



MINISTRY OF EDUCATION,  
YOUTH & INFORMATION



**Centre of Occupational Studies**  
DEVELOPING. ALIGNING. SUSTAINING. ADVANCING.  
THE FUTURE IS HERE

# THE CENTRE OF OCCUPATIONAL STUDIES

## CURRICULUM

### OCCUPATIONAL ASSOCIATE DEGREE in BUSINESS PROCESS OUTSOURCING

Developed By

**THE CENTRE OF OCCUPATIONAL STUDIES**  
MINISTRY OF EDUCATION, YOUTH and INFORMATION  
JAMAICA

NOTE: THIS IS A DRAFT COPY OF THE CAPTIONED CURRICULUM WHICH WAS DEVELOPED WITH THE INPUT OF STAKEHOLDERS FROM THE INDUSTRY AND EDUCATIONAL INSTITUTIONS. IN KEEPING WITH THE CURