Credit Hours:</b>	<b>4 hours</b>
<b>Semester: two</b>	<b>Pre-requisite:</b>	<b>Theoretical:</b>	<b>2 hours/week - 33%</b>
		<b>Practical:</b>	<b>2 hours/week - 67%</b>
<b>Goal:</b>			
The course is designed to enable the student understand the dynamics of human behaviour in order to be able to adjust to situations and work effectively with others.			
<b>General Objectives:</b> On completion of this course the student should be able to:-			
<ol style="list-style-type: none"><li>1. Appreciate the basis of human behaviour</li><li>2. Know the development of behaviour</li><li>3. Understand the principles of personality development</li><li>4. Know the processes of learning</li><li>5. Understand human emotions</li><li>6. Comprehend the processes of attitude formation and change</li><li>7. Know the psychological effects of health.</li></ol>			

Theoretical Content				Practical Content		
Week	Specific Learning Outcomes	Teacher's Activities	Resources	Specific Learning Outcomes	Teacher's Activities	Resources
<b>General Objective 1: Appreciate the basis of human behaviour</b>						
1	1.1 Define Psychology 1.2 Trace the development of psychology as efforts to understand human behaviour.	<ul style="list-style-type: none"> <li>• Explain psychology and its historical development.</li> <li>• Explain methods of studying human behaviour.</li> </ul>	Textbooks	Explain methods of studying human behaviour.	Explain self evaluation exercise for students - what motivates them?	Case studies on personal motivation  Self Evaluation Questionnaire.
2	1.3 Explain methods of studying human behaviour. 1.4 Explain the interplay between psychology and other social sciences - Sociology, Economics, etc.	<ul style="list-style-type: none"> <li>• Describe the relationship of psychology to other social sciences.</li> </ul>		Identify motives for behaviour (drives, needs, instincts, etc.)	Consider aspects of behaviour that is important for motivation and perception.  Guidance on the use of case studies	
3	1.5 Identify motives for behaviour (drives, needs, instincts, etc.)	<ul style="list-style-type: none"> <li>• Explain motives for human behaviour.</li> </ul>				
<b>General Objective 2: Know the development of behaviour</b>						
4	2.1 Define cognitive development 2.2 Explain personality development. 2.3 Define self-concept.	<ul style="list-style-type: none"> <li>• Explain the concepts: cognitive development, personality and self.</li> <li>• Explain socialisation and its agents.</li> </ul>	Textbooks Pictures	Explain the states of development - infancy, adolescent and puberty. Explain perception. Explain personality development	Use pictures to perception and stages of development	Take the student to a festive home and study development of behaviour.
5	2.4 Explain socialization and its agents. 2.5 Explain the states of development - infancy, adolescent and puberty. 2.6 Explain perception.	<ul style="list-style-type: none"> <li>• Explain stages of development.</li> <li>• Demonstrate perception using pictures.</li> <li>• Give assignment</li> </ul>				

Theoretical Content				Practical Content		
Week	Specific Learning Outcomes	Teacher's Activities	Resources	Specific Learning Outcomes	Teacher's Activities	Resources
<b>General Objective 3: Understand the principles of personality development</b>						
6	3.1 Define personality. 3.2 Explain models of personality	• Explain personality and its models.	Textbooks		Guide the students to apply the models of personality on their behaviour	
7	3.3 Explain behaviourism.	• Explain behaviourism  • Conduct test.				
<b>General Objective 4: Know the process of learning</b>						
8	4.1 Define learning. 4.2 List types of learning	• Explain learning theories	Textbooks	Define learning. List types of learning	Apply learning theories to real life situation using animals or human beings.	Use internet to obtain real life situations
9	4.3 State methods of learning			State methods of learning		
<b>General Objective 5: Understand human emotions</b>						
10	5.1 Define emotion. 5.2 Define types of emotion	• Explain emotion and part of the brain that controls emotions.  • Explain types of emotions.	Textbooks  Diagrams of human brain.	Define emotion.  Define types of emotion	The students should undertake a visit a psychiatric institution for practical exposition to emotion	Use of arranged visit - planned development
<b>General Objective 6: Comprehend the process of attitude formation and change</b>						
11	6.1 Explain attitude formation 6.2 Identify the components of attitude.	• Explain attitude formation and its components.	Textbooks	Identify the components of attitude.	Guidance on the link between attitude and motivation. Reference to theories of motivation. Use of an attitude survey.	Use of business scenarios and problems to identify the impact of poor attitude and low motivation. Problem solving activities.
12	6.3 Explain change of attitudes. 6.4 Define motivation. 6.5 Explain theories of motivation.	• Describe causes of change in attitude.  • Explain the various motivational theories.		Explain change of attitudes.  Define motivation.  Explain theories of motivation.		

Theoretical Content				Practical Content		
Week	Specific Learning Outcomes	Teacher's Activities	Resources	Specific Learning Outcomes	Teacher's Activities	Resources
<b>General Objective 7: Know the psychological effects of health</b>						
13	7.1 Define health 7.2 Explain causes of ill health. 7.3 Explain fatigue, frustration and interest	<ul style="list-style-type: none"> <li>• Explain health.</li> <li>• Explain causes of ill health and their manifestations</li> </ul>	Textbooks	Explain causes of ill health. Explain fatigue, frustration and interest	Invite a para-medical staff to deliver a lecture on ill health, fatigue, frustration etc.	
14	7.4 Explain psycho-social factors in health (poverty hunger)	<ul style="list-style-type: none"> <li>• Explain psycho-social factors in health.</li> </ul>		Explain psycho-social factors in health (poverty hunger)		
15	7.5 Explain coping mechanism, (relaxation therapy, behaviour modification).	<ul style="list-style-type: none"> <li>• Conduct test.</li> </ul>				

ASSESSMENT CRITERIA			
Coursework 50%	Course test 25%	Practical 25%	Other (Examination/project/portfolio) %
Competency: On completing the course, the student should be able to understand/estimate/define/etc....			

## Business Law

<b>PROGRAMME: ND BUSINESS ADMIN AND MANAGEMENT</b>			
<b>Course: BUSINESS LAW</b>	<b>Code: BAM 214</b>	<b>Credit Hours:</b>	<b>3 hours</b>
<b>Year III Semester: I</b>	<b>Pre-requisite:</b>	<b>Theoretical:</b>	<b>1 hours/week - %</b>
		<b>Practical:</b>	<b>2 hours/week - %</b>
<b>Course main Aim/Goal</b>			
This course is designed to enable the student understand the legal framework within which business is conducted.			
<b>General Objectives:</b>			
<ol style="list-style-type: none"><li>1. Understand the law of contract, sale of goods, etc.</li><li>2. Understand the law as it relates to supply of labour, goods and services</li><li>3. Know the Law of Agency</li><li>4. Know the Law of Partnership</li><li>5. Know the Law of Insurance</li><li>6. Understand Negotiable instruments</li><li>7. Know the Law of Hire Purchase</li><li>8. Understand the Law of Common Carriage.</li></ol>			

Theoretical Content				Practical Content		
Week	Specific Learning Outcomes	Teacher's Activities	Resources	Specific Learning Outcomes	Teacher's Activities	Resources
<b>General Objective 1: Understand the law of contract, sale goods, etc.</b>						
1	1.1 Define Law of Contract.	Explain the nature of contract and the conditions for a valid contract.	Textbooks. Law reports.	Know relevant cases as they relate to law of contract.	Cite relevant cases as they relate to law of contract.	Sale of goods Act
	1.2 Explain existence of Contractual relations.					
2	1.3 Explain conditions for a valid contract.	Explain the law relating to sale of goods.		Know relevant cases as they relate to sale of goods Act.	Cite relevant cases as they relate to Sale of Goods Act. Apply SGA law to consumer problems	Law Reports Text books Internet and Relevant Websites
	1.4 Explain law relating to sale of good.	Cite relevant cases.				
	1.5 Explain the Sale of Goods Act.					
4	1.6 Explain the principle of transfer of property and risk.					
<b>General Objective 2: Understand law as it relates to supply of labour, goods and services</b>						
3	2.1 Describe a valid contract for sale of goods and/or supply of goods and services.	Explain and supply good valid contract for sale and services.	Textbooks. Law books.	Know relevant cases as they relate to sale of goods and/or supply of goods and services	Frame a Business entity and position it as a manufacturing firm. Cite relevant cases as they relate to supply of goods and services. Prepare a relevant case study using the above firm in the violation of requirements in supply of goods and services. Guide students to identify the implications, consequences and remedies.	Case studies Law Report Text books Law journals.
	2.2 Explain the principles of vicarious liability as it applies to employees and employers.	Explain the principles of vicarious liability consequence arising and the there from.				
4	2.3 Recognize the consequence to the employer when other place orders for supply of goods.	Cite relevant cases.				Internet and Relevant Websites



Theoretical Content				Practical Content		
Week	Specific Learning Outcomes	Teacher's Activities	Resources	Specific Learning Outcomes	Teacher's Activities	Resources
<b>General Objective 3: Know the Law of Agency</b>						
5	3.1 Define Agency	Explain the law of agency, its nature, types of agents, duties and responsibilities.	Textbooks.  Law reports	Know relevant cases as they relate to:  Law of Agency  Nature of Agency  Types of Agents.	Cite relevant cases as they relate to law of Agency.  Frame a Business entity and position it as an Agent.  Prepare relevant case study using the organization in violation of clauses in the law of Agency.  Guide students to identify factors leading to termination of Agency, other implication, consequences and remedies.	Case Studies  Law Report  Text Books  Law journals.  Internet and Relevant Websites
	3.2 Explain the nature of Agency					
	3.3 Explain types of Agents	Explain disclosed and undisclosed principals and the legal consequences.				
	3.4 State duties and responsibilities of an Agent.					
6	3.5 Explain disclosed and undisclosed principals and the legal consequences.	Explain factors leading to termination of agency.				
	3.6 Identify factors leading to termination of Agency.	Explain the rights of principal and third party after termination.				
	3.7 Explain the rights of principal and third party after termination of Agency.	Cite relevant cases.  Give assignment..				
<b>General Objective 4: Know Law of Partnership</b>						
7	4.1 Define Partnership	Explain the law of partnerships, nature and classification.	Textbooks.	Know relevant cases as they relate to:  Partnership  Rights & Duties of Partners  Assets & liabilities of a partner upon dissolution.	Cite relevant cases as they relate to:-  Partnership,  Rights & Duties of Partners.  Assets & liabilities of a partner upon dissolution.  Legal position and consequences arising from the action of a partner with third party.	Case studies  Text books  Law Reports  Journals.
	4.2 Classify partnership					
	4.3 Explain formation of partnership.	Explain the rights and duties of partners.				
	4.4 Explain the rights and duties of partners	Explain the legal position and consequence arising from action of partners with third party.				
	4.5 Explain the legal position and consequences arising from action of partners with third parties.	Explain the factors leading to dissolution of				

Theoretical Content				Practical Content		
Week	Specific Learning Outcomes	Teacher's Activities	Resources	Specific Learning Outcomes	Teacher's Activities	Resources
8	4.6 Identify factors leading to dissolution of partnerships.  4.7 Explain the handling of partnership assets and liabilities upon dissolution.	partnership.  Describe how partnership assets and liabilities are handled upon dissolution.  Conduct Test.				
<b>General Objective 5: Know the Law of Insurance</b>						
9	5.1 Define Insurance  5.2 Define the concept of insurable interest  5.3 Explain the concepts of  (i) indemnity (ii) subrogation	Explain the law and concept of insurance. Explain the doctrine of uberrimae fidei.  Explain the types of insurance policies and their legal applications.	Textbooks.  Journals/Publications.	Know relevant cases as they relate to:  Insurable interest. Indemnity Subrogation Re-insurance.	Cite relevant cases as they relate to default, indemnity, etc in insurance.  Guide students to identify the implication, consequences and remedies using relevant case studies.	Case Studies Law Reports Text Books Law Journals  Internet and Relevant Websites.
10	5.4 Explain the doctrine of uberrimae fidei.  5.5 Identify various types of insurance policies and their legal applications.  5.6 Explain re-insurance	Explain re-insurance.			Apply insurance law to business problems	
<b>General Objective 6: Understand Negotiable Instruments.</b>						
11	6.1 Define Negotiable Instruments  6.2 Identify various types of Negotiable Instruments and note  6.3 State the use and functions of Negotiable instruments in business transactions.	Explain the nature and types of Negotiable Instruments and notes.  Explain the uses and functions of Negotiable Instruments in business transactions.	Textbooks.  Publications	Know types of negotiable instruments, and their function in business transactions.	Guide students to identify the various types of negotiable instruments and their functions in business transactions.  Guide students to identify rights of interested parties, consequences of default	Case Studies Law Reports Text Books Law Journal.  Internet and Relevant Websites

Theoretical Content				Practical Content		
Week	Specific Learning Outcomes	Teacher's Activities	Resources	Specific Learning Outcomes	Teacher's Activities	Resources
	6.4 Mention parties to Negotiable instruments  6.5 Explain the rights of interested third parties	Explain the parties to Negotiable Instruments and the rights of third parties.				
<b>General Objective 7: Know the Law of Hire Purchase</b>						
12	7.1 Explain the nature of hire purchase transaction.  7.2 Distinguish hire purchase from other forms of secured credit - mortgage, credit sale, conditional sale, pledge and lien, loan and asset leasing.	Explain the nature and Law of Hire purchase.  Explain the difference between Hire purchase and other forms of secured credit.	1) Textbooks.  2) Law reports.	Know the relevant cases as they relate to:  Hire purchase Mortgage Credit Sale Lien Pledge etc.  Know relevant cases as they relate to Hire purchase Act.	Cite relevant cases as they relate to Hire Purchase.  Guide students to identify the legal rights of hirer using relevant case studies.  Apply hire purchase law to consumer problems.	Law Report  Case Studies  Text Books  Law Journals.  Internet and Relevant Websites
13	7.3 Explain the obligations of owner and hirer under hire-purchase transactions.  7.4 Explain the legal rights of hirer and owner against the third party.  7.5 Explain the legislation regulating hire purchase in Nigeria - Hire Purchase Act 1965 and subsequent amendments	Explain the legal obligations to Hire purchase transactions.  Explain the hire purchase legislation in Nigeria.  Cite relevant cases.  Conduct Test.				
<b>General Objective 8: Understand Law of Common Carriage.</b>						
14	8.1 Define common carriage.	Explain the nature and law of common carriage.	Textbooks.	Know the relevant cases as they relate to:-	Cite relevant cases as they relate to common carrier, breaches in carriage and remedies.	Law Report Case Studies Text Books Law Journals.
15	8.2 Explain the law as it relates to carrier, breaches in carriage and remedies.	Explain breaches in carriage and remedies.  Cite relevant cases.	Law reports.	Carrier Breaches in carriage. Remedies.		

<b>ASSESSMENT CRITERIA</b>			
Coursework 50%	Course test 25%	Practical 25%	Other (Examination/project/portfolio) %
Competency: On completing the course, the student should be able to understand/estimate/define/etc....			

## SEMESTER: 2

### Research Methods

<b>PROGRAMME: HND Office Technology and Management</b>			
<b>Course:</b>	<b>Code: OTM 325</b>	<b>Credit Hours:</b>	<b>4 hours x Week</b>
<b>Semester: 2</b>	<b>Pre-requisite:</b>	<b>Theoretical:</b>	<b>1 hours/week - 25 %</b>
		<b>Practical:</b>	<b>3 hours/week - 75 %</b>
<b>Course main Aim/Goal:</b> This course is designed to equip the students with ability to state research problem, design research project, and successfully carry out research projects using standardized measuring instrument.			
<b>General Objectives:</b>			
1.0 Understand the importance of research.			
2.0 Understand how to identify and state a research problem.			
3.0 How to identify and state purpose of study.			
4.0 Understand how to state research question/hypothesis.			
5.0 Know purpose of Literature review and how this is achieved.			
6.0 Know how to design a study.			
7.0 Understand the various methods of gathering data.			
8.0 Understand how to analyse, present data and discuss finding.			
9.0 Know how to arrive at valid conclusions.			
10. Know how to write a research report.			

Theoretical Content				Practical Content		
Week	Specific Learning Outcomes	Teacher's Activities	Resources	Specific Learning Outcomes	Teacher's Activities	Resources
<b>General Objective 1.0: Understand the importance of research.</b>						
1	1.1 Define research.	Give various definition of research.	Books Journals on Statistics Internet	Discuss class the strengths and weaknesses in some definitions.	Guide the discussion.	Books Journals on Statistics Internet
2	1.2 List uses of research	Explain the role of research in national development	Books, Journal Internet	Discuss class the role of research in decision making and planning.	Guide the discussion.	As in 1.1
<b>GENERAL OBJECTIVE 2:0: Understand how to identify and state a research problem.</b>						
3	2.1 Define research problems.	Explain research problem.	Research Journals and Papers	Groups work to raise research problem.	Provide topics to guide the students.	Research Journals and papers.
	2.2 List criteria for good problem statement.	Explain the criteria for good problem statements.	Journals Papers on Research	Analyze research topics to discover the criteria for good problem statements.	Provide appropriate topics for the exercise.	Journals Books Papers
4	2.3 List different types of studies.	Explain different types of studies.	Journals Research Papers Internet	Differentiate among pave, evaluative, descriptive research.	Guide the exercise and provide corrections.	Journals Research Papers and Internet
	2.4 Classify variable.	Explain how to classify variables.				
<b>GENERAL OBJECTIVE: 3.0: How to identify and state purpose of study.</b>						
5	3.1 Note the significance and need of study.	Explain the need and significance of study.	Research topics	Write significance of study from given research topics.	Provide appropriate research topics.	Research extracts.
	3.2 Differentiate between limitation and delimitation.	Explain the limitations and delimitations of study.	Research topics.	Write scope and limitations of a topics from given topics.	Provide appropriate topics.	Research topics from relevant sources.
<b>GENERAL OBJECTIVE 4:0: Understand how to state research question/hypothesis.</b>						
6	4.1 Note how to formulate research questions/hypothesis.	Explain how to formulate research questions/hypothesis.		Formulate research questions.	Give sample research questions/hypotheses	
	4.2 Note how to test research questions/hypothesis.	Explain how to test the research questions and hypothesis.		Test research questions and hypothesis.	Help student arrive at valid conclusion ie whether accepted or rejected.	

Theoretical Content				Practical Content		
Week	Specific Learning Outcomes	Teacher's Activities	Resources	Specific Learning Outcomes	Teacher's Activities	Resources
<b>GENERAL OBJECTIVES 5:0: Know purpose of literature review and how this is achieved.</b>						
7	5.1 List purposes of literature review.	Explain and list the purpose of literature review.		Discuss the relevance of literature above review in a study.	Guide the student.	Books Journals Newspapers
	5.2 List sources of Literature.	Explain the sources of literature.		Review literature on a given subjects.	Guide the students.	Magazines Past research Internet etc.
<b>General Objective 6.0: Know how to design a study.</b>						
8	6.1 Define population and sample.	Define and differentiate between population and sample.	Group class data	Draw samples from given population.	Assign the populations for the exercise.	Group class of people etc.
	6.2 Note the different sampling techniques.	Explain different sampling methods eg. Systematic, etc Group class data		Draw systematic and other forms of samples from given populations.	Assign the populations for the exercise.	As above.
<b>General Objective: 7.0 Understand the various methods of gathering data.</b>						
9	7.1 Note the various data gathering methods.	Explain the various data gathering methods e.g Questionnaires, Interview, etc.	Statistic Books	Design questionnaire for field testing..	Guide the exercise.	As above.
<b>General Objective: 8.0 Understand how to analyze, present data and discuss findings.</b>						
10	8.1 Note the methods of data analysis.	Explain methods of data analysis.	Journals Research Papers	Analyse given Data using frequency distribution, mean, etc using the computer.	Provide the Data for the exercise.	Journals Research Paper
11	8.2 Note how to construct the tables.	Explain how to construct frequency and cumulative frequency distribution tables.	Computer			Computer
	8.3 Note how to calculate mean, mode, percentage, etc.	Explain how to calculate mean, mode, percentage etc.	Journals, Books on Statistics	Practice exercise on calculation.	Provide raw data for the exercise.	Journal, Books on Statistics
<b>General Objective: 9.0 Know how to arrive at valid conclusion.</b>						
12	9.1 Note how to arrive at summary, conclusions and recommendations.	Explain how to arrive at the summary, conclusions, and recommendations.	Research Extracts and abstracts	Compare and comment on summaries and conclusions from research extract.	Provide source maxical and guide performance.	Research extracts and abstracts.

Theoretical Content				Practical Content		
Week	Specific Learning Outcomes	Teacher's Activities	Resources	Specific Learning Outcomes	Teacher's Activities	Resources
<b>General Objective: 10.0 Know how to write a research report.</b>						
13	10.1 Note the content and style of chapter (1-5).	Explain the content and style of production of chapters (1-5)	Projects and Research extracts	Design contents for research topics.	Projects and Research extracts	Journals Research Paper
14	10.2 Note the different methods of presenting references and how to arrange appendices.	Explain the different methods of presenting references and how to arrange appendices.	Projects and Research extract journals	Design and show different pages reference.	As in column 3.	
15	10.3 Note the content of the preliminary pages.	Explain the content of the preliminary pages.	As above	Design on time of preliminary	Guide the process.	

ASSESSMENT CRITERIA			
Coursework 25 %	Course test %	Practical 25 %	Other (Examination/project/portfolio) 50 %



## Nigerian Labour Law

<b>PROGRAMME: HND Office Technology and Management</b>			
<b>Course: NIGERIAN LABOUR LAW</b>	<b>Code: BAM 427</b>	<b>Credit Hours:</b>	<b>4</b>
<b>Semester 2</b>	<b>Pre-requisite:</b>	<b>Theoretical:</b> <b>Practical:</b>	<b>2 hours/week - 50 %</b> <b>2 hours/week - 50 %</b>
<b>Course main Aim/Goal</b>			
To enable the student understand ways in which management of labour within industry is regulated by law.			
<b>General Objectives:</b>			
<ol style="list-style-type: none"> <li>1. Understand the scope of Industrial Law and the contract of employment</li> <li>2. Know the method of termination of contract of employment and the consequences.</li> <li>3. Know the legal position of parties of employment contract</li> <li>4. Understand the implied duties of employers and employees</li> <li>5. Understand the scope of the law relating to safety, health and welfare of workers under the common law.</li> <li>6. Know the legislation protecting safety, health and welfare of workers.</li> <li>7. Understand the legal framework of industrial relations.</li> <li>8. Understand industrial injury and disablement.</li> <li>9. Know fatal accident and right of dependents of a deceased worker.</li> </ol>			

Theoretical Content				Practical Content		
Week	Specific Learning Outcomes	Teacher's Activities	Resources	Specific Learning Outcomes	Teacher's Activities	Resources
<b>General Objective 1: Understand the scope of industrial law and the contract of employment</b>						
1-2	<p>1.1 Explain the scope and sources of industrial law.</p> <p>1.2 Distinguish between contract of employment and contract of apprenticeship.</p> <p>1.3 Explain the labour Act 1974 and other subsequent amendments.</p> <p>1.4 Describe the principles of formation of contract of employment.</p> <p>1.5 Distinguish contract of service from contract for service</p>	<p>Explain sources of industrial law.</p> <p>ii. Explain contract of employment and contract of apprenticeship pointing out their differences and citing examples.</p> <p>iii. Examine the labour Act 1974 and its subsequent amendments.</p> <p>iv. Explain contract of and contract for service giving their differences and citing examples.</p> <p>v. Describe principles of formation of contract of employment</p>	<p>Textbooks</p> <p>- Copies of labour Act 1974 and the subsequent amendments.</p> <p>- Civil service rules</p>			
<b>General Objective 2: Know the methods of termination of contract of employment and the consequences</b>						
3	<p>2.1 Explain dismissal with or without notice.</p> <p>2.2 Explain summary dismissal and consequences.</p> <p>2.3 Explain written statement of reasons for dismissal.</p> <p>2.4 Explain action for wrongful dismissal and damages.</p> <p>2.5 Explain termination of contract of employment.</p> <p>2.6 Explain remedies of specific performance, injunction, declaration</p>	<p>i. Explain dismissal with or without notice, summary dismissal and consequences, written statement of reasons for dismissal, action for wrongful dismissal and damages, termination of contract of employment and its conditions.</p> <p>ii. Explain specific performance, injunction and declaration and their remedies.</p>	<p>Textbooks</p> <p>- Law journals</p> <p>- Civil service rules</p> <p>- Constitution of NLC</p>	<p>Identify offences that could lead to and procedure for dismissal and legal implications.</p> <p>Theory.</p>	<p>Cite relevant cases.</p>	<p>Textbooks</p> <p>- Law journals</p> <p>- Civil service rules</p> <p>- Constitution of NLC</p>

Theoretical Content				Practical Content		
Week	Specific Learning Outcomes	Teacher's Activities	Resources	Specific Learning Outcomes	Teacher's Activities	Resources
<b>General Objective 3: Know the legal position of parties to employment contract</b>						
4	<p>3.1 Explain the contractual capacity of public servants, armed forces and the police.</p> <p>3.2 Explain the legal position of directors.</p> <p>3.3 Explain the capacity to contract by minors, partners, companies.</p> <p>3.4 Explain temporary employees, probationary employees, etc.</p> <p>3.5 Distinguish permanent employment from contract employment</p>	<p>i. Explain the contractual capacity of public servants, armed forces and the police.</p> <p>ii. Examine the legal position of directors.</p> <p>iii. Explain minors, partners, and companies. and their capacity to contract.</p> <p>iv. Distinguish temporary, probationary, permanent and contract employment.</p> <p>Give assignment.</p>	<p>Textbooks</p> <p>- Journals</p> <p>- Copy of civil service rules</p> <p>- Constitution of NLC</p>	<p>Identify cases contractual, relationships by minors, partners companies and partners.</p> <p>Theory.</p>	Cite relevant cases.	
<b>General Objective 4: Understand the implied duties of employers and employees</b>						
5-6	<p>4.1 Explain the employer's duty to pay remuneration, and indemnity to employee and sick person..</p> <p>4.2 Explain hours of work, holidays, time off-work for public duties.</p> <p>4.3 Discuss the importance of providing references to employees.</p> <p>4.4 Explain the employees' duty to be ready and willing to work to use reasonable care and skills.</p> <p>4.5 Explain the employees' duty to obey lawful orders and to act in good faith.</p> <p>4.6 Explain the importance of covenants in restraint of trade</p>	<p>Explain remuneration, and indemnity and the employer's duty to pay employee and sick person.</p> <p>ii. Examine hours of work, holidays, time off-work for public duties in relation to the Nigerian Civil Service today.</p> <p>iii. Explain references and the importance of providing them to employees.</p> <p>iv. Explain readiness and willingness to work, use of reasonable care and skill and the employee's duty in these regard.</p> <p>v. Explain lawful orders and the employee's duty to obey them and to act in good faith.</p>	<p>Civil service rules.</p> <p>- Scheme of service of the polytechnic.</p> <p>- Financial regulations.</p> <p>- Textbooks</p> <p>- Journals</p> <p>- Constitution of NL</p>	<p>Describe the contractual relationship between employer and employee, employer and sick person.</p> <p>Theory.</p>	Cite relevant current cases.	handouts

Theoretical Content				Practical Content		
Week	Specific Learning Outcomes	Teacher's Activities	Resources	Specific Learning Outcomes	Teacher's Activities	Resources
<b>General Objective 5: Understand the scope of the law relating to safety, health and welfare of workers under the common law.</b>						
7-8	<p>5.1 Explain the principles of the common law of safety health and welfare of employees.</p> <p>5.2 Explain the duty to provide safe system of work and competent staff to enforce the rules.</p> <p>5.3 Describe the importance of the provision of proper safe working premises and safe working equipment.</p> <p>5.4 Explain the relevance of providing adequate safety and protective equipment</p>	<p>i. Explain common law of safety, health and welfare of employees and its principles.</p> <p>ii. Explain the need for safe system of work and competent staff to enforce the rules.</p> <p>iii. Describe safe working premises and safe working equipment and the need to provide them.</p> <p>iv. Describe protective equipment and their role in providing adequate safety in a work environment.</p> <p>v. Show film to demonstrate industrial hazards.</p> <p>vi. Carry out field trip to a manufacturing industry to see a typical work environment and working equipment.</p>	<p>Textbooks</p> <p>- TV</p> <p>- VCR</p> <p>- Relevant film.</p>	<p>Theory.</p> <p>Identify adequate safety and protective equipment in an industrial workplan.</p>	<p>Guide students to browse the internet to see a typical industrial setting and the safety equipment used.</p> <p>Also show relevant film to demonstrate industrial hazards carry out field trip to a typical industrial outfit.</p>	<p>Video-recorder</p> <p>Internet</p>
<b>General Objective 6: Know the legislation protecting safety, health and welfare of workers</b>						
9-10	<p>6.1 Identify the broad scope of the Factories Act 1987 (Nigeria)</p> <p>6.2 Explain the meaning of a 'factor' within the Act.</p> <p>6.3 Explain the duty imposed by the act in respect of fencing of machinery, construction and maintenance of fencing,</p>	<p>i. Explain the scope of the Factories Act 1987 (Nigeria).</p> <p>ii. Define "factor" as contained in the Act in (i) above.</p> <p>iii. Examine the provisions of the Act in relation to:</p>	<p>Copies of the mineral regulations 1958 and Petroleum regulations 1967.</p>	<p>Assess compliance with the Acts</p>	<p>Carry out an industrial visit to assess compliance with the provisions of the Acts.</p>	<p>Acts</p>

Theoretical Content				Practical Content		
Week	Specific Learning Outcomes	Teacher's Activities	Resources	Specific Learning Outcomes	Teacher's Activities	Resources
	<p>construction and maintenance of new machinery, handling of vessels containing dangerous liquids, and the construction of hoist, lifts, crane and lifting tackles.</p> <p>6.4 Explain the absence of direct legislation on offices, shops and railway premises in Nigeria other than the Factories Act 1987.</p> <p>6.5 Identify the subsidiary legislation protecting working in mining industry - the Mineral (safe mining) Regulation 1958 and Petroleum Regulations 1967.</p>	<p>a) fencing of machinery</p> <p>b) construction and maintenance of fencing.</p> <p>c) Construction and maintenance of new machinery.</p> <p>d) Handling of vessels containing dangerous liquids.</p> <p>e) Construction of hoists, lifts, cranes and lifting tackles.</p> <p>iv. Relate iii(a-e) above to the provision of adequate security to work premises and employee safety.</p> <p>v. Explain the absence of separate legislation on offices, shops and railway premises in Nigeria other than the its security situation. Act in (i) above and its effects.</p> <p>vi. Explain the subsidiary legislation protecting working in mining industry - the Mineral (safe mining) Regulation 1958 and Petroleum Regulations 1967 etc. vii. Visit a typical factory to assess</p> <ul style="list-style-type: none"> <li>• (iii a-e) above</li> </ul>				

Theoretical Content				Practical Content		
Week	Specific Learning Outcomes	Teacher's Activities	Resources	Specific Learning Outcomes	Teacher's Activities	Resources
<b>General Objective 7: Understand the legal framework of industrial relations</b>						
11-12	<p>7.1 Explain the status of registered and unregistered trade unions and the consequences of the Trade Union Act 1973.</p> <p>7.2 Explain the legal meaning of trade disputes.</p> <p>7.3 Explain collective bargaining.</p> <p>7.4 Explain the legal rights of workers to strike.</p> <p>7.5 Examine the existence of the Wages Board and Industrial Council Act 1973.</p> <p>7.6 Identify the Trade Disputes Act 1976 and explain the powers of the Minister of Labour on the conciliation and arbitrations of trade unions</p>	<p>i. Explain registered and unregistered trade unions, their legal status and the consequences of the Trade Union Act 1973.</p> <p>ii. Explain the legal meaning of trade disputes and the rights of workers to strike.</p> <p>iii. Explain collective bargaining.</p> <p>iv. Describe the functions of the Wages Board as spelt out in the Industrial Council Act 1973.</p> <p>v. Explain the powers of the minister of Labour on the conciliation and arbitrations of trade unions disputes as spelt out in the Trade Disputes Act 1976 and its subsequent amendments.</p>	<p>Copies of Trade Union Act 1973 and subsequent amendments.</p> <p>- Industrial Council Act 1973 and subsequent amendments.</p> <p>- Trade Disputes Act 1976 and subsequent amendment</p>	<p>Carry out hypothetical registration of a trade union using given guidelines.</p> <p>Cite examples of the most recent trade disputes leading to major strikes in Nigeria. Demonstrate how different types of strikes are carried out.</p> <p>Role play.</p>	<p>Guide the students appropriately.</p> <p>Create a hypothetical round-table situation to demonstrate an industrial bargaining process.</p>	<p>Guidelines and handouts</p>
<b>General Objective 8: Understand industrial injury and disablement</b>						
13	<p>8.1 Explain industrial injury and disablement.</p> <p>8.2 Explain occupational disease or "industrial disease"</p> <p>8.3 Explain the basis for claims for industrial injury.</p> <p>8.4 Explain the absence of national</p>	<p>i. Explain industrial injury and disablement, occupational disease or industrial disease and the basis for claims arising from industrial injury, citing relevant examples.</p> <p>ii. Show relevant management films.</p> <p>iii. Explain the need for a national insurance scheme in Nigeria and the</p>	<p>1) Textbooks</p> <p>2) Copies of workman compensation Decree.</p> <p>3) Journals</p> <p>4) TV</p>	<p>Describe industrial injury, disablement, occupational disease or industrial disease.</p> <p>Establish the basis for claims arising from industrial injury.</p> <p>Theory, Identify workers rights under the Act and</p>	<p>Show relevant film, cite relevant cases in Nigeria.</p> <p>Show samples of documents required for making claims.</p> <p>Demonstrate with relevant documents.</p>	<p>Guidelines and handouts</p> <p>Video-recorder</p> <p>Internet</p>

Theoretical Content				Practical Content		
Week	Specific Learning Outcomes	Teacher's Activities	Resources	Specific Learning Outcomes	Teacher's Activities	Resources
	insurance scheme in Nigeria.  8.5 Explain the rights of a worker under the workman Compensation Act and other subsequent amendments.	consequences of its absence.  iv. Explain workman compensation scheme in relation to the Act establishing it and the rights of the worker as provided for in the Act and its subsequent amendments.	5) VCR  6) Relevant Films	be able to seek redress when necessary.		
<b>General Objective 9: Know fatal accident and rights of dependents of a deceased worker</b>						
14-15	Explain what fatal accident means.  9.2 Explain the legal position when a servant is killed in the course of his employment.  9.3 Identify the rights of the dependents of a deceased worker under the Fatal Accident Act 1961 and the Workman Compensation Act 1987 and their subsequent amendments.  9.4 Explain the conditions for realization of the rights of the dependents of a deceased worker	i. Explain the term 'fatal accident.'  ii. Explain the legal position when a servant dies or is killed in the course of his employment citing relevant cases.  iii. Explain the rights of the dependents of a deceased worker under the Fatal Accident Act 1961 and the Work- man Compensation Act 1987 and their subsequent amendments.  iv. Explain the conditions for realization of the rights of the dependents of a deceased worker.  v. Give second Test	- Textbooks  - Fatal Accident Act 1961.  - Workman Compensation Act 1987 and subsequent amendments.	Describe a fatal accident.  Analyse Relevant case studies.  Identify and pursue their rights appropriately.	Show a relevant film on fatal accident in industry.  Cite a recent case to show legal position when a servant dies or is killed in the course of his employment. Provide relevant case studies.	Guidelines and handouts  Video-recorder  Internet

ASSESSMENT CRITERIA			
Coursework	Course test	Practical	Other (Examination/project/portfolio) %
25 %	%	25%	50%

## Professional Career Development

<b>PROGRAMME: HND Office Technology and Management</b>			
<b>Course:</b>	<b>Code: OTM 322</b>	<b>Credit Hours:</b>	<b>4 hours</b>
<b>Semester: 2</b>	<b>Pre-requisite:</b>	<b>Theoretical:</b>	<b>2 hours/week - 50%</b>
		<b>Practical:</b>	<b>2 hours/week - 50%</b>
<p><b>Course main Aim/Goal:</b> This course is designed to further expose students to knowledge and skills necessary for professionalism and upward mobility in their careers.</p> <p><b>General Objectives:</b></p> <ul style="list-style-type: none"> <li>1.0 Understand competencies for job success and mobility.</li> <li>2.0 Understand job responsibilities of office workers.</li> <li>3.0 Understand the importance of further education and training.</li> <li>4.0 Know the role of interpersonal relations in an organisation.</li> <li>5.0 Know the importance of time management.</li> <li>6.0 Know how to go about job search.</li> </ul>			



Theoretical Content				Practical Content		
Week	Specific Learning Outcomes	Teacher's Activities	Resources	Specific Learning Outcomes	Teacher's Activities	Resources
<b>General Objective 1.0: Understand competencies for job success and mobility.</b>						
1	1.1 Note the contribution of language skills to job success and mobility.	Explain the contribution of communication skills to job success and mobility.	Textbooks Journals Job advertisement	Discussions on the contributions of communication to job success and mobility.	Guide the discussion.	Handouts
2	1.2 Note the importance of computation skills to job success and mobility.	Explain the importance of computation skills in job success and mobility.	As in 1.1. above.	Analyze what makes up computation skills.	Assess the analysis.	Handouts
3	1.3 Recognize the contributions of productivity efficiency and attention to detail to success and mobility at work.	Explain the contribution of productivity, efficiency, and attention to detail to job success and mobility.	Performance Evaluation forms	Collect performance evaluation forms from organizations and review to produce better ones.	Guide the review	Performance Evaluation Forms.
4	1.4 Note the need for interpersonal skills at work.	Explain the need for interpersonal skills at work situations.	Case Studies	Discuss case studies on interpersonal skills.	Provide case studies and guide the discussions.	Case Studies
<b>GENERAL OBJECTIVE 2.0: Understand job responsibilities of office workers.</b>						
5	2.1 Understand what job analysis is.	Explain the term job analysis.		Analyse the common duties and responsibilities in the office.	Guide the analysis	Handouts
6	2.2 List job titles in the office.	Explain the concept of job title.	Organisation Charts	Draw up career paths for office workers from bottom to Management level.	Access students work for corrections.	Organisation Charts, Flow charts, Textbooks
7	2.3 Understand what job description is.	Explain the term job description.	Job descriptions	Draw up Job Description for career paths in 2.2.	Guide the students.	handouts
8	2.4 Note the need for job specification.	Explain the term job specification.	Job specification	Draw up Job Specifications for 2.3 above.	Guide students.	Handouts
<b>GENERAL OBJECTIVE: 3.0: Understand the importance of further education and training.</b>						
9	3.1 Appreciate the need for further education and training.	Explain the need for continuing education to meet with technological changes and professionalism.	Handouts and text-book	Compile a list of course available in formal schools and training institutions.	Guide the compilation.	Course handbooks

Theoretical Content				Practical Content		
Week	Specific Learning Outcomes	Teacher's Activities	Resources	Specific Learning Outcomes	Teacher's Activities	Resources
10	3.2 Recognize other avenue for training.	Explore opportunities for training outside educational institutions.		Discuss the role of out of school formal education, information channels, on going career development, and professional certification in training,	Guide discussions and invite resources persons.	Resource Persons from offices in the locality.
<b>GENERAL OBJECTIVE 4:0: Know the role of interpersonal relations in an organisation.</b>						
	4.1 Define Communication.	Explain communication and its role in interpersonal relation.	Posters Diagrams Handouts Textbooks			
11	4.2 Appreciate the institutions of oral skills body language and appearance to interpersonal relations.	Explain the role of oral skills, body language and appearance in interpersonal relations.				
<b>GENERAL OBJECTIVES 5:0: Know the importance of Time Management.</b>						
12	5.1 Appreciate need for planning and scheduling.	Explain need for planning and scheduling	Posters Diagrams Handouts Textbooks	Draw up plan for a day scheduling the daily tasks.	Guide student work.	Time table
	5.2 Appreciate need for analyzing work day.	Explain the need for analyzing work day.	Handouts Textbooks	Analyse their work load over three weeks period.	Guide and correct their errors.	Time-tables
13	5.3 Note how to compile "To do" list.	Explain how to use "To do" list.	"To do" Forms	Prepare "To do" list for days, weeks and months.	Guide the students.	"To do" Forms
	5.4 Understand the need to control interruption.	Explain the need to control interruptions.		Compile measures that can control interruption in office work.	Assist students in compiling the measures.	Internet and PCs
<b>General Objective 6.0: Know how to go about job search.</b>						
14	6.1 Understand the importance of occupational outlook and opportunities in other countries in job search.	Explain the place of occupational outlook and opportunities in other countries in job search.	Textbook on Human Resource Management	Compile adverts for office work and listen to talk on job search.	Guide compilation and invite resource person for talk	Adverts, Resource person. Internet
	6.2 Appreciate the need for self evaluation and counseling.	Explain the importance of self evaluation and location counselors in job search.	Handouts	Evaluate self. Provide a check list of skills and abilities needed for office work.	Guide the activities and provide necessary information.	Internet

Theoretical Content				Practical Content		
Week	Specific Learning Outcomes	Teacher's Activities	Resources	Specific Learning Outcomes	Teacher's Activities	Resources
	6.3 Appreciate why people change jobs and how to go about it.	Explain the process of job change and the need for it.		Interview people on why they desire/desired change of job.	Guide the interview	Interview forms examples
15	6.4 Understand need for curriculum vitae.	Explain how to compile a curriculum vitae.	Handouts	Write up resume.	Assess for corrections	CV example forms
	6.5 List sources of information on jobs.	Explore sources of information on job.	Internet Newspapers	Browse for jobs.	Guide the students	Internet, Newspapers
	6.6 Understand issues converted with interviews.	Explain issues on interview viz image, research, salary, questions and follow-up.	Handouts	Conduct mock interviews.	Supervise the mock interview	Example of Interview example/forms

ASSESSMENT CRITERIA			
Coursework %	Course test %	Practical 50%	Other (Examination/project/portfolio) 50%

## ICT Office Application II

<b>PROGRAMME: HND Office Technology and Management</b>			
<b>Course: ICT Office Application II</b>	<b>Code: OTM 323</b>	<b>Credit Unit:</b>	<b>8 hours</b>
<b>Semester: 2</b>	<b>Pre-requisite: ICT Office Application I</b>	<b>Theoretical:</b> <b>Practical:</b>	<b>2 hours/week - 25 %</b> <b>6 hours/week - 75 %</b>
<b>Aim/Goal :</b> This module is designed to enable students to further develop their skills in effectively and efficiently work use a computer-based spreadsheet application.			
<b>General Objectives:</b>			
1. Develop student skills using an spreadsheet application and develop keyboarding techniques to enter data accurately.			

Theoretical Content				Practical Content		
Week	Specific Learning Outcomes	Teacher's Activities	Resources	Specific Learning Outcomes	Teacher's Activities	Resources
<b>General Objective 1: Introduce students to Information and Communication Technologies</b>						
1-4	<b>Review</b> the concept and importance of spreadsheets in modern offices.	Explain the impact of accurate and quality data collection and entering using a spreadsheet software.	Hand-outs Notes Examples	<p>Re-assess spreadsheet uses in modern office:</p> <ul style="list-style-type: none"> <li>• Remind when and how to use spreadsheets in an office</li> <li>• Opening a spreadsheet using MS Excel</li> <li>• Review spreadsheet structure and how to plan a spreadsheets</li> <li>• Placing numerical table titles, and use of columns and rows.</li> <li>• How to move from cell to cell and meanings of <i>clear</i> and <i>delete</i> in MS Excel.</li> <li>• How to change a spreadsheet look.</li> <li>• Enter, edit and manipulate data</li> </ul>	<p>Explain the need of applying spreadsheets in commerce and business, and how this sort of software allow one to manipulate and present data in numbers and graphical forms.</p> <p>Remind how to load (open) and main functions of Microsoft Excel.</p> <p>Revise how and where place numerical table titles, what will go in each of the rows and columns, how any result will worked out, and how to change the spreadsheet looks (eg. number fonts)</p>	<p>Handouts</p> <ul style="list-style-type: none"> <li>* 1 students per PC</li> <li>* Printers, scanners, paper (A4 ream x 10 students)</li> <li>* 2 floppy disks per student</li> </ul>
5-9				<p><b>Review</b> the use of calculations using spreadsheets</p> <ul style="list-style-type: none"> <li>• Create and arithmetical formulae and use common</li> </ul>	<p>Show how to insert and amend text and numerical data into the spreadsheet and how to move from one cell to another. Explain how to correct mistakes and the difference between <i>clear</i> and <i>delete</i>.</p> <p>Show how to calculate results from a</p>	<p>Handouts</p> <ul style="list-style-type: none"> <li>* 1 students per PC</li> <li>* Printers, scanners, paper (A4 ream x 10 students)</li> </ul>

Theoretical Content				Practical Content		
Week	Specific Learning Outcomes	Teacher's Activities	Resources	Specific Learning Outcomes	Teacher's Activities	Resources
				<p>functions</p> <ul style="list-style-type: none"> <li>• Know how to replicate formulae (fill)</li> <li>• Use common numerical formatting and alignments</li> <li>• How any calculation result will worked out, and do recalculations</li> <li>• Link live data from one spreadsheet to another</li> <li>• Use spreadsheets to solve problems and project results</li> <li>• Manage and print spreadsheets documents</li> </ul>	<p>spreadsheets, using data. Explain how and where to enter a formula and how to modify it. Student practice producing a basic spreadsheet including formulas.</p> <p>Group students and provide case studies for them to complete spreadsheet based on real data.</p> <p>Promote spreadsheets group cross-checking to discuss their accuracy, originality and creativity organising and presenting data.</p> <p>Explain with a practical example, how to print spreadsheets documents, with formulae showing in full, and with data showing in full.</p> <p>Demonstrate how to save and close a spreadsheet software application.</p>	* 2 floppy disks per student
10				<p><b>Use</b> of typing techniques to speed when typing numbers:</p> <ul style="list-style-type: none"> <li>• Typing numbers using correct techniques in touching a key</li> <li>• Apply typing techniques when typing symbols</li> </ul>	<p>Check on student's typing technique and speed improvements when typing numbers and symbols. Practice with real data. weekly tests/quizzes to selected students to ensure practice and speed development.</p>	
11-15				<p><b>Remind</b> the importance and benefits of using pie charts, line graphs and bar/column charts to have a visual impact in the office productivity:</p> <ul style="list-style-type: none"> <li>• Importance of chart and</li> </ul>	<p>Explain the importance of charts and graphs presentations. Show what programs can be used to produce charts and graphs.</p> <p>Review how to produce quality chart and</p>	<p>Handouts with typing techniques/keyboarding when dealing with data.</p> <p>* 1 students per PC</p>

Theoretical Content				Practical Content		
Week	Specific Learning Outcomes	Teacher's Activities	Resources	Specific Learning Outcomes	Teacher's Activities	Resources
				graphs in document presentations <ul style="list-style-type: none"> <li>• Use of MS Excel for creating chart and graphics</li> <li>• Select/enter heading and axes titles</li> <li>• Formatting axis and labels</li> <li>• Set numerical parameters and format data use legend when appropriate</li> <li>• Enter, edit and change data</li> <li>• Design and modify appearance of chart and graphs</li> <li>• Save and print charts and graphs</li> </ul>	graph using Microsoft Excel function: how to enter data and editing data; change the appearance of a chart or graph, and print the chart or graph to an appropriate quality standard of presentation.  Set individual and group task to produce quality and impacting/creative graphs and charts based on real data.  Ask students to produce individual portfolio including spreadsheets with graphs and chart representations, based on case-studies and real data.  Promote discussion and self-assessment of portfolio, as well as peer-assessments.  Select the best approach to present data and charts, from the students work/portfolio.	Handouts  1 PC per student

ASSESSMENT CRITERIA			
Coursework 25%	Course test %	Practical 25%	Other (Examination/project/portfolio) % Portfolio 50%

## Office Administration and Management II

<b>PROGRAMME: HND Office Technology and Management</b>			
<b>Course:</b>	<b>Code: OTM 324</b>	<b>Credit Hours:</b>	<b>4 hours</b>
<b>Semester: 2</b>	<b>Pre-requisite: OTM 314</b>	<b>Theoretical:</b>	<b>2 hours/week - 50 %</b>
		<b>Practical:</b>	<b>2 hours/week - 50 %</b>
<b>Course main Aim/Goal:</b>			
This module is intended to further expose the trainees to general concepts, procedures and application of Office Administration and Management.			
<b>General Objectives:</b>			
<ol style="list-style-type: none"><li>1. Understand motivation as an effective tool of Personnel Management.</li><li>2. Know the different types of staff records and how to keep them.</li><li>3. Understand the characteristics inherent in human groups in an organization.</li><li>4. Understand the importance and methods of communication.</li><li>5. Understand the various leadership styles.</li><li>6. Understand the principles of insurance and the various methods of dealing with risks.</li><li>7. Know the major types of insurance companies and coverage's.</li><li>8. Know and use different types of machines and equipment and methods of keeping inventory.</li></ol>			



Theoretical Content				Practical Content		
Week	Specific Learning Outcomes	Teacher's Activities	Resources	Specific Learning Outcomes	Teacher's Activities	Resources
<b>General Objective 1:0: Understand motivation as an effective tool of Personnel Management</b>						
1-2	<p>1.1 Define motivation and explain its importance in organizational development.</p> <p>1.2 State the hierarchy of needs as propounded by Professor Abraham Maslow, Herzberg, etc.</p> <p>1.3 State various ways of motivating an employee.</p>	<p>Explain the concept of motivation and its importance.</p> <p>Explain the hierarchy of needs as propounded by Maslow, Herzberg e.g. physiological needs, safety needs, sociological needs, self esteem, self-actualization.</p> <p>Explain the various ways of motivating an employee</p> <ul style="list-style-type: none"> <li>• Wages/salaries</li> <li>• Job security</li> <li>• Staff training development</li> <li>• Job enrichment</li> </ul>	<p>Textbooks</p> <p>Chalkboard</p>	<p>Participate in discussions with teacher on the topic</p>	<p>Engage students in discussion on Maslows Herzbergs Theories.</p>	<p>Textbooks</p> <p>Chalkboard</p>
<b>GENERAL OBJECTIVE 3.0: Know the different types of staff records and how to keep them.</b>						
3	<p>2.1 Describe the importance of staff records.</p> <p>2.2 List various forms of staff records.</p>	<p>Discuss the importance of staff records in an organization with particular reference to staff matters i.e. transfers, promotions, disciplinary actions, retirement.</p> <p>Explain the various types of staff records i.e. folder system and computer/back up etc.</p>	<p>Textbooks</p> <p>Flip Charts</p> <p>Power Point.</p> <p>Textbooks</p> <p>Specimen of staff records</p> <p>Chalkboard</p>			
<b>GENERAL OBJECTIVE 3.0" Understand the characteristics inherent in human groups in an organization.</b>						
4-5	<p>3.1 Define a group and explain why groups are formed.</p>	<p>Explain the concept of groups in an organization and explain why such groups are formed (group formation).</p>	<p>Textbooks</p> <p>Flipcharts</p> <p>Overhead Projectors</p> <p>Power Point</p>		<p>Illustrate the different types of groups and what type of development they can bring to the organization.</p>	

Theoretical Content				Practical Content		
Week	Specific Learning Outcomes	Teacher's Activities	Resources	Specific Learning Outcomes	Teacher's Activities	Resources
	3.2 Identify various groups and their characteristics in an organization.	<p>Discuss the various types of groups and their characteristics in an organization.</p> <ul style="list-style-type: none"> <li>• Peer group</li> <li>• Work group</li> <li>• Formal and informal group</li> <li>• Trade/professional groups</li> </ul> <p>State the implications of such groups to organizational development.</p>				
<b>GENERAL OBJECTIVE: 4.0: Understand the importance and methods of communication</b>						
6-7	<p>4.1 State the purpose and importance of communication.</p> <p>4.2 List the various methods of communication.</p> <p>4.3 Differentiate between oral and written communication.</p> <p>4.4 Identify the various communication problems</p>	<p>Explain the purpose and importance of communication.</p> <p>Describe the various methods of communication e.g. telephone, radio, television, internet, bulletin, letters, circulars, memos etc.</p> <p>Discuss the differences between oral and written communication.</p> <p>Explain the barriers to effective communication e.g. noise, poor coding and decoding of information etc.</p>	<p>Telephone Radio</p> <p>TV</p> <p>Relevant computer packages</p> <p>Chalkboard</p> <p>Textbook</p>			
<b>GENERAL OBJECTIVE: 5.0: Understand the various leadership styles</b>						
8	<p>5.1 Define Leadership.</p> <p>5.2 List various leadership styles.</p> <p>5.3 State leadership qualities.</p>	<p>Explain the concept of leadership styles.</p> <p>Discuss the various leadership styles e.g. autocratic leadership, democratic, participative, laissez-faire leadership styles.</p> <p>Explain major leadership qualities e.g. initiative, emotional maturity, intelligence, cheerfulness, objectivity, individuality etc.</p>	<p>Textbooks</p> <p>Films</p> <p>Flip Charts</p> <p>Video</p> <p>Television</p>			

Theoretical Content				Practical Content		
Week	Specific Learning Outcomes	Teacher's Activities	Resources	Specific Learning Outcomes	Teacher's Activities	Resources
<b>GENERAL OBJECTIVE: 6.0: Understand the principles of insurance and the various methods of dealing with risks.</b>						
9-10	<p>6.1 Define insurance.</p> <p>6.2 State the principles of insurance.</p> <p>6.3 List the different types of insurance companies.</p> <p>6.4 List the various types of insurance coverage.</p> <p>6.5 State the various purposes of life assurance.</p> <p>6.6 Define Risk</p> <p>6.7 State the major types of risk and the various methods of dealing with risks.</p>	<p>Explain the concept of insurance.</p> <p>Discuss the principles of insurance.</p> <ul style="list-style-type: none"> <li>• Insurable interest</li> <li>• Insurable risks</li> <li>• Principles of indemnity</li> <li>• Principles of subrogation etc</li> </ul> <p>Discuss the different type of insurance companies.</p> <p>Explain the various types of insurance coverage</p> <ul style="list-style-type: none"> <li>• Property</li> <li>• Casualty insurance</li> <li>• Life assurance</li> </ul> <p>Discuss the coverage under property and casual insurance.</p>	<p>Specimen of insurance documents</p> <p>Textbooks</p> <p>Specimen of insurance documents</p> <p>Textbooks</p> <p>Field trip (insurance company)</p>			
		<p>Fie, workman's compensation, automobile insurance, unemployment compensation.</p> <p>Explain the various purposes of life assurance.</p> <p>Pension, key executives, individual relief benefits, etc.</p> <p>Explain the concept of risk.</p> <p>Discuss the major types of risks.</p> <p>Discuss the various methods of dealing with risks - elimination of hazards, self, insurance practicing good management, hedging etc.</p>	<p>Filed trip (Insurance company)</p> <p>Textbook</p>			

Theoretical Content				Practical Content		
Week	Specific Learning Outcomes	Teacher's Activities	Resources	Specific Learning Outcomes	Teacher's Activities	Resources
<b>GENERAL OBJECTIVE: 7.0: Know the major types of insurance companies and coverage's.</b>						
11-12	<p>7.1 List the different types of office machines.</p> <p>7.2 Operate the machines.</p> <p>7.3 List different types of office equipment.</p> <p>7.4 Use the Office Equipment.</p> <p>7.5 State the purpose of inventory.</p> <p>7.6 Explain the procedure of taking inventory of machines and equipment.</p>	<p>Describe the different types of office machines.</p> <ul style="list-style-type: none"> <li>• Typewriters (manual and electronic)</li> <li>• Duplicating machine</li> <li>• Photocopying machine</li> <li>• Scanning machine</li> <li>• Computer</li> <li>• Calculating machines etc.</li> </ul> <p>Demonstrate the use of the machines above.</p> <p>Describe the different types of Office Equipment e.g. telephone, Dictaphone, tape-recorder, tele-printer etc.</p>	Specimen of store records.			
<b>GENERAL OBJECTIVE: 8.0: Know and use different types of machines and equipment and methods of keeping Inventory.</b>						
13-15	<p>Explain the purpose of inventory.</p> <p>Discuss the procedure of inventory keeping.</p> <ul style="list-style-type: none"> <li>• Date of purchase</li> <li>• Name of machine or equipment</li> <li>• Model and serial number.</li> <li>• Number issued out and balance in the record.</li> </ul> <p>Name of receipt and signature of recipient etc.</p>	Books, handouts, forms, example forms and receipts, etc.	Demonstrate the use of the office equipment.	Show how to use equipment available in most modern offices	Equipments  Posters, pictures, Internet browsing	

<b>ASSESSMENT CRITERIA</b>			
Coursework 30%	Course test %	Practical %	Other (Examination/project/portfolio) 70%

## Human Capital Management

<b>PROGRAMME: HND Office Technology and Management</b>			
<b>Course: HUMAN CAPITAL MANAGEMENT</b>	<b>Code: BAM 324</b>	<b>Credit Hours:</b>	<b>hours 4</b>
<b>Semester: 2</b>	<b>Pre-requisite:</b>	<b>Theoretical:</b> <b>Practical:</b>	<b>2 hours/week - 50 %</b> <b>2 hours/week - 50 %</b>
<b>Course main Aim/Goal</b>			
This course is intended to further enable the student understand concepts, technique and dynamism of Human Capital Management.			
<b>General Objectives:</b>			
<ol style="list-style-type: none"><li>1. Understand the use of job interview</li><li>2. Know the procedure for selection decision - making</li><li>3. Understand medical check in selection procedure</li><li>4. Understand the use of employment reference</li><li>5. Understand induction procedure</li><li>6. Understand employee performance appraisal</li><li>7. Understand training and development</li><li>8. Understand compensation administration</li><li>9. Understand employee discipline procedure.</li></ol>			

Theoretical Content				Practical Content		
Week	Specific Learning Outcomes	Teacher's Activities	Resources	Specific Learning Outcomes	Teacher's Activities	Resources
<b>General Objective 1: Understand the use of job interview</b>						
1-2	1.1 Define interview and its process. 1.2 Explain the role of interview. 1.3 Distinguish between job interview and selection test. 1.4 Describe the types of job interview. 1.5 Explain the use of different types of interview. 1.6 Explain the stages and techniques of job interview. 1.7 Explain the preparation for job interview.	Explain interview and its process.  ii. Explain the role of job interview in selection process.  iii. Distinguish between job interview and selection test.  iv. Explain the uses, types, stages and techniques of job interview.  v. Explain the preparation of job interview.	Textbooks  - Journals			
<b>General Objective 2: Know the procedure for selection decision making</b>						
3-4	2.1 Explain the use of 7 point plan for selection rating. 2.2 Prepare scoring sheet for interview rating. 2.3 Use effectively scoring sheet interview rating.	i. Explain the use of 7 point plan for selection rating.  ii. Guide the students to prepare scoring sheet for interview rating.  iii. Demonstrate the use of scoring sheet for interview rating.  iv. Give assignment.	- Textbooks  - Journals  - Scoring Sheet (sample)	Explain the use of point plan for selection rating.  Preparing scoring sheet for interview rating.  Use effectively scoring sheet interview rating	Guide student to draft the 7 point selection rating.  Guide student to prepare scoring sheet for interview rating in an hypothetical organization  Guide student to demonstrate by designing and filling the interview rating sheet.	Forms  Example scoring sheets  handouts

Theoretical Content				Practical Content		
Week	Specific Learning Outcomes	Teacher's Activities	Resources	Specific Learning Outcomes	Teacher's Activities	Resources
<b>General Objective 3: Understand medical check in selection procedure</b>						
5-6	<p>3.1 Explain the importance of medical check.</p> <p>3.2 Explain the practice of obtaining medical check.</p> <p>3.3 Identify the format for medical check.</p> <p>3.4 Explain the use of medical check when obtained</p>	<p>i. Explain the importance of medical check.</p> <p>ii Explain the practice of obtaining medical check.</p> <p>iii. Demonstrate the format for medical check.</p> <p>iv. Explain the use of medical check when obtained.</p>	<p>- Textbooks</p> <p>- Journals</p> <p>- Medical reports.</p>	<p>Explain the importance of medical check.</p> <p>Explain the practice of obtaining medical check.</p> <p>Identify the format for medical check</p> <p>Explain the use of medical check.</p>	<p>Demonstrate with the aid of medical report, the content and uses of medical check.</p> <p>With aid of medical certificate, demonstrate the practice and format for medical check.</p> <p>Arrange a visit to any organization to explain the uses and importance.</p>	<p>Example of reports</p> <p>Handouts</p> <p>Pictures and photos</p>
<b>General Objective 4: Understand the use of employment references</b>						
7	<p>4.1 Identify various types of employment references.</p> <p>4.2 Explain the use of various types of employment references and their limitations.</p> <p>4.3 Explain the practice of the use of employment references</p>	<p>i. Explain types, uses and limitations of employment references.</p> <p>ii. Explain the practical usage of employment references.</p>	<p>- Textbooks</p> <p>- Journals</p> <p>- Reference Letter</p>			
<b>General Objective 5: Understand induction procedure:</b>						
8	<p>5.1 Define induction</p> <p>5.2 Distinguish between formal and informal induction.</p> <p>5.3 Explain the need for induction.</p> <p>5.4 Identify the tasks involved in induction.</p>	<p>i. Explain an induction process in an organization</p> <p>ii Explain types of induction pointing out the differences between the processes.</p> <p>iii. Explain the rational for</p>	<p>- Textbooks</p> <p>- Journals</p> <p>- Sample of an induction programme.</p>			



Theoretical Content				Practical Content		
Week	Specific Learning Outcomes	Teacher's Activities	Resources	Specific Learning Outcomes	Teacher's Activities	Resources
	<p>5.5 Prepare an induction programme.</p> <p>5.6 Identify who has responsibility for implementation of induction programme.</p> <p>5.7 Explain the procedure for induction follow up.</p>	<p>inductions.</p> <p>iv. Guide the students to prepare an induction programme.</p> <p>v. Describe the officers responsible for instructing an induction programme.</p> <p>vi. Guide students on how to follow up induction programme.</p>				
<b>General Objective 6: Understand employee performance appraisal</b>						
9-10	<p>6.1 Define employee performance appraisal.</p> <p>6.2 State the rational and uses of employee performance appraisal.</p> <p>6.3 Distinguish between confidential report and open report on employee appraisal</p> <p>6.4 Enumerate the requirements of a sound performance appraisal system.</p> <p>6.5 Describe the techniques of performance appraisal system.</p> <p>6.6 Design an appropriate performance appraisal instrument.</p>	<p>i. Explain employee performance appraisal, its rational and uses.</p> <p>ii. Differentiate between confidential and open reporting system of employee performance appraisal.</p> <p>iii. Explain the characteristics of a sound performance appraisal system.</p> <p>iv. Describe techniques of employee performance appraisal.</p> <p>v. Guide students to design an appraisal instrument.</p>	<p>- Textbooks</p> <p>- Journals</p> <p>- Samples of appraisal instrument</p>	<p>Describe the techniques of performance appraisal system</p> <p>Design an appropriate performance appraisal instrument.</p>	<p>Using example, demonstrate to the student how performance appraisal system can be developed.</p> <p>Guide student to prepare a performance appraisal form/sheet.</p>	<p>Appraisal form/example</p> <p>Example sheet and forms</p> <p>Free Internet forms</p> <p>Handouts</p>

Theoretical Content				Practical Content		
Week	Specific Learning Outcomes	Teacher's Activities	Resources	Specific Learning Outcomes	Teacher's Activities	Resources
<b>General Objective 7: Understand Training and Development</b>						
11-12	7.1 Define training, development and education.	i. Explain training, education and development.	- Textbooks  - Journals			
	7.2 Explain challenges of employee training.	ii. Explain challenges of employee training.				
	7.3 Distinguish among 7.1 above.	iii. Explain the challenges of training.				
	7.4 Explain challenges of employee training under the heading of human obsolescence, technological challenges, environmental challenges and government challenges.	iv. Analyse training needs. v. Explain steps in a training cycle.				
	7.5 Analyze training needs of employees.	vi. Explain programme objective, content and training sequence.				
	7.6 Identify 7 steps in training.					
	7.7 Describe programme objective, content and sequence.	vii. Explain learning principles and training methods.				
	7.8 Explain learning principle and training method.	viii. Explain training and evaluation process.				
	7.9 Evaluate training	ix. Explain methods of employee and management development.				
	7.10 Identify methods of employee development and management development	x. Give assignment				
<b>General Objective 8: Understand compensation administration</b>						
13-14	8.1 Explain the importance of compensation	i. Explain compensation, its importance objectives, uses and benefits.	- Textbooks  - Journals			
	8.2 Explain objectives, and benefits of a					

Theoretical Content				Practical Content		
Week	Specific Learning Outcomes	Teacher's Activities	Resources	Specific Learning Outcomes	Teacher's Activities	Resources
	<p>good compensation administration objectives.</p> <p>8.3 Reconcile conflicting compensation objective.</p> <p>8.4 Explain job evaluation.</p> <p>8.5 Explain the use of job evaluation</p> <p>8.6 Explain job evaluation procedure.</p> <p>8.7 Describe common job evaluation methods.</p> <p>8.8 Explain systems of remuneration.</p> <p>8.9 Explain incentive methods.</p> <p>Explain merit and limitations of incentive methods.</p>	<p>ii. Reconcile conflicting compensation objectives.</p> <p>iii. Explain job evaluation, its uses, procedure and methods.</p> <p>iv. Explain systems of remuneration</p> <p>v. Explain types of incentive schemes, their merits and limitations.</p>				
<b>General Objective 9: Understand employee discipline procedure</b>						
15	<p>9.1 Explain discipline.</p> <p>9.2 Identify types of discipline (preventive, corrective) etc.</p> <p>9.3 Explain the red hot stove rule.</p> <p>9.4 Explain disciplinary procedure.</p>	<p>i. Explain discipline.</p> <p>ii. Explain types of discipline.</p> <p>iii. Explain the red hot stove rule.</p> <p>iv. Explain disciplinary procedure</p>	<p>- Textbooks</p> <p>- Journals</p>			

ASSESSMENT CRITERIA			
Coursework	Course test	Practical	Other (Examination/project/portfolio)
25 %	%	25 %	50%

## SEMESTER: 3

### Advanced Transcription

<b>PROGRAMME: HND Office Technology and Management</b>			
<b>Course: Advanced Transcription</b>	<b>Code: OTM 411</b>	<b>Credit Hours:</b>	<b>4 hours x week</b>
<b>Semester: 1</b>	<b>Pre-requisite: Nil</b>	<b>Theoretical:</b>	<b>1 hours/week - %</b>
		<b>Practical:</b>	<b>3 hours/week - %</b>
<b>Course main Aim/Goal:</b> This module is designed to enable the student develop, coordinate and synthesize the knowledge of use of English and other course with the skill of Shorthand and Keyboarding for the production of mailable document at a production rate of 20-25 wpm and a minimum of 98% accuracy and 5.1 of 1.40.			
<b>General Objectives:</b>			
1.0 Know and develop the ability to take down dictation passages for production work and varied materials at irregular speed of not less than 80wpm with an S.I of 1.30.			
2.0 Know how to compose business and other relevant documents form limited information or instructions			
3.0 Know how to plan, organize and produce mailable documents.			
4.0 Understand the techniques for covering meetings and recording the proceedings of a meeting.			
5.0 Acquire the skills for collecting relevant information from source documents.			

Theoretical Content				Practical Content		
Week	Specific Learning Outcomes	Teacher's Activities	Resources	Specific Learning Outcomes	Teacher's Activities	Resources
<b>General Objective 1.0: Know and develop the ability to take down dictation passages for production work and varied materials at irregular speeds of not less than 80wpm with an S.I of 1.30.</b>						
1	<p>1.1 Take down dictation on varied materials at irregular speed.</p> <p>1.2 Read back dictated passages in groups and individually.</p> <p>1.3 Take down previewed passage and read back.</p> <p>1.4 Take down passages for transcription on electronic typewriter/computer.</p>	<p>- Dictate varied materials at irregular speeds of 70-9wpm.</p> <p>- Instruct students to read back dictated passages in groups or individually.</p> <p>- Dictate more passages and ask them to transcribe.</p>	<p>Electronic Typewriters</p> <p>Computers (one per student)</p> <p>Stop watch</p> <p>Shorthand pens</p> <p>HP Pencils</p> <p>Chalkboard</p> <p>Newspapers</p> <p>Magazines</p>	<p>Students to read back or transcribe all passages taken, as instructed by the teacher.</p>	<p>Dictate varied passages and instruct students to read back and transcribe.</p> <p>Supervise students as they transcribe.</p> <p>Evaluate and give students feed back.</p>	<p>Computers (One per student)</p> <p>Stop watch</p> <p>Shorthand pens</p> <p>HP Pencils</p> <p>Chalkboard</p> <p>Newspapers</p> <p>Magazines</p>
<b>GENERAL OBJECTIVE 2:0: Know how to compose business and other relevant documents from limited information or instruction.</b>						
5-7	<p>2.1 Compose and type documents, letters, memos, reports etc.</p> <p>2.2 Compose letters or other documents straight on the computer/electronic typewriter.</p> <p>2.3 Do and submit assignment.</p>	<p>-Give students limited oral, written and implied instructions to compose business letter and other relevant documents.</p> <p>-Instruct students to compose 2 shorthand passages at 90wpm for 3 minutes as assignment.</p>	<p>Chalkboard</p> <p>Electric Typewriters</p> <p>Computers</p> <p>Typing Sheets</p> <p>Company Reports</p>	<p>Students to compose documents as instructed by the teacher.</p> <p>Transcribe passages as instructed by the teacher.</p>	<p>Supervise students at work.</p> <p>Evaluate and give feedback.</p> <p>Give assignments and evaluate.</p>	<p>Ditto</p>

Theoretical Content				Practical Content		
Week	Specific Learning Outcomes	Teacher's Activities	Resources	Specific Learning Outcomes	Teacher's Activities	Resources
			Financial Reports  Journals  Newspaper  Shorthand Pen/Pencils			
<b>GENERAL OBJECTIVE: 3.0: Know how to plan, organize and produce mailable documents.</b>						
8-10	<p>3.1 Plan and identify priorities.</p> <p>3.2 Use correct sizes of paper for varying jobs</p> <p>3.3 Assemble materials before commencement and use required materials for each task.</p> <p>3.4 Manage time judiciously.</p> <p>3.5 Take dictation and transcribe using the above the guidelines.</p>	<p>- Explain to students the importance of planning and how to identify priorities e.g urgent, immediate, important for attention, private, confidential.</p> <p>- Explain the need to use correct sizes of paper</p> <p>- Explain the need to have required materials for each task.</p> <p>- Explain the need of time management.</p> <p>- Dictate varying passages to accommodate 3.5.</p>	Ditto	<p>Use correct sizes of paper to transcribe passages dictated by the teacher and manage time effectively.</p> <p>Read back or transcribe all dictated passages as instructed by the teacher.</p>	<p>Demonstrate to students how to identify priorities.</p> <p>Dictate passages and asks student to read back or transcribe.</p> <p>Supervise students' work and evaluate.</p>	<p>Chalkboard</p> <p>Electronic Typewriters</p> <p>Computers</p> <p>Typing Sheets</p> <p>Company Reports</p> <p>Financial Reports</p> <p>Journals</p> <p>Newspapers</p> <p>Shorthand</p> <p>Pen/Pencils.</p>

Theoretical Content			Practical Content			
Week	Specific Learning Outcomes	Teacher's Activities	Resources	Specific Learning Outcomes	Teacher's Activities	Resources
<b>GENERAL OBJECTIVE 4:0: Understand the techniques for covering meetings and recording the proceeding.</b>						
11-12	<p>4.1 Type varying meeting documents - notices and Agendas.</p> <p>4.2 Display through simulation the responsibilities of a secretary before, during and after a meeting.</p> <p>4.3 Take down minutes of a meeting and transcribe using the correct form of display.</p>	<p>- Explain the techniques for covering meetings</p> <p>- Notices, Agenda, Chairman's Agenda.</p> <p>- Discuss the responsibilities of a OTM trainee before during and after a meeting.</p> <p>- Explain the procedure for writing minutes.</p> <p>- Dictate meeting documents for transcription.</p>	<p>Chalkboard</p> <p>Typewriters</p> <p>Computers</p> <p>Typing Sheets</p> <p>Company Reports</p> <p>Simulation.</p>	<p>Take down meeting proceedings and transcribe on computer and proof-read work.</p>	<p>Ask students to prepare and type Notice/Agenda for a particular meeting.</p> <p>Role play Dictate meeting proceedings for students to transcribe.</p> <p>Supervise students at work. Evaluate.</p>	<p>Ditto</p>
<b>GENERAL OBJECTIVES 5:0: Acquire the skills for collective relevant information from source document .</b>						
13-15	<p>5.1 Describe different types of source documents.</p> <p>5.2 Apply the techniques and skills acquired in collecting relevant information from source documents.</p> <p>5.3 Take down exercises and transcribe same using the acquired skills.</p>	<p>- Discuss different types of source documents.</p> <p>- Explain the techniques for collecting relevant information from source documents.</p> <p>- Dictate exercise to enable students apply the above learned skills.</p>	<p>Chalkboard</p> <p>Typewriters</p> <p>Computers</p> <p>Typing Sheets</p> <p>Company Reports</p> <p>Dictionary</p> <p>New Year Book</p>	<p>Type documents dictated correctly as instructed by teacher.</p>	<p>Dictate relevant documents and instruct students to transcribe on the computer.</p> <p>Supervise students at work.</p> <p>Evaluate and give feedback.</p>	<p>Chalkboard</p> <p>Electronic Typewriter</p> <p>Computers</p> <p>Typing Sheets</p> <p>Source documents</p> <p>Company Reports</p> <p>Financial</p>

Theoretical Content				Practical Content		
Week	Specific Learning Outcomes	Teacher's Activities	Resources	Specific Learning Outcomes	Teacher's Activities	Resources
			Yellow Pages  Telephone Directory.			Report  Journals  Newspapers  Shorthand Pen and Pencils

ASSESSMENT CRITERIA			
Coursework 25%	Course test 25%	Practical 50%	Other (Examination/project/portfolio) %



## Business Communication II

<b>PROGRAMME: HND Office Technology and Management</b>			
<b>Course: Business Communication II</b>	<b>Code: 412</b>	<b>Credit Hours:</b>	<b>4 hours</b>
<b>Semester: 3</b>	<b>Pre-requisite: Business Communication I</b>	<b>Theoretical: Practical:</b>	<b>2 hours/week - 50% 2 hours/week - 50%</b>
<p><b>Course main Aim/Goal:</b> This course is intended to further improve the student's level of proficiency and competence in language use, consolidate his understanding of the principles and practice of written communication, and mastery of skills in use of English Language in the various professions.</p> <p><b>General Objectives:</b></p> <ul style="list-style-type: none"> <li>1.0 Know how to construct good sentences.</li> <li>2.0 Know how to reason applying the basic principle of logic.</li> <li>3.0 Know how to write different types of essay.</li> <li>4.0 Appreciate literature in English.</li> <li>5.0 Understand the principles and practice of written communication.</li> <li>6.0 Comprehend more difficult reading materials.</li> <li>7.0 Know the procedure for writing project reports.</li> </ul>			

Theoretical Content			Practical Content			
Week	Specific Learning Outcomes	Teacher's Activities	Resources	Specific Learning Outcomes	Teacher's Activities	Resources
<b>General Objective 1.0: Know how to construct good sentences.</b>						
1	1.1 List the different types of sentences.	Explain and illustrate the different types of sentences.	Relevant textbooks in English Grammar.	Construct sentences	Guide and evaluate student's performance.	Relevant textbooks in English Grammar.
2	1.2 Note the parts of sentences.	Explain and illustrate the parts of a sentence.	As in 1.1 above.	Write sentences showing parts.	As in 1.1 above.	As in 1.1 above.
3	1.3 Note various tenses.	Explain and illustrate tenses.	As in 1.2 above	List the various tenses.	Assess students' tenses for improvement.	As in 1.2 above
4	1.4 Analyse types of concord.	Explain concord using suitable examples..	As in 1.3 Above	Apply the rules of concord in sentence construction.	Assess students' sentences for improvement.	As in 1.3
<b>General Objective 2.0: Know how to reason applying the basic principles of Logic.</b>						
5	2.1 Appreciate the concept of logical thinking.	Explain the concept of logical thinking using suitable examples.		Give examples of logical thinking.	Assess the logicity of students' statements.	Relevant textbooks in English Grammar Handouts
6	2.2 Appreciate the principles of logic.	Explain the basic principles of logic such form, validity and argument.		Apply the principles of logic to distinguish facts from opinion.	Assess the logicity of students' statements	
	2.3 Note the premise and its role 8in coming to conclusion.	Explain the premise as a step towards the conclusion.		Apply the premise as a step toward the conclusion.	Guide the students in the application.	
7	2.4 Note the characteristics of inductive and deductive reasoning.	Differentiate between deductive and inductive reasoning using suitable examples.		Give examples of deductive and inductive reasoning using suitable sentences.	Guide students in their sentences.	
<b>General Objective 3.0 Know how to write different types of essays.</b>						
8	3.1 List the different types of essay.	Explain the different types of essay showing the characteristics of each type.	Examples Handouts	Analyse the characteristics of each type of essay.	Guide and correct their defects in their analysis.	Handouts

Theoretical Content			Practical Content			
Week	Specific Learning Outcomes	Teacher's Activities	Resources	Specific Learning Outcomes	Teacher's Activities	Resources
9	3.2 List the logical orders of presenting different types of essay.	Explain the logical orders of presentation eg. Chronological, spatial, general to -specific, specific-to-general, alternation inductive, deductive, etc.	Model essays from distinguished authors.	Write essays based on the following - expository, augmentative, etc.	Grade students performance using appropriate criteria.	Model essays from distinguished authors.
<b>General Objective 4.0: Appreciate literature in English.</b>						
10	4.1 List the genres of literature.	Explain the term literature and list the genres of literature.	Textbooks			
	4.1 Note the terminologies of poetry.	Explain the terminology of poetry eg rhyme, rhythm, enjambment, etc	Textbooks	a. Analyse given poems, identify the terminologies. b. Answer essay questions on poetry.	Guide their performance.	Handouts Selected literature
<b>General Objective 5.0: Understand the principles and practice of written communication.</b>						
11	5.1 List the principles of writing a letter.	Explain the principles of letter writing using suitable examples.	Textbooks			
	5.2 List the components of a business letter.	Explain the components of a business letter.	Samples of different types of business correspondence.	Write following types of letter: Application, appointment, appreciation, collation, query, complaint, congratulation, enquiry, follow-up, introduction, invitation, order, sales, transmittal.	Guide the students in writing the business letters.	Example of written letters  handouts
12	5.3 List envelope formats.	List and explain envelope formats eg common format, major parts, return address, postage and mail instructions, notation, address block, zip code..	Examples	Address envelopes using different formats.	Evaluate students production.	Example envelopes
	5.4 List the major part of a memo	Explain major part of a memo eg confidential notation, headings, message, identification line, enclosure notation, copy-distribution notation, postscript and continuation page heading.	Handouts Textbooks	Write a memo indicating major parts.	Guide the students and assess the correctness of their production.	Handouts

Theoretical Content			Practical Content			
Week	Specific Learning Outcomes	Teacher's Activities	Resources	Specific Learning Outcomes	Teacher's Activities	Resources
<b>General Objective 6.0: comprehend more difficult reading materials.</b>						
13	6.1 Read passages of expository and argumentative writing.	Explain the sources of difficulty in expository and argumentative writing/passages.	relevant texts.	a. Differentiate between facts and opinion. b. Answer questions on passages read.	Provide appropriate passages.	Argumentative passages, Expositing passages.
<b>General Objective 7.0: Know the procedure for writing project reports.</b>						
14	7.1 List the characteristics of a project report.	Explain the characteristics of a project report, viz part, format, style, etc	Textbooks	Group discussion on characteristics of project report.	Provide materials for group discussion.	Materials and handouts
	7.2 Note the methods of gathering data.	Explain the methods of gathering data from primary and secondary sources.	Textbooks			
15	7.3 Note the procedure for writing a project report.	Explain the procedure for writing a project report.	Textbook Handouts	(a) Select a suitable topic for a project report.  (b) Write an outline of a project report.  (c) Use reference materials for gathering data.  (d) Use appropriate citation and documentation styles.  (e) Write a project report.	Guide the students in selecting.  Assess the quality of production and provide correction.	Example of project reports  Handouts

ASSESSMENT CRITERIA			
Coursework 25%	Course test %	Practical 25%	Other (Examination/project/portfolio) 50%

## Database Management Systems

<b>PROGRAMME: HND Office Technology and Management</b>			
<b>Course: Database Management Systems</b>	<b>Code: OTM 413</b>	<b>Credit Unit:</b>	<b>4 hours</b>
<b>Semester: 3</b>	<b>Pre-requisite: ICT Office Application I &amp; II</b>	<b>Theoretical: Practical:</b>	<b>1 hours/week - 25 % 3 hours/week - 75 %</b>
<b>Aim/Goal:</b> This course is intended to enable the students acquire in-depth knowledge of office information system with particular emphasis to file creation, storage, management and manipulation. It is also intended to generate management reports using a modern computer software application system.			
<b>General Objectives:</b>			
1. Understand key database (DTB) concepts and applications in modern office			

Theoretical Content				Practical Content		
Week	Specific Learning Outcomes	Teacher's Activities	Resources	Specific Learning Outcomes	Teacher's Activities	Resources
<b>General Objective 1: Introduce students to Information and Communication Technologies</b>						
1	<b>Define</b> database systems and its importance in modern offices.	Explain the impact of accurate database creation and maintenance.	Hand-outs Notes Examples			
2			Hand-outs Notes Examples	Explain dtb tables, fields, records and primary key field.  * Illustrate Database tables, fields, records and primary key fields.  * Understand the meaning of DBMS.	Show how to identify the following: Data,  Information, Database,  Database Management system.  Explain with illustrations the following:  Database tables, a field, a record and a primary key field.  Promote students group discussions on possible applications of DTBMS and their impacts on modern offices.	Maximum of 2 students to a computer system. Papers and computer accessories.  Magic boardries  Marty media projector system  Maximum of 7 computers to a printer except when a Network is in use.
3-4	Define file systems	Explain in detail the elements of a file	Hand-outs Notes Examples	Describe types of file and identify file organisation methods	* Identify file access methods  * Identify file characteristics  * Explain file processing operations  * Explain file security and techniques.  Group students and make them to identify qualities of a good filing	- Diskettes  - Compact disk (CD)  - Multi-media projector system  - PCs

Theoretical Content				Practical Content		
Week	Specific Learning Outcomes	Teacher's Activities	Resources	Specific Learning Outcomes	Teacher's Activities	Resources
					system	
5				Demonstrate how to start a DBM application  Know how to quit DBM application  Understanding DBM toolbars and making use of the various menu commands	* Explain the various ways of loading DBMS.  * Discuss the various ways of quitting DBMS.  * Explain fully the different Toolbars in DBMS.  * Utilize the various menu commands in DBMS.	Maximum of 2 students to a computer system. Papers and computer accessories.  Magic boardries  Marty media projector system  Maximum of 7 computers to a printer except when a Network is in use.
6	Understand the principles for creating a new database.	Explain how to start creating a database.	Handouts Examples	*Demonstrate how to create a New Database using Database Wizard.  * Apply the techniques for saving a New Database.	Show how to open a Database table, setting field properties. And modifying table structures.	PCs with DTB software available (eg. MS Access).  Floppy disks
7-9				* Demonstrate practically how to create a New Database Table from scratch.  * Demonstrate the use of Database Wizard in creating a new Database.  * Open a Database table in Datasheet view.  * Illustrate how table structures could be changed or improved.	Discuss the procedures of creating, and saving a database.  Set tasks to students to practice with real data.	PCs with DTB software available (eg. MS Access).  Floppy disks

Theoretical Content				Practical Content		
Week	Specific Learning Outcomes	Teacher's Activities	Resources	Specific Learning Outcomes	Teacher's Activities	Resources
10-15				* Demonstrate entering table data. * Apply DBMS data types. * Demonstrate formats of entering Dates and Time. * Demonstrate working in the Database view. * Demonstrate organizing a Database.	1) Perform Data entry in Datasheet view. 2) Discuss the various types of Data that could be entered in Database view. 3) Discuss the formats of entering Dates and Times. 4) Discuss the procedures of switching between table design view and Database view. 5) Explain the physical order and the logical order of entering records in Database.	

ASSESSMENT CRITERIA			
Coursework 25%	Course test %	Practical 25%	Other (Examination/project/portfolio) % Portfolio 50%



## Oral Communication Skills

<b>PROGRAMME: HND Office Technology and Management</b>			
<b>Course: Oral Communication Skills</b>	<b>Code: OTM 414</b>	<b>Credit Hours:</b>	<b>4 hours</b>
<b>Semester: 3</b>	<b>Pre-requisite: Shorthand III</b>	<b>Theoretical:</b>	<b>1 hours/week - 25 %</b>
		<b>Practical:</b>	<b>3 hours/week - 75 %</b>
<b>Course main Aim/Goal:</b>			
This module is designed to stimulate and sensitize students' participation in analysis, synthesis and discussion of contemporary issues of professional interests and concerns.			
<b>General Objectives:</b>			
<ol style="list-style-type: none"><li>1. Know the various parts of a seminar paper</li><li>2. Know how to acknowledge sources of information</li><li>3. Know how to develop confidence in speaking</li><li>4. Know how to present a speech</li><li>5. Conceptualise a seminar topic</li><li>6. Know how to present seminar paper.</li></ol>			

Theoretical Content			Practical Content			
Week	Specific Learning Outcomes	Teacher's Activities	Resources	Specific Learning Outcomes	Teacher's Activities	Resources
<b>General Objective 1.0: Know the various parts of a seminar paper</b>						
1-2	1.1 State the content of introduction.  1.2 State what consists of the body.  1.3 Identify need for conclusion and recommendation.	Explain the purpose of introduction, body, conclusion and recommendations of a paper.	Past seminar paper.			
<b>GENERAL OBJECTIVE 2.0: Know how to acknowledge sources of information</b>						
3-4	2.1 Identify materials within the test.  2.2 Compile references.	Explain the format for citation.  Explain the current APA reference style, as it relates to books articles, journals, unpublished works, etc.	Past seminar papers.			
<b>GENERAL OBJECTIVE: 3.0: Know how to develop confidence in speaking</b>						
5-6	3.1 Speak confidently.  3.2 Speak formally.  3.3 Overcome anxiety.	Explain how to speak confidently and formally.  Explain how to overcome anxiety.	Video Cameras  Video cassettes  Video cassettes recorders, charts, projectors etc			
<b>GENERAL OBJECTIVE 4.0: Know how to present a speech</b>						
7-8	4.1 Prepare to speak.  4.2 Choose language.  4.3 Evaluate audience.  4.4 Use instructional aids	Explain how to prepare to speak.  Explain the use of the right choice of words.  Explain that simple sentences are to be used when presenting	Ditto	Know the preparations involved in speech presentation.	Show students how to prepare to speak using, slides, video clippings of various speeches.	Video cameras  Video cassettes  Video cassette recorders chart, project etc.

Theoretical Content				Practical Content		
Week	Specific Learning Outcomes	Teacher's Activities	Resources	Specific Learning Outcomes	Teacher's Activities	Resources
	in presentation.  4.5 Deliver a speech.	a speech.  Explain how to adapt to and understand audience.  Explain various types of audio-visual aids.  Explain various methods (verbal, non verbal) of communication etc.				
<b>GENERAL OBJECTIVES 5:0: Conceptualise a seminar topic.</b>						
9-10	5.1 State the problem being presented.  5.2 State the background information of the problem.  5.3 State why the problem is important.  5.4 Enumerate the advantages to be derived from solving the problem.	- Guide students in stating the problem.  - Guide students in stating the background information to the problem.  - Assist students in identifying the relevance of the topic.  - Assist student in explaining the advantages to be derived from solving the problem.				Ditto
<b>General Objective 6.0: Know how to present a seminar paper.</b>						
11-15				6.1 Give to colleagues copies of paper presented.  6.2 Make a verbal presentation of the issues/problems to the class in a logical manner.  6.3 Illustrate the	- Request students to represent paper and encourage them to ask questions and use instructional aids.  - Evaluate after presentation of paper.	Copies of papers  OHP  Dataprojector  PC with PP software or other

Theoretical Content				Practical Content		
Week	Specific Learning Outcomes	Teacher's Activities	Resources	Specific Learning Outcomes	Teacher's Activities	Resources
				<p>presentation with relevant apparatus/aids.</p> <p>6.4 Answer questions that may arise from presentation.</p> <p>6.5 Ask questions to stimulate discussion and emphasize points.</p>	<ul style="list-style-type: none"> <li>- Evaluation should focus on presentation, appearances, neatness of work, etc.</li> <li>- Encourage other students to give answers to questions asked by students.</li> <li>- Discuss answers and make corrections where necessary.</li> </ul>	presentational software

ASSESSMENT CRITERIA			
Coursework	Course test	Practical	Other (Examination/project/portfolio)
30%	%	%	70%

## Elements of Human Capital Management

<b>PROGRAMME: HND Office Technology and Management</b>			
<b>Course: ELEMENTS OF HUMAN CAPITAL MANAGEMENT</b>	<b>Code: BAM 224</b>	<b>Credit Hours:</b>	<b>hours 3</b>
<b>Semester: 3</b>	<b>Pre-requisite:</b>	<b>Theoretical:</b>	<b>2 hours/week - %</b>
		<b>Practical:</b>	<b>1 hours/week - %</b>
<b>Course main Aim/Goal</b>			
This course is designed to provide the student with the basic knowledge of Human Capital policies and practices in an organisation.			
<b>General Objectives:</b>			
<ol style="list-style-type: none"> <li>1. Understand the concept and scope of Human Capital Management</li> <li>2. Know the functions of the Human Capital Management Department in an organization</li> <li>3. Understand the role of trade unions in personnel policies and Human Capital Management Practices in an Organization</li> <li>4. Understand procedures for handling conflicts in an organization</li> <li>5. Understand motivation.</li> </ol>			

Theoretical Content				Practical Content		
Week	Specific Learning Outcomes	Teacher's Activities	Resources	Specific Learning Outcomes	Teacher's Activities	Resources
<b>General Objective 1: Understand the concept and scope of Human Capital Management</b>						
1-2	1.1 Explain the meaning of Human Capital Management.  1.2 Explain the origin, emergence and aim of Human Capital Management.  1.3 Understand the scope of Human Capital Management.	• Explain the meaning, evolution and scope of human capital management	1) Textbooks  2) Journals			
<b>General Objective 2: Know the functions of the Human Capital Management Department in an Organization.</b>						
3-5	2.1 Explain organization, design and development  2.2 Explain:  i) Manpower planning ii) Manpower training and development iii) Recruitment and selection iv) Postings v) Discipline vi) Job design and evaluation vii) Employee welfare viii) Personnel records  2.3 Information systems, etc.	• Explain organization design and development.  • Explain the functions of Human Capital Manager.  • Give assignment.	1) Textbooks  2) Journals	Organise a mock training programme.  Organise a mock recruitment and selection programme  Prepare a functional employee welfare package.  Prepare sample personnel records.	Guide students to organize:  Training programme  Recruitment and selection programme  Welfare package  Personnel record.	
<b>General Objective 3: Understand the role of trade unions in personnel policies and Human Capital Management practices in an Organization</b>						
6-7	3.1 Describe industrial relations  3.2 Describe trade union  3.3 Explain the role of a trade union in an organization.  3.4 Explain Management/Union relationship in an organization.	• Explain industrial relations.  • Explain trade union, its role and relationship with management.  • Conduct test..	Textbooks  Journals			

Theoretical Content				Practical Content		
Week	Specific Learning Outcomes	Teacher's Activities	Resources	Specific Learning Outcomes	Teacher's Activities	Resources
<b>General Objective 4: Understand procedures for handling conflicts/grievances/disputes in an organization</b>						
8-10	4.1 Explain industrial conflicts/grievances/disputes.  4.2 Describe the causes of conflicts/grievances/disputes in an organization.  4.3 Describe the nature of industrial disputes.  4.4 Describe the procedures for resolving industrial disputes in Nigeria.	<ul style="list-style-type: none"> <li>• Explain grievances, conflicts, disputes and their causes in an organization.</li> <li>• Explain nature and procedure for resolving industrial disputes in Nigeria.</li> </ul>	Textbooks  Journals  Publications	Solve industrial conflicts using case material	Guide students solve industrial conflicts from cases.	Case-studies  Handouts
<b>General Objective 5: Understand Motivation</b>						
11-15	5.1 Describe motivation.  5.2 Explain theories of motivation  5.3 Explain the concept of:  (i) Alienation (ii) Boredom (iii) Frustration, etc.  5.4 Identify ways of preventing worker dissatisfaction in an organization.  5.5 Examine the practice of motivation in any selected public or private organization in Nigeria.	<ul style="list-style-type: none"> <li>• Explain motivation and its theories.</li> <li>• Evaluate the practice of motivation in any selected Nigerian organization.</li> <li>• Explain alienation, boredom frustration, etc.</li> <li>• Identify ways of preventing Dis-satisfaction.</li> <li>• Conduct test.</li> </ul>	Textbooks  Journals	Solve motivation problem from cases.	Guide students to solve motivation problem from case material.	Case-studies  Handouts

ASSESSMENT CRITERIA			
Coursework	Course test	Practical	Other (Examination/project/portfolio) %
50%	%	%	50

## Advanced Desktop Publishing

<b>PROGRAMME: HND Office Technology and Management</b>			
<b>Course: Advanced Desktop Publishing</b>	<b>Code: OTM 415</b>	<b>Credit Unit:</b>	<b>8 hours</b>
<b>Semester: 3</b>	<b>Pre-requisite: ICT Office Application I</b>	<b>Theoretical:</b>	<b>2 hours/week - 34 %</b>
		<b>Practical:</b>	<b>6 hours/week - 66 %</b>
<b>Aim/Goal:</b> This module is designed to enable students to develop their skills using a publication software in the office: MS Desktop publishing.			
<b>General Objectives:</b>			
<ol style="list-style-type: none"><li>1. Understand the difference and importance between a word processors and desktop publishing in the office</li><li>2. Develop student skills using a Desktop Publishing software.</li></ol>			



Theoretical Content				Practical Content		
Week	Specific Learning Outcomes	Teacher's Activities	Resources	Specific Learning Outcomes	Teacher's Activities	Resources
<b>General Objective 1: Understand the difference and importance between a word processors and desktop publishing in the office</b>						
1-2	<b>Revise</b> the concept of word processors and compare them to other computer applications available to design brochures, cards, pamphlets and posters.	<b>State</b> the importance of using the right software in the office to design documentation, depending on the task and aim.  <b>Explain</b> the concept of dtp and its impact in a modern office	Hands-out Examples	<b>Identify</b> basic competencies in using desktop publishing concepts to produce a simple publication:  <b>Emphasise</b> the impact of using DTP in a modern office and show examples of publications.	Explain the advantages of using desktop publishing applications in the office to produce quality documentation.  Practice with an appropriate software for the tasks (eg. dtp or a page layout software).  Highlight the main differences between dtp software and word processors (eg. text flow, image control, purpose).  Group students to explore, compare and discuss the impact of quality publications in a modern office.	*1 PC per student  * Desktop Publishing (DTP) software available in each computer
<b>General Objective 2: Develop student skills using a Desktop Publishing software</b>						
3-15				<b>Apply</b> the principles of standard page layout and text properties using dtp software, to produce quality results:  • Setting page size/orientation and margins  • Create quality and attractive text areas/text frames  • Set up column widths/spacing according to marketing standards  • Use of serif/sans serif fonts to create impact on the audience	Explain the advantages of using desktop publishing applications in the office to produce quality documentation.  Practice with an appropriate software for the tasks (eg. dtp or a page layout software).  Highlight the main differences between dtp software and word processors (eg. text flow, image control, purpose).  Explain the use of master pages, templates and equivalent to produce	*1 PC per 1-2 student  * Desktop Publishing (DTP) software available in each computer

Theoretical Content				Practical Content		
Week	Specific Learning Outcomes	Teacher's Activities	Resources	Specific Learning Outcomes	Teacher's Activities	Resources
				<ul style="list-style-type: none"> <li>• Use multiple font sizes applying accessibility standards</li> </ul> <p><b>Means</b> by which text/images can be imported and placed in a publication from different sources. • Import text file(s) from different sources • Import image(s) from different sources • Enter headings and use of line or border feature to produce quality and impacting messages.</p> <p><b>Manipulate</b> text and images to balance page</p> <ul style="list-style-type: none"> <li>• Apply alignment and justification</li> <li>• Set paragraph spacing and/or first line indent</li> <li>• Move/resize image</li> <li>• Fit headline text to page width</li> <li>• Balance columns</li> </ul> <p><b>Manage</b> publications and print composite proofs</p> <ul style="list-style-type: none"> <li>• Create new publication</li> <li>• Save master page/template</li> <li>• Save publication</li> </ul>	<p>quality documents. Student practice on how to set page size and margins, in such a way that impact the audience with quality outputs.</p> <p>Show the use and control of text frames or equivalent, applying international accessibility standards.</p> <p>Explain the difference between serif and sans serif typefaces and show how to select them, to produce quality output. Explain how to set and amend text sizes and apply standards. Show how to test the quality and assess the standards.</p> <p>Explain how text files and images can be imported. Show how to enter small amount of text.</p> <p>Explain the basic graphic capabilities of dtp software and how to use lines and borders to separate areas of text. Explain the use of left and centre alignment and of full justification in a desktop publication.</p> <p>Show the importance of common dtp conventions such as first line indents and demonstrates how to use them consistently.</p> <p>Practice the manipulation, move and resize of images. Show how to place correctly and accurately text in</p>	

Theoretical Content				Practical Content		
Week	Specific Learning Outcomes	Teacher's Activities	Resources	Specific Learning Outcomes	Teacher's Activities	Resources
				<ul style="list-style-type: none"> <li>• Print composite proof(s)</li> <li>• Close publication</li> </ul>	<p>columns and how to adjust text size and spacing in order to achieve this.</p> <p>Explain the document management techniques for the chosen dtp software and the differences from generic document management terms (eg. master pages).</p> <p>Demonstrate how to print composite proofs from the chosen software using default print setting.</p> <p>Set individual and group tasks to produce portfolio of documentations that include: brochures, pamphlets, posters, and any other publication that could help the business to have a positive impact in its businesses.</p> <p>Group students to compare and discuss portfolios and select the ideal set of publication for a selected business. Promote creativity in the design and production of documents.</p>	

ASSESSMENT CRITERIA			
Coursework 25%	Course test %	Practical 25%	Other (Examination/project/portfolio) % Portfolio 50%

## SEMESTER: 4

### Management Information Systems

<b>PROGRAMME:</b> HND Office Technology and Management			
<b>Course:</b> Management Information Systems	<b>Code:</b> OTM 423	<b>Credit Unit:</b>	<b>4 hours</b>
<b>Semester:</b> 4	<b>Pre-requisite:</b> ICT Office Application I & ICT Office Application II	<b>Theoretical:</b>	<b>1 hours/week - 25 %</b>
		<b>Practical:</b>	<b>3 hours/week - 75 %</b>
<b>Aim/Goal:</b> This course is intended to enable the students acquire the knowledge of Data and Information processing techniques and communication to all levels of Management.			
<b>General Objective:</b> Understand systems analysis and design in a modern office			

Theoretical Content				Practical Content		
Week	Specific Learning Outcomes	Teacher's Activities	Resources	Specific Learning Outcomes	Teacher's Activities	Resources
<b>General Objective: Understand systems analysis and design in a modern office</b>						
1	<b>Define</b> database systems and its importance in modern offices.	Explain the impact of accurate database creation and maintenance.	Hand-outs Notes Examples Hand-outs Notes Examples			
2			Hand-outs Notes Examples	Explain dtb tables, fields, records and primary key field.  * Illustrate Database tables, fields, records and primary key fields.  * Understand the meaning of DBMS.	Show how to identify the following: Data,  Information, Database, Database Management system.  Explain with illustrations the following:  Database tables, a field, a record and a primary key field.  Promote students group discussions on possible applications of DTBMS and their impacts on modern offices.	Maximum of 2 students to a computer system. Papers and computer accessories.  Maximum of 7 computers to a printer except when a Network is in use.  - Diskettes  - Compact disk (CD)  - Multi-media projector system  - PCs

Theoretical Content				Practical Content		
Week	Specific Learning Outcomes	Teacher's Activities	Resources	Specific Learning Outcomes	Teacher's Activities	Resources
3-4	Define file systems	Explain in detail the elements of a file		Describe types of file and identify file organisation methods	<ul style="list-style-type: none"> <li>* Identify file access methods</li> <li>* Identify file characteristics</li> <li>* Explain file processing operations</li> <li>* Explain file security and techniques.</li> </ul> Group students and make them to identify qualities of a good filing system	
5				Demonstrate how to start a DBM application  Know how to quit DBM application  Understanding DBM toolbars and making use of the various menu commands	<ul style="list-style-type: none"> <li>* Explain the various ways of loading DBMS.</li> <li>* Discuss the various ways of quitting DBMS.</li> <li>* Explain fully the different Toolbars in DBMS.</li> <li>* Utilize the various menu commands in DBMS.</li> </ul>	Maximum of 2 students to a computer system. Papers and computer accessories.  Magic boardries  Marty media projector system  Maximum of 7 computers to a printer except when a Network is in use.
6-8	Understand the principles for creating a new database.	Explain how to start creating a database.	Handouts Examples	<ul style="list-style-type: none"> <li>* Demonstrate how to create a New Database using Database Wizard.</li> <li>* Apply the techniques for saving a New Database.</li> </ul>	Show how to open a Database table, setting field properties. And modifying table structures.	PCs with DTB software available (eg. MS Access).  Floppy disks
9-11				<ul style="list-style-type: none"> <li>* Demonstrate practically how to create a New Database Table from</li> </ul>	Discuss the procedures of creating, and saving a database.  Set tasks to students to practice with real data.	PCs with DTB software available (eg. MS Access).  Floppy disks

Theoretical Content				Practical Content		
Week	Specific Learning Outcomes	Teacher's Activities	Resources	Specific Learning Outcomes	Teacher's Activities	Resources
				scratch.  * Demonstrate the use of Database Wizard in creating a new Database.  * Open a Database table in Datasheet view.  * Illustrate how table structures could be changed or improved.		
12-15				* Demonstrate entering table data.  * Apply DBMS data types.  * Demonstrate formats of entering Dates and Time.  * Demonstrate working in the Database view.  * Demonstrate organizing a Database.	1) Perform Data entry in Datasheet view.  2) Discuss the various types of Data that could be entered in Database view.  3) Discuss the formats of entering Dates and Times.  4) Discuss the procedures of switching between table design view and Database view.  5) Explain the physical order and the logical order of entering records in Database.	PCs  DB software

ASSESSMENT CRITERIA			
Coursework	Course test	Practical	Other (Examination/project/portfolio) %
25%	%	25%	Portfolio 50%

## Professional Ethics and Social Responsibility

<b>PROGRAMME: HND Office Technology and Management</b>			
<b>Course: Professional Ethics and Social Responsibility</b>	<b>Code: OTM 424</b>	<b>Credit Hours:</b>	<b>4 hours</b>
<b>Semester: 4</b>	<b>Pre-requisite:</b>	<b>Theoretical:</b>	<b>2 hours/week - 50%</b>
		<b>Practical:</b>	<b>2 hours/week - 50%</b>
<b>Course main Aim/Goal:</b> This course is designed to develop in the student the desirable professional work ethics required for successful work in a modern office.			
<b>General Objectives:</b>			
1.0 Understand the concept of profession and professionalism.			
2.0 Understand the concepts of ethics and professional work ethics.			
3.0 Understand ethical standards and behaviours in the office.			
4.0 Know the difference between ethics and morality.			
5.0 Understand the roles of professional bodies in promoting ethical practices.			
6.0 Know the role of Government in regulating on ethical practices.			



Theoretical Content				Practical Content		
Week	Specific Learning Outcomes	Teacher's Activities	Resources	Specific Learning Outcomes	Teacher's Activities	Resources
<b>General Objective 1.0: Understand the concept of profession and professionalism.</b>						
1-3	1. Define the terms: profession and professionalism.	Explain the terms profession and professionalism and distinguish between them.	Hand-outs Text-books	Brain storming session	Lead and correct students, promote debates	Hand-outs Case-study Role-plays
<b>GENERAL OBJECTIVE 2.0: Understand the concept of ethics and professional work ethics.</b>						
4-6	2.1. Note how ethics relates to professional practices.	Explain ethics as it relates to professions.	Hand-outs Text-books	Group discussion on ethical behaviour.	Guide the discussion. Role-plays	Hand-outs Case-study
	2.2 Define professional ethics and professional work ethics.	Define and explain professional ethics and professional work ethics.	Hand-outs Text-books	Group discussion on case studies.	Guide the case studies.	Case Studies
<b>GENERAL OBJECTIVE: 3.0: Understand ethical standards and behaviours in the office.</b>						
7-9	3.1 List ethical principles	Explain different ethical principles eg honesty, efficiency promptness, etc.	Hand-outs Text-books	Relate these principles to work behaviour.	Guide the students.	Textbooks Journal
	3.2 List positive work ethics.	Explain positive work ethics eg Self Discipline, politeness, self commitment, etc	Hand-outs Text-books	Discuss relevance of positive work ethics in an organisation.	Moderate the discussion.	Textbooks Journal
	3.3 List negative work ethics.	Explain negative work ethics eg sexual harassment, abuse of trust, licentiousness, etc.	Hand-outs Text-books	Role play positive and negative work ethics.	Provide brief for the role play.	Textbooks Journal
<b>GENERAL OBJECTIVE 4.0: Know the difference between ethics and morality.</b>						
10-12	4.1 Note the different between ethics and morality.	Differentiate between ethics and morality.	Hand-outs Text-books	Examine the differences between ethics and morality.	Guide the students' work.	Handouts
<b>GENERAL OBJECTIVES 5.0: Understand the roles of professional bodies in promoting ethical practices.</b>						
13	5.1 List some professional bodies.	Give examples of professional bodies and explain what they do to regulate on ethical issues.	Hand-outs Text-books	Discuss how professional bodies regulate on ethical issues.	Moderate the class discussion/debate	Regulation and By-law of Professional bodies.

Theoretical Content				Practical Content		
Week	Specific Learning Outcomes	Teacher's Activities	Resources	Specific Learning Outcomes	Teacher's Activities	Resources
<b>General Objective 6.0: Know the role of Government on regulating on ethical practices.</b>						
14-15	6.1 Note the role of government in regulating on ethical practices.	Explain the role of government in regulating on ethical practices.	Hand-outs Text-books	Discuss the role of organizations such as ICPC, EFCC	Moderate	Relevant Acts.

ASSESSMENT CRITERIA			
Coursework %	Course test %	Practical 50%	Other (Examination/project/portfolio) 50%

## Entrepreneurship Development

<b>PROGRAMME: HND BUSINESS ADMIN AND MANAGEMENT</b>			
<b>Course: ENTREPRENEURSHIP DEVELOPMENT</b>	<b>Code: BAM 413</b>	<b>Credit Hours:</b>	<b>4 hours 3</b>
<b>Semester: third</b>	<b>Pre-requisite:</b>	<b>Theoretical:</b>	<b>2 hours/week - 50%</b>
		<b>Practical:</b>	<b>2 hours/week - 50%</b>
<b>Course main Aim/Goal</b>			
<p>This course is intended to create awareness in a student and motivate him towards self-employment through the development of personal skills, competencies effectiveness and aptitudes using project based work in an economic setting to set-up and manage a small and medium enterprises successful.</p>			
<b>General Objectives:</b>			
<ol style="list-style-type: none"> <li>1. Understand the history of Entrepreneurship development in Nigeria</li> <li>2. Understand the need, scope and characteristic of entrepreneurship</li> <li>3. Understand the various sources of information for entrepreneurship development</li> <li>4. Appreciate the roles of commercial and development banks in small scale industrial development</li> <li>5. Understand the functions of various support agencies in small and medium scale industrial development</li> <li>6. Understand methods of product selection.</li> <li>7. Understand the activities of different industrial association in relation to entrepreneurship</li> <li>8. Know self through analysis of strengths, weaknesses, goal-setting and risk-taking behaviour</li> <li>9. Know the motivational pattern of entrepreneurs</li> <li>10. Understand the functional areas of business</li> <li>11. Understand the need for business planning.</li> </ol>			

Theoretical Content				Practical Content		
Week	Specific Learning Outcomes	Teacher's Activities	Resources	Specific Learning Outcomes	Teacher's Activities	Resources
<b>General Objective 1: Understand the history of entrepreneurship development in Nigeria.</b>						
1-2	<p>1.1 Narrate the Entrepreneurship history in Nigeria.</p> <p>1.2 Compare entrepreneurship in Nigeria with Japan, India, China, Malaysia, South Korea, etc.</p> <p>1.3 Explain Nigeria's values and entrepreneurship.</p> <p>1.4 Describe the role of entrepreneurship in the development of small and medium scale industries</p>	<p>Explain Entrepreneurship, its historical development in Nigeria and role in small and medium scale industries.</p> <p>ii. Compare entrepreneurship in Nigeria with other countries of the world - Japan, India, China etc.</p> <p>iii .Show students video film of entrepreneurship development in any of the countries mentioned above:</p> <p>iv. Explain Nigeria's values and entrepreneurship.</p>	<p>- Text books</p> <p>- Journals</p> <p>- Publications</p> <p>- Video Film</p> <p>- TV</p> <p>- VCR</p>	<p>Know entrepreneurship in Nigeria, Japan, India, China, Malaysia, South Korea, etc.</p>	<p>Use web-based information, guide students to explore entrepreneurship in Nigeria. Japan, India, China, Malaysia, South Korea etc.</p>	<p>Computer and accessories</p> <p>Internet facilities</p> <p>Encarta Ref. Library software.</p>
<b>General Objective 2: Understand the need, scope and characteristics of entrepreneurship</b>						
3	<p>2.1 Define entrepreneurship and entrepreneur.</p> <p>2.2 Define the role and functions of entrepreneurship.</p> <p>2.3 Identify the entrepreneurial traits.</p> <p>2.4 Explain entrepreneurial tasks.</p>	<p>i. Explain entrepreneurship and entrepreneur.</p> <p>ii. Explain the functions of entrepreneurship and its roles in national economic</p>	<p>- Text books</p> <p>- Journals</p> <p>- Publications</p> <p>-</p>	<p>Know the roles and functions of an entrepreneur</p> <p>Know the need for entrepreneurship in national economic development.</p>	<p>Guide student to research into the roles and functions of an entrepreneur.</p> <p>Invite a successful entrepreneur to give a talk to students on entrepreneurial</p>	<p>Visits</p> <p>Publication</p> <p>Text books</p> <p>Entrepreneur</p>

Theoretical Content				Practical Content		
Week	Specific Learning Outcomes	Teacher's Activities	Resources	Specific Learning Outcomes	Teacher's Activities	Resources
	2.5 Explain the need for entrepreneurship in national economic development.  2.6 Identify entrepreneurial risks and hazards	development.  iii. Explain the various traits of an entrepreneur.  iv. Explain entrepreneurial tasks, the inherent risks and hazards.  v. Invite a successful entrepreneur to give a talk to students	Entrepreneur		traits, talks, hazards and the need for entrepreneurship in national economic development.	Internet and relevant websites
<b>General Objective 3: Understand the various sources of information for entrepreneurship development</b>						
4	3.1 Identify organizations and agencies involved in the promotion and development of entrepreneurship  3.2 Explain the roles of banks and financial institutions in enterprise creation.  3.3 Describe the contributions of government agencies in sourcing information including patent rights	i. Explain the various organizations and agencies involved in the promotion and development of entrepreneurship.  ii. Explain the roles of banks and financial institutions in the creation of enterprises.  iii. Explain the contributions of government agencies in sourcing information and protecting enterprises. iv. Give assignment.	- Text books  - Journal of Management and  Economic Digest  Publications.	Know the various organizations and agencies involved in the promotion and development of entrepreneurship  Know the roles of banks and financial institutions in the creation of enterprises.	Guide students to research to organizations and agencies involved in the promotion and development of entrepreneurship.  Use Web-based information to understand the international org. involved in assisting SMEs.  Guide student to conduct research to the roles banks and financial institutions in creation and efficient operation of an enterprises.	Computer Accessories  Internet facility  Application software  Text books  Journal.

Theoretical Content				Practical Content		
Week	Specific Learning Outcomes	Teacher's Activities	Resources	Specific Learning Outcomes	Teacher's Activities	Resources
<b>General Objective 4: Appreciate the roles of commercial and development banks in small scale industries development</b>						
5	<p>4.1 Identify financial institutions involved in entrepreneurship development.</p> <p>4.2 Describe the assistance provided by commercial banks.</p> <p>4.3 Explain the roles of development banks in the promotion and development of small and medium scale enterprises (SME's).</p> <p>Describe government policy on financing small and medium scale enterprises (SME's).</p>	<p>i. Explain financial institutions involved in entrepreneurship development.</p> <p>ii. Explain the roles of commercial and development banks in the promotion and development of SME's.</p> <p>iii. Explain government policy on financing SME's</p>	<p>- Text books</p> <p>- Journals</p> <p>- Publications</p>	<p>Know the various financial institutions and their roles in the development and promotion of small medium enterprises.</p> <p>Know the government policy on financing small and medium scale enterprises (SME)</p>	<p>Guide student to demonstrate the knowledge of commercial, merchang and development bank in the promotion of small and medium scale enterprises. Guide student to research to Government policies on financing small and medium scale enterprises.</p>	<p>Visitation and research</p> <p>Publications</p> <p>Text Books</p> <p>Computer with internet connection</p> <p>Video and films.</p>
<b>General Objective 5: Understand the functions of various agencies in small and medium scale industries</b>						
6-7	<p>5.1 Identify various support agencies involved in the promotion and development of entrepreneurship.</p> <p>5.2 Enumerate the functions of support agencies.</p> <p>5.3 Explain the assistance rendered by Research Institutions/Universities/Polytechnics/Monotechnics/Technical Colleges in entrepreneurship development.</p> <p>5.4 Explain the roles of:</p> <p>Nigerian Export Promotion Council (NEPC)</p> <p>a) Nigerian Investment Promotion Commission (NIPC)</p> <p>b) National Economic Reconstruction Fund (NERFUND)</p> <p>c) National Directorate of Employment (NDE)</p> <p>d) Raw Materials Research and Development Council (RMRDC)</p> <p>5.5 Industrial Development Centres (IDC) and TBICs in the Promotion and Development of Entrepreneurship</p>	<p>i. Explain the various support agencies involved in the promotion and development of entrepreneurship and their functions.</p> <p>ii. Explain the roles of research institutes, institutions of higher learning in the development of entrepreneurship.</p> <p>iii. Show a film on Technology Business Incubation Centre (TBIC) operation.</p> <p>iv. Conduct Test.</p>	<p>- Text books</p> <p>- Journals</p> <p>- Publications</p> <p>- TV</p> <p>- VCR</p> <p>- Relevant Video Cassettes.</p>	<p>Know the various support agencies and their functions to the promotion and development of entrepreneurships.</p>	<p>Guide students to research to Research institutions, universities, polytechnics, Nigerian Expert promotion Council NIPC, NERFUND, NDE, IDC etc.</p> <p>Show a film on technology business incubation center.</p>	<p>Internet and relevant websites</p>

Theoretical Content				Practical Content		
Week	Specific Learning Outcomes	Teacher's Activities	Resources	Specific Learning Outcomes	Teacher's Activities	Resources
<b>General Objective 6: Understand the methods of Product selection</b>						
8-9	<p>6.1 Explain product selection.</p> <p>6.2 Explain product selection criteria.</p> <p>6.3 Identify key factors associated with product selection.</p> <p>6.4 Describe venture idea generation.</p> <p>6.5 Describe the steps involved in preliminary screening.</p> <p>6.6 Evaluate critically, product ideas.</p> <p>6.7 Explain the different steps in preparing pre-feasibility study.</p> <p>6.8 Evaluate adequacy of infrastructural facilities for product selection.</p> <p>6.9 Identify the relevant technology available for the selected product.</p> <p>6.10 Evaluate sources and adequacy of raw materials for a selected product.</p> <p>6.11 Explain effects of government policy and regulations on the selected product.</p> <p>6.12 Identify legal aspects of business in product selection.</p>	<p>i. Explain product selection, criteria and factors associated with selection.</p> <p>ii. Explain venture idea generation.</p> <p>iii. Explain critical evaluation of product ideas and steps involved in preliminary screening.</p> <p>iv. Explain steps in preparing pre-feasibility study.</p> <p>v. Explain adequacy of infrastructural facilities for the selected product.</p> <p>vi. Explain availability of relevant technology for the selected product.</p> <p>vii. Explain sources and adequacy of raw materials.</p> <p>viii. Explain effects of government policy and regulation on the selected product.</p> <p>ix. Explain legal aspects of business on the selected product.</p>	<p>- Text books</p> <p>- Journals</p> <p>- Publications</p>	<p>Know product selection, criteria and factors associated with product selection.</p> <p>Know venture idea generation.</p> <p>Know evaluation of product idea and steps in valued in preliminary screening.</p> <p>Know steps in preparing pre-feasibility and evaluate sources and adequacies of input.</p>	<p>Guide students to selection of product using criteria and factors associated with product selection.</p> <p>Guide students to prepare a pre-feasibility of a given product and evaluate the viability, methodology and cost benefit analysis.</p> <p>Use web-based information to generate venture idea on exportable product.</p>	<p>Computer with accessories and internet connection.</p> <p>Application packages</p> <p>Visitation and research</p> <p>Publications</p> <p>Journal</p> <p>Text books</p> <p>Internet and relevant websites</p>

Theoretical Content				Practical Content		
Week	Specific Learning Outcomes	Teacher's Activities	Resources	Specific Learning Outcomes	Teacher's Activities	Resources
<b>General Objective 7:: Understand the activities of different Industrial Associations in relation to entrepreneurship</b>						
10-11	<p>7.1 Describe the roles of National Association of Small Scale Industrialists (NASSI) in entrepreneurship.</p> <p>7.2 Describe the roles of National Association of Small and Medium Entrepreneurs (NASME).</p> <p>7.3 Describe members of the Nigerian Association of Chambers of Commerce, Industry Mines and Agriculture (NACCIMA).</p> <p>7.4 Describe the roles of the Nigerian Association of Chambers of Commerce, Industry Mines and Agriculture (NACCIMA).</p> <p>7.5 Explain the roles of Manufacturers Association of Nigeria (MAN) in the development of Small and Medium Scale Enterprises (SME's).</p> <p>7.6 Explain the activities of N.E.C.A and its roles in industry.</p>	<p>Explain NASSI and its roles in entrepreneurship development.</p> <p>Explain NASME and its roles in entrepreneurship development.</p> <p>Explain City, States and bi-lateral chambers of commerce and industry and their roles in entrepreneurship development.</p> <p>Explain NACCIMA and its role in entrepreneurship development.</p> <p>Explain MAN and its roles.</p> <p>Explain Nigerian Employers Consultative Association (N.E.C.A). and its roles.</p>	<p>- Text books</p> <p>- Journals</p> <p>- Publications</p>	<p>Know the various Association and their roles to promotion and Development of entrepreneurship[p</p>	<p>Guide students to research to NASSI, NASME, NACCIMA, CHAMBER of COMMERCE, MAN, NECA and demonstrate knowledge of their roles and functions to entrepreneurship.</p> <p>Use Web-based information to compare the services of Chambers of Commerce in UK, USA, ASIA etc.</p> <p>Carry out an excursion to a recognized trade fair closest to you.</p>	<p>Internet and relevant websites</p>



Theoretical Content				Practical Content		
Week	Specific Learning Outcomes	Teacher's Activities	Resources	Specific Learning Outcomes	Teacher's Activities	Resources
<b>General Objective 8: Know self through analysis of strength, weakness, goal setting and risk taking behaviour.</b>						
12	<p>8.1 Explain the following terms:</p> <p>a) Data collection about self. b) Who am I (personal efficacy) c) Rating of concepts d) Self Knowledge.</p> <p>8.2 Define individual life goal and link it to entrepreneurship.</p> <p>8.3 Identify the strengths and weaknesses in 8.2 above.</p> <p>8.4 Carry out a Ring TOSS Game.</p> <p>8.5 Explain the behavioural pattern observed in 8.4 above on:</p> <p>a) Moderate risk taking. b) Goal setting c) Learning from feed back d) Taking personal responsibility</p> <p>Confidence and self reliance</p>	<p>Explain the term:-</p> <ul style="list-style-type: none"> <li>- Data collection about self</li> <li>- Personal efficacy</li> <li>- Rating of concepts</li> <li>- Self knowledge</li> </ul> <p>Explain individual life goal of entrepreneurship, their strengths and weaknesses.</p> <p>Explain Ring TOSS</p> <p>Guide students to carry out a Ring TOSS Game.</p> <p>Explain the behavioural pattern observed in a Ring TOSS Game:</p> <ul style="list-style-type: none"> <li>- Moderate Risk Taking</li> <li>- Goal Setting</li> <li>- Learning from feed back</li> <li>- Taking personal responsibility</li> </ul> <p>Confidence and self-reliance</p>	<p>Text books</p> <ul style="list-style-type: none"> <li>- Journals</li> <li>- Publications</li> </ul>	<p>Know self on entrepreneurship development and promotion</p>	<p>Guide students to demonstrate knowledge of themselves, goals, entrepreneurship strength and weakness.</p> <p>Give practical assignments to student on personal efficacy, goals - link to entrepreneurship strength and weakness.</p> <p>Use web-based information to carry out simulation business games.</p> <p>Guide student to observe the pattern on:</p> <ul style="list-style-type: none"> <li>- Risk Taking</li> <li>- Goal Setting etc.</li> </ul>	<p>Computer and accessories with internet connection</p> <p>Visitation and research</p> <p>Research</p> <p>Internet and relevant websites</p>

Theoretical Content				Practical Content		
Week	Specific Learning Outcomes	Teacher's Activities	Resources	Specific Learning Outcomes	Teacher's Activities	Resources
<b>General Objective 9: Know the motivational pattern of entrepreneurs</b>						
13	9.1 Define motivation 9.2 List the objectives of motivation 9.3 Identify barriers to motivation and achievement. 9.4 Analyse motive strength (from TAT scores) by: a) Locating achievement agencies Intensity of motives.	i. Explain motivation, its objectives, merits and demerits.  ii. Carry out analysis on motive strength (from TAT scores) by: - Locating achievement Imageries - Intensity of motives  iii. Give assignment	- Text books - Journals - Publications	Know Thematic Appreciation Test (TAT)	Guide student to carry-out Thematic Application Test (TAT) on a related case study model.	Formulated case study.  Journal  Publication  Text Books.  Internet and relevant websites
<b>General Objective 10: Understand the functional areas of business</b>						
14	10.1 Explain basic management concepts and functions. 10.2 Describe human capital function in small enterprise. 10.3 Identify the sources of finance and financial needs. 10.4 List the books of accounts necessary for operation of small enterprises. 10.5 Identify the financial regulations and taxes affecting small enterprise operation. 10.6 Explain the significance of insurance coverage for small enterprise. 10.7 Describe the role of marketing in a small enterprise	Explain basic Management concepts and functions.  Explain significance of insurance coverage for small enterprises.  Explain the role of marketing and importance of marketing mix to the development and growth of a small	Text books - Journals - Publications Text books - Journals - Publications	Know the concepts and basic functions of management and personnel.  Know books of accounts necessary for the operation of small enterprises.  Know financial regulations and relevant taxes  Know marketing, product planning and control,	Guide students to research to functional areas of business.  Use web-based information to explore E-business, E-commerce and other processes of trading and doing business on internet  Guide students to prepare prime books of Account using	Computer with accessories and internet connection.  Application packages.  Prime Books of Accounts.  Text Books and publication.  Internet and

Theoretical Content				Practical Content		
Week	Specific Learning Outcomes	Teacher's Activities	Resources	Specific Learning Outcomes	Teacher's Activities	Resources
	development.  10.8 Explain the importance of marketing mix to the growth and expansion of a small enterprise.  10.9 Explain the roles and functions of the following:-  a) Product Planning and Control b) Production Forms and Techniques c) Factory and facilities layout d) Work Process  10.10 Explain the importance of quality control and production standards. 10.11 Explain the need for maintenance management with special reference to:  a. Routine maintenance b. Scheduled Maintenance c. Spare parts management and control  Preventive Maintenance	enterprise.  Explain the roles and functions of:  - Product Planning and control.  - Production forms and Techniques  - Factory and facilities layout  - Work Process.  Explain importance of  Quality control and production standards.  Explain need for maintenance management with special reference to:  - Routine maintenance  - Scheduled maintenance  - Preventive		maintenance, etc.	appropriate DBASE.  Give practical assignment to students on the functional areas of business and their various roles to enterprise.	relevant websites

Theoretical Content				Practical Content		
Week	Specific Learning Outcomes	Teacher's Activities	Resources	Specific Learning Outcomes	Teacher's Activities	Resources
		<p>maintenance</p> <p>- Spare parts management and control. xii. Invite a successful entrepreneur to give a talk to students.</p> <p>Explain the basic functions of personnel in a small enterprise.</p> <p>Explain sources of finance and financial needs for a small enterprise.</p> <p>Explain books of accounts necessary for operation in a small enterprise concern.</p> <p>Guide students to prepare simple formats of prime books of accounts.</p> <p>Explain financial regulations and taxes affecting operations of small enterprises.</p>				

Theoretical Content				Practical Content		
Week	Specific Learning Outcomes	Teacher's Activities	Resources	Specific Learning Outcomes	Teacher's Activities	Resources
<b>General Objective 11: Understand the need for business planning</b>						
15	12.1 Identify a viable business opportunity based on a) Demand b) Availability of resources c) Import substitution d) Export oriented products  11.2 Explain the different steps in preparing a preliminary project report.  11.3 Formulate a bankable project report.  11.4 Analyse a sample project report.	Explain viable business and business opportunities based on:  - demand  - availability of resources  - import substitution  - export oriented products ii. Explain different steps in preparing a preliminary project and bankable project report. iii. Guide students to prepare a preliminary project report.	Text books  - Journals  - Publications	Know a viable business opportunity.  Know the different steps in preparing preliminary project report.  Know a bankable project report.	Guide students to prepare a feasibility study, using application softwares.  Guide students to prepare:  A bankable project report and analyse the  Technical operational economic viability  Methodology  Cost benefit analysis on equipments, dev., cost, running cost.	Computers and application software  Text books  Journals  Publications  Visitation and research.

ASSESSMENT CRITERIA			
Coursework 40%	Course test 20%	Practical 40%	Other (Examination/project/portfolio) %
Competency: On completing the course, the student should be able to understand/estimate/define/etc....			

## Advanced Webpage Design

<b>PROGRAMME: HND Office Technology and Management</b>			
<b>Course: Advanced WebPage Design</b>	<b>Code: OTM 425</b>	<b>Credit Unit:</b>	<b>8 hours</b>
<b>Semester: 4</b>	<b>Pre-requisite:</b> <b>ICT Office Application I &amp; ICT Office Application II</b>	<b>Theoretical:</b>	<b>2 hours/week - 25 %</b>
		<b>Practical:</b>	<b>6 hours/week - 75 %</b>
<b>Aim/Goal:</b> This module is designed to enable students to understand the importance of designing web pages for modern offices; have a full command of a web design software application to improve business online performance; and understand the impact of using the Internet for business and commerce in the modern economy.			
<b>General Objectives:</b>			
<ol style="list-style-type: none"><li>1. Understand the principles of Web Page Design and their impact on businesses</li><li>2. Develop student skills designing successful WebPages for business.</li><li>3. Importance of the Internet in business practice: E-business and E-commerce</li></ol>			

Theoretical Content				Practical Content		
Week	Specific Learning Outcomes	Teacher's Activities	Resources	Specific Learning Outcomes	Teacher's Activities	Resources
<b>General Objective 1: Understand the principles of Web Page Design</b>						
1-2	<b>State</b> the importance of websites for businesses.	<b>Explain</b> the different types of websites and information delivery using the Internet..	Hands-out  Examples	<b>Advantages</b> of using software to create, link and format simple web pages.  <ul style="list-style-type: none"> <li>• Identify and use of appropriate software correctly</li> <li>• Find MS Front Page in the windows environment (when using Windows 98, 2000 or XP)</li> </ul>	Explain differences, advantages and disadvantages between software available for the task (eg HTML editor/text editor & browser software).  Group students and produce a game where they select the right software for specific tasks.  Student group presentations explaining the reason why preferring a software for a specific task.	2 printers available per computer lab.  * MS Front Page application available in each computer
<b>General Objective 2: Develop the students skills designing successful WebPages for business.</b>						
3-8	<b>Identify</b> methods for developing competitive web pages in businesses.	<b>Explain</b> how to identify the business key areas	Hand-outs Text-books	<b>Explain</b> the role of mapping webpages  Explain key steps to develop successful web pages:  <ul style="list-style-type: none"> <li>• Import and paste text and image files</li> <li>• Align page items</li> <li>• Use of 3 different font sizes</li> <li>• Change background colour</li> <li>• Emphasise text</li> </ul>	<b>Show</b> how to produce a web-site map based on the business competitive needs and aims.  Explain the basic mechanism of web page formatting (HTML tags).  Explain how to import/insert and image into a web page using the chosen software, and following copyrights.  Explain how to emphasise texts (bold, italic), and to set the font size for specific text, following international and accessibility standards).  Demonstrate how to set background colour and differences between background colour and background	2 printers available per computer lab.  * MS Front Page application available in each computer and hand-out support material

Theoretical Content				Practical Content		
Week	Specific Learning Outcomes	Teacher's Activities	Resources	Specific Learning Outcomes	Teacher's Activities	Resources
				<ul style="list-style-type: none"> <li>• Edit text</li> <li>• Control text flow</li> <li>• Alignment of page items to the left, right and centre</li> </ul> <p><b>Use</b> of E-mail hyperlinks</p> <ul style="list-style-type: none"> <li>• Link pages</li> <li>• Insert external links</li> <li>• Insert Email link</li> <li>• Test links</li> <li>• Insert link text</li> <li>• Retain original data formatting</li> </ul> <p><b>Understand</b> the document management techniques for the chosen software</p> <ul style="list-style-type: none"> <li>• Create a new document</li> <li>• Save document</li> <li>• Print web pages</li> </ul>	<p>image (following international and accessibility standards).</p> <p>Explain the correct use and format of basic hypertext links. Show the correct use of external hyperlinks using <i>http:</i> and <i>mailto:</i></p> <p>Explain the importance of testing that hyperlink function correctly.</p> <p>Show the effects pf editing HTML format code on the browser display.</p> <p>Explain the need to <b>refresh</b> or <b>reload</b> web pages after editing.</p> <p>Explain and demonstrate the main management techniques of file menu, open, save, save as, close).</p> <p>Explain the basic structure of basic structure of an HTML page.</p> <p>Show how to print from the chosen browser software using default print settings.</p> <p>Explain the importance of Meta tags to define content. Show how to select and publish a pre-designed web page.</p> <p>Group students and set tasks to produce a simple webpage for a</p>	



Theoretical Content				Practical Content		
Week	Specific Learning Outcomes	Teacher's Activities	Resources	Specific Learning Outcomes	Teacher's Activities	Resources
				<ul style="list-style-type: none"> <li>• Print html source code</li> <li>• Close document</li> <li>• Publish web pages on local and public search engines</li> </ul> Show 'Bobby' testing website for successful website design.	fictitious business following standards, principles and guidelines.  Group students ask them to test their website development.  Promote student discussions to reflect upon Dos and Dont's when designing webpages for businesses.	
	<b>State</b> the importance of testing websites to follow international standards for webpage design	<b>Explain</b> the importance of applying different tests to assure international standards in web design, usability and accessibility standards.	Hand-outs 'Bobby' URL  URLs explaining latest guidelines and international web design standards, etc.(i.e.: <a href="http://www.w3.org/WAI/">http://www.w3.org/WAI/</a> )	Emphasise the importance of getting copyright permission when appropriate.	Produce in group a list of key guidelines for designing successful web pages.  Group students to search the web and compare webpages vs International Standards	Hand-outs Guidelines  Internet  Max. 3 students x PC
<b>General Objective 3: Importance of the Internet in business practice: E-business and E-commerce</b>						
8-11	<b>Define</b> information technology in business and the concepts of E-business and e-commerce.	Explain the driving principles of the new economy and information economy trends.  Explain the dynamics of innovation and the organisational consequences of moving commerce to the internet. Explain the importance of	Hand-outs  Text-books  Urls	<b>Explain</b> the impact of information technology on the practice of business  <ul style="list-style-type: none"> <li>• Show examples of business models of e-business: Business to Business (B2B) and Business to Customers (B2C) e-commerce</li> <li>• The scope and impact of</li> </ul>	Explain the importance of customers for business. Reflect with students on using Internet for marketing and the importance of successful and competitive webpages.  Show some Nigerians (and or other African countries) E-businesses and identify the way they do the online marketing of their products and/or services.  Show online examples of successful	Handouts Text-books  Internet  Max. 3 students per PC

Theoretical Content				Practical Content		
Week	Specific Learning Outcomes	Teacher's Activities	Resources	Specific Learning Outcomes	Teacher's Activities	Resources
		<p>information as the basis for products and production.</p> <p>Explain the main difference between: B2B &amp; B2C</p> <p>Explain the appreciation of integrating technology and business strategies and the effective use of web pages.</p>		<p>e-commerce</p> <ul style="list-style-type: none"> <li>• What an E-strategy is E-business strategies</li> <li>• Enterprise logistics and resource planning</li> <li>• Opportunities and barriers of E-commerce</li> <li>• Main methods to overcome barriers</li> <li>• Planning an E-commerce strategy</li> </ul>	<p>Internet-based businesses (eg. www.amazon.com, www.cheapflights.com, www.barclays.com).</p> <p>Group students and make them to identify main features of the sites: buying goods and or services, advertising products, general paying procedures; design international standards, audience addressed, etc.</p> <p>Ask students to select two sites with all the main online store features.</p> <p>Practice book-marking at least 6 sites relating to successful e-tailing examples from the web. Ask them to locate at least 3 stores that compete in the same business arena. Define their individual competitive advantages</p>	
12-15	<b>Define</b> E-tailing, and its trend in Nigeria	<b>Explain</b> the importance of E-tailing in Nigeria	<p>Hand-outs</p> <p>Text-books</p> <p>URIs</p>	<p><b>Explain</b> E-tailing works</p> <ul style="list-style-type: none"> <li>• Online stores and portals</li> <li>• Principles of e-marketing and e-customer care</li> <li>• Main features of an online store: browsing, ordering, secure payment, delivery, billing, returns and warranties.</li> </ul>	<p>Explain the importance of use of standard forms and electronic resources to assured safe trade, transactions and effective communications.</p> <p>Discuss security features in a e-business website (e.g. the bigger the padlock - a small yellow feature present at the bottom of the e-commerce website- the more the security in online transactions, etc.; importance of effective firewalls in</p>	

Theoretical Content				Practical Content		
Week	Specific Learning Outcomes	Teacher's Activities	Resources	Specific Learning Outcomes	Teacher's Activities	Resources
				<ul style="list-style-type: none"> <li>Evaluate the operations of a variety of Internet business: identification of 6 sites which includes e-tailing in some of the following areas: books, music, furniture, social events and conferences, electronic equipments, stationary, travel, baking, insurance, etc.</li> <li>Location of online stores that compete in the same sector.</li> </ul> <p><b>Explain</b> the importance of security in the e-business (Transaction security, public key infrastructure, hackers, firewalls and e-mail security)</p> <p><b>Identify</b> main legal issues related to e-commerce</p> <ul style="list-style-type: none"> <li>Online privacy principles (data protection)</li> <li>Technology &amp; policy frameworks for e-commerce Cyberlaw</li> </ul>	<p>business and use of passwords).</p> <p>Explain the need to understand net user's attitude about online privacy (data protection). Legality of cookies in personal and corporate computer networks.</p> <p>Visit sites about Cyberlaw, to promote discussions on legal issues about impact of e-commerce in personal and corporate privacy rules.</p> <p>Discuss disclaimers terms and conditions, intellectual property rights, online advertising, trading standard issues, and impact of other countries jurisdiction when trading.</p>	

ASSESSMENT CRITERIA			
Coursework 25%	Course test %	Practical 25%	Other (Examination/project/portfolio) % Project 50

## Nigerian Labour Law

PROGRAMME: HND BUSINESS ADMIN AND MANAGEMENT			
Course: NIGERIAN LABOUR LAW	Code: BAM 427	Credit Hours:	3 hours
Semester: 4	Pre-requisite:	Theoretical: Practical:	2 hours/week - 67 % 1 hours/week - 33 %
<b>Course main Aim/Goal</b>			
To enable the student understand ways in which management of labour within industry is regulated by law.			
<b>General Objectives:</b>			
<ol style="list-style-type: none"><li>1. Understand the scope of Industrial Law and the contract of employment</li><li>2. Know the method of termination of contract of employment and the consequences.</li><li>3. Know the legal position of parties of employment contract</li><li>4. Understand the implied duties of employers and employees</li><li>5. Understand the scope of the law relating to safety, health and welfare of workers under the common law.</li><li>6. Know the legislation protecting safety, health and welfare of workers.</li><li>7. Understand the legal framework of industrial relations.</li><li>8. Understand industrial injury and disablement.</li><li>9. Know fatal accident and right of dependents of a deceased worker.</li></ol>			

Theoretical Content				Practical Content		
Week	Specific Learning Outcomes	Teacher's Activities	Resources	Specific Learning Outcomes	Teacher's Activities	Resources
<b>General Objective 1: Understand the scope of industrial law and the contract of employment</b>						
1-2	<p>1.1 Explain the scope and sources of industrial law.</p> <p>1.2 Distinguish between contract of employment and contract of apprenticeship.</p> <p>1.3 Explain the labour Act 1974 and other subsequent amendments.</p> <p>1.4 Describe the principles of formation of contract of employment.</p> <p>1.5 Distinguish contract of service from contract for service</p>	<p>i. Explain sources of industrial law.</p> <p>ii. Explain contract of employment and contract of apprenticeship pointing out their differences and citing examples.</p> <p>iii. Examine the labour Act 1974 and its subsequent amendments.</p> <p>iv. Explain contract of and contract for service giving their differences and citing examples.</p> <p>v. Describe principles of formation of contract of employment</p>	<p>- Textbooks</p> <p>- Copies of labour Act 1974 and the subsequent amendments.</p> <p>- Civil service rules</p>	<p>Distinguish between contract of employment and contract of apprenticeship.</p> <p>Explain the Labour Act 1974 and other subsequent amendments.</p> <p>Describe the principles of formation of contract of employment.</p> <p>Distinguish contract of service from contract for services</p>	<p>Guidance on the principles of employment law.</p> <p>Working in pairs - examine case law and examples to distinguish between contract of and contract for services</p> <p>Refer to questions on the formation of a contract of employment</p>	<p>Internet and relevant websites</p> <p>Relevant Case Law</p>
<b>General Objective 2: Know the methods of termination of contract of employment and the consequences</b>						
3-4	<p>2.1 Explain dismissal with or without notice.</p> <p>2.2 Explain summary dismissal and consequences.</p> <p>2.3 Explain written statement of reasons for dismissal.</p> <p>2.4 Explain action for wrongful dismissal and damages.</p> <p>2.5 Explain termination of contract of employment.</p> <p>2.6 Explain remedies of specific performance, injunction, declaration</p>	<p>Explain dismissal with or without notice, summary dismissal and consequences, written statement of reasons for dismissal, action for wrongful dismissal and damages, termination of contract of employment and its conditions.</p> <p>ii. Explain specific performance, injunction and declaration and their remedies.</p>	<p>Textbooks</p> <p>- Law journals</p> <p>- Civil service rules</p> <p>- Constitution of NLC</p>	<p>Identify conduct that could lead to and procedure for dismissal and legal implications.</p> <p>Explain termination of contract of employment.</p> <p>Explain remedies of specific performance, injunction, declaration</p>	<p>Advise and guide students on improper conduct and capability issues leading to possible termination of the contract.</p> <p>Group work on the case studies and the problems.</p> <p>Presentation of the outcomes.</p>	<p>Internet and relevant websites</p> <p>Relevant Case Law</p>

Theoretical Content				Practical Content		
Week	Specific Learning Outcomes	Teacher's Activities	Resources	Specific Learning Outcomes	Teacher's Activities	Resources
<b>General Objective 3: Know the legal position of parties to employment contract</b>						
5	<p>3.1 Explain the contractual capacity of public servants, armed forces and the police.</p> <p>3.2 Explain the legal position of directors.</p> <p>3.3 Explain the capacity to contract by minors, partners, companies.</p> <p>3.4 Explain temporary employees, probationary employees, etc.</p> <p>3.5 Distinguish permanent employment from contract employment</p>	<p>i. Explain the contractual capacity of public servants, armed forces and the police.</p> <p>ii. Examine the legal position of directors.</p> <p>iii. Explain minors, partners, and companies. and their capacity to contract. iv. Distinguish temporary, probationary, permanent and contract employment.</p> <p>Give assignment.</p>	<p>- Textbooks</p> <p>- Journals</p> <p>- Copy of civil service rules</p> <p>- Constitution of NLC</p>	<p>Identify cases contractual, relationships by minors, partners companies and partners.</p> <p>Explain the contractual capacity of public servants, armed forces and the police.</p>	<p>Individual problems dealing with contractual capacity with reference to relevant case law.</p>	<p>Internet and relevant websites</p> <p>Relevant Case Law</p>
<b>General Objective 4: Understand the implied duties of employers and employees</b>						
6-7	<p>4.1 Explain the employer's duty to pay remuneration, and indemnity to employee and sick person..</p> <p>4.2 Explain hours of work, holidays, time off-work for public duties.</p> <p>4.3 Discuss the importance of providing references to employees.</p> <p>4.4 Explain the employees' duty to be ready and willing to work to use reasonable care and skills.</p> <p>4.5 Explain the employees' duty to obey lawful orders and to act in</p>	<p>i. Explain remuneration, and indemnity and the employer's duty to pay employee and sick person.</p> <p>ii. Examine hours of work, holidays, time off-work for public duties in relation to the Nigerian Civil Service today.</p> <p>iii. Explain references and the importance of providing them to employees.</p> <p>iv. Explain readiness and willingness to work, use of reasonable care and skill and the employee's duty in</p>	<p>- Civil service rules.</p> <p>- Scheme of service of the polytechnic.</p> <p>- Financial regulations.</p> <p>- Textbooks</p> <p>- Journals</p> <p>- Constitution of NL</p>	<p>Describe the contractual relationship between employer and employee, employer and sick person.</p> <p>Explain the employees' duty to be ready and willing to work to use reasonable care and skills.</p> <p>Explain the employees' duty to obey lawful orders and to act in good faith.</p>	<p>Guide students on contractual relationships and duty of care in employment contracts. Also employees duties to act in good faith.</p> <p>Working in pairs to examine legal problems relating to negligence and breach of good faith etc.</p> <p>Refer to relevant cases.</p>	<p>Internet and relevant websites</p> <p>Relevant Case Law</p>

Theoretical Content				Practical Content		
Week	Specific Learning Outcomes	Teacher's Activities	Resources	Specific Learning Outcomes	Teacher's Activities	Resources
	good faith.  4.6 Explain the importance of covenants in restraint of trade	these regard.  v. Explain lawful orders and the employee's duty to obey them and to act in good faith.				
<b>General Objective 5: Understand the scope of the law relating to safety, health and welfare of workers under the common law.</b>						
8-9	5.1 Explain the principles of the common law of safety health and welfare of employees.  5.2 Explain the duty to provide safe system of work and competent staff to enforce the rules.  5.3 Describe the importance of the provision of proper safe working premises and safe working equipment.  5.4 Explain the relevance of providing adequate safety and protective equipment	i. Explain common law of safety, health and welfare of employees and its principles.  ii. Explain the need for safe system of work and competent staff to enforce the rules.  iii. Describe safe working premises and safe working equipment and the need to provide them.  iv. Describe protective equipment and their role in providing adequate safety in a work environment.  v. Show film to demonstrate industrial hazards. vi. Carry out field trip to a manufacturing industry to see a typical work environment and working equipment.	- Textbooks  - TV  - VCR  - Relevant film.	Theory.  Identify adequate safety and protective equipment in an industrial workplan.	Guide students to browse the internet to see a typical industrial setting and the safety equipment used.  Also show relevant film to demonstrate industrial hazards carry out field trip to a typical industrial outfit.	Internet and relevant websites  Relevant Case Law
<b>General Objective 6: Know the legislation protecting safety, health and welfare of workers</b>						
10-11	6.1 Identify the broad scope of the Factories Act 1987 (Nigeria)  6.2 Explain the meaning of a 'factor' within the Act.  6.3 Explain the duty imposed by the	Explain the scope of the Factories Act 1987 (Nigeria). ii. Define "factor" as contained in the Act in (i) above. iii. Examine the provisions of the Act in relation to:  a) fencing of	Copies of the mineral regulations 1958 and Petroleum regulations 1967.	Assess compliance with the provisions of the Acts	Carry out an industrial visit to assess compliance with the provisions of the Acts.	Internet and relevant websites  Relevant Case Law

Theoretical Content				Practical Content		
Week	Specific Learning Outcomes	Teacher's Activities	Resources	Specific Learning Outcomes	Teacher's Activities	Resources
	<p>act in respect of fencing of machinery, construction and maintenance of fencing, construction and maintenance of new machinery, handling of vessels containing dangerous liquids, and the construction of hoist, lifts, crane and lifting tackles.</p> <p>6.4 Explain the absence of direct legislation on offices, shops and railway premises in Nigeria other than the Factories Act 1987.</p> <p>6.5 Identify the subsidiary legislation protecting working in mining industry - the Mineral (safe mining) Regulation 1958 and Petroleum Regulations 1967.</p>	<p>machinery</p> <p>b) construction and maintenance of fencing.</p> <p>c) Construction and maintenance of new machinery.</p> <p>d) Handling of vessels containing dangerous liquids.</p> <p>e) Construction of hoists, lifts, cranes and lifting tackles.</p> <p>iv. Relate iii(a-e) above to the provision of adequate security to work premises and employee safety.</p> <p>v. Explain the absence of separate legislation on offices, shops and railway premises in Nigeria other than the its security situation. Act in (i) above and its effects.</p> <p>vi. Explain the subsidiary legislation protecting working in mining industry - the Mineral (safe mining) Regulation 1958 and Petroleum Regulations 1967 etc.</p> <p>vii. Visit a typical factory to assess (iii a-e) above and</p>				



Theoretical Content				Practical Content		
Week	Specific Learning Outcomes	Teacher's Activities	Resources	Specific Learning Outcomes	Teacher's Activities	Resources
<b>General Objective 7: Understand the legal framework of industrial relations</b>						
12-13	<p>7.1 Explain the status of registered and unregistered trade unions and the consequences of the Trade Union Act 1973.</p> <p>7.2 Explain the legal meaning of trade disputes.</p> <p>7.3 Explain collective bargaining.</p> <p>7.4 Explain the legal rights of workers to strike.</p> <p>7.5 Examine the existence of the Wages Board and Industrial Council Act 1973.</p> <p>7.6 Identify the Trade Disputes Act 1976 and explain the powers of the Minister of Labour on the conciliation and arbitrations of trade unions</p>	<p>i. Explain registered and unregistered trade unions, their legal status and the consequences of the Trade Union Act 1973.</p> <p>ii. Explain the legal meaning of trade disputes and the rights of workers to strike.</p> <p>iii. Explain collective bargaining.</p> <p>iv. Describe the functions of the Wages Board as spelt out in the Industrial Council Act 1973.</p> <p>v. Explain the powers of the Minister of Labour on the conciliation and arbitrations of trade unions disputes as spelt out in the Trade Disputes Act 1976 and its subsequent amendments.</p>	<p>- Copies of Trade Union Act 1973 and subsequent amendments.</p> <p>- Industrial Council Act 1973 and subsequent amendments.</p> <p>- Trade Disputes Act 1976 and subsequent amendme</p>	<p>Carry out hypothetical registration of a trade union using given guidelines.</p> <p>Cite examples of the most recent trade disputes leading to major strikes in Nigeria. Demonstrate how different types of strikes are carried out.</p> <p>Role play.</p>	<p>Guide the students appropriately.</p> <p>Create a hypothetical round-table situation to demonstrate an industrial bargaining process.</p>	<p>Internet and relevant websites</p> <p>Relevant Case Law</p>
<b>General Objective 8: Understand industrial injury and disablement</b>						
14	<p>8.1 Explain industrial injury and disablement.</p> <p>8.2 Explain occupational disease or "industrial disease"</p> <p>8.3 Explain the basis for claims for industrial injury.</p> <p>8.4 Explain the absence of national</p>	<p>i. Explain industrial injury and disablement, occupational disease or industrial disease and the basis for claims arising from industrial injury, citing relevant examples.</p> <p>ii. Show relevant management films.</p> <p>iii. Explain the need for a national insurance scheme in Nigeria and the</p>	<p>1) Textbooks</p> <p>2) Copies of workman compensation Decree.</p> <p>3) Journals</p> <p>4) TV</p>	<p>Describe industrial injury, disablement, occupational disease or industrial disease.</p> <p>Establish the basis for claims arising from industrial injury.</p> <p>Identify workers rights under the Act and be</p>	<p>Show relevant film, cite relevant cases in Nigeria.</p> <p>Show samples of documents required for making claims.</p> <p>Demonstrate with relevant documents.</p>	<p>Internet and relevant websites</p> <p>Relevant Case Law</p>

Theoretical Content				Practical Content		
Week	Specific Learning Outcomes	Teacher's Activities	Resources	Specific Learning Outcomes	Teacher's Activities	Resources
	insurance scheme in Nigeria.  8.5 Explain the rights of a worker under the workman Compensation Act and other subsequent amendments.	consequences of its absence.  iv. Explain workman compensation scheme in relation to the Act establishing it and the rights of the worker as provided for in the Act and its subsequent amendments.	5) VCR  6) Relevant Films	able to seek redress when necessary.		
<b>General Objective 9: Know fatal accident and rights of dependents of a deceased worker</b>						
15	9.1 Explain what fatal accident means.  9.2 Explain the legal position when a servant is killed in the course of his employment.  9.3 Identify the rights of the dependents of a deceased worker under the Fatal Accident Act 1961 and the Workman Compensation Act 1987 and their subsequent amendments.  9.4 Explain the conditions for realization of the rights of the dependents of a deceased worker	i. Explain the term 'fatal accident.'  ii. Explain the legal position when a servant dies or is killed in the course of his employment citing relevant cases.  iii. Explain the rights of the dependents of a deceased worker under the Fatal Accident Act 1961 and the Work-man Compensation Act 1987 and their subsequent amendments.  iv. Explain the conditions for realization of the rights of the dependents of a deceased worker.  v. Give second Test	- Textbooks  - Fatal Accident Act 1961.  - Workman Compensation Act  1987 and subsequent amendments.	Describe a fatal accident.  Analyse Relevant case studies.  Identify and pursue their rights appropriately.	Show a relevant film on fatal accident in industry.  Cite a recent case to show legal position when a servant dies or is killed in the course of his employment. Provide relevant case studies.	Internet and relevant websites  Relevant Case Law

#### ASSESSMENT CRITERIA

Coursework %	Course test %	Practical %	Other (Examination/project/portfolio) %
Competency: On completing the course, the student should be able to understand/estimate/define/etc....			

## Project

<b>Programme: Higher National Diploma)</b>			
<b>Course: Project</b>	<b>Course Code: OTM 422</b>	<b>Total Hours:</b>	<b>6</b>
<b>Year: 2 Semester: 4</b>	<b>Pre-requisite:</b>	<b>Theoretical:</b> <b>Practical:</b>	<b>0 hours /week</b> <b>6 hours /week</b>
<b>Goal:</b> This course is designed to enable the student to undertake an individual project and write a report on it.			
<b>General Objectives:</b> On completion of this course, the diplomate should be able to:  <ol style="list-style-type: none"><li>1. Research a chosen topic at HND level from available sources.</li><li>2. Collect data on the chosen topic.</li><li>3. Produce a report on the chosen topic.</li></ol>			

Theoretical Content			Practical Content			
Week	Specific Learning Outcomes	Teacher's activities	Resources	Specific Learning Outcomes	Teacher's activities	Resources
<b>General Objective 1: Research a chosen topic at HND level from available sources.</b>						
1	1.1 Choose, under guidance, an appropriate topic of interest.	Provide guidance in finding suitable topics.	Textbooks Lecture Notes Internet	Selection of a topic of interest.	Provide guidance in finding suitable topics.	Textbooks Lecture Notes Internet
2	1.2 Research a chosen topic from available sources.	Provide guidance in finding suitable sources.	Textbooks Lecture Notes Internet	Demonstrate research ability	Provide guidance in finding suitable sources.	Textbooks Lecture Notes Internet
3	1.2 (continued) Research a chosen topic from available sources.	Provide guidance in finding suitable sources.	Textbooks Lecture Notes Internet	Demonstrate research ability	Provide guidance in finding suitable sources.	Textbooks Lecture Notes Internet
4	1.2 (continued) Research a chosen topic from available sources.	Provide guidance in finding suitable sources.	Textbooks Lecture Notes Internet	Demonstrate research ability	Provide guidance in finding suitable sources.	Textbooks Lecture Notes Internet
<b>General Objective 2: Collect data on the chosen topic.</b>						
5	2.1 Collect data on the chosen topic from available sources .	Provide guidance in collecting data	Textbooks Lecture Notes Internet	Demonstrate ability to collect data	Provide guidance in collecting data.	Textbooks Lecture Notes Internet

Theoretical Content			Practical Content			
Week	Specific Learning Outcomes	Teacher's activities	Resources	Specific Learning Outcomes	Teacher's activities	Resources
6	2.1 (continued) Collect data on the chosen topic from available sources .	Provide guidance in collecting data	Textbooks Lecture Notes Internet	Demonstrate ability to collect data	Provide guidance in collecting data.	Textbooks Lecture Notes Internet
7	2.1 (continued) Collect data on the chosen topic from available sources .	Provide guidance in collecting data	Textbooks Lecture Notes Internet	Demonstrate ability to collect data	Provide guidance in collecting data.	Textbooks Lecture Notes Internet
8	2.1 (continued) Collect data on the chosen topic from available sources.	Provide guidance in collecting data	Textbooks Lecture Notes Internet	Demonstrate ability to collect data	Provide guidance in collecting data.	Textbooks Lecture Notes Internet
9	2.1 (continued) Collect data on the chosen topic from available sources .	Provide guidance in collecting data	Textbooks Lecture Notes Internet	Demonstrate ability to collect data	Provide guidance in collecting data.	Textbooks Lecture Notes Internet
<b>General Objective 3: Produce a report on the chosen topic.</b>						
10	3.1 Produce a report on the chosen topic.	Provide guidance in report writing	Textbooks Lecture Notes Internet	Demonstrate ability in report writing	Provide guidance in report writing	Textbooks Lecture Notes Internet

Theoretical Content			Practical Content			
Week	Specific Learning Outcomes	Teacher's activities	Resources	Specific Learning Outcomes	Teacher's activities	Resources
11	3.1 (continued) Produce a report on the chosen topic.	Provide guidance in report writing	Textbooks Lecture Notes Internet	Demonstrate ability in report writing	Provide guidance in report writing	Textbooks Lecture Notes Internet
12	3.1 (continued) Produce a report on the chosen topic.	Provide guidance in report writing	Textbooks Lecture Notes Internet	Demonstrate ability in report writing	Provide guidance in report writing	Textbooks Lecture Notes Internet
13	3.1 (continued) Produce a report on the chosen topic.	Provide guidance in report writing	Textbooks Lecture Notes Internet	Demonstrate ability in report writing	Provide guidance in report writing	Textbooks Lecture Notes Internet
14	3.1 (continued) Produce a report on the chosen topic.	Provide guidance in report writing	Textbooks Lecture Notes Internet	Demonstrate ability in report writing	Provide guidance in report writing	Textbooks Lecture Notes Internet
15	3.1 (continued) Produce a report on the chosen topic.	Provide guidance in report writing	Textbooks Lecture Notes Internet	Demonstrate ability in report writing	Provide guidance in report writing	Textbooks Lecture Notes Internet

**Assessment:** Give details of assignments to be used:

Coursework/ Assignments %; Course test %; Practical %; Projects %; Examination %

Type of Assessment	Purpose and Nature of Assessment	Weighting (%)
Examination	Final Examination (written) to assess knowledge and understanding	0
Test	0 progress tests	0
Practical	Report of 20 - 30 pages length	100
Total		100

**Recommended Textbooks & References:**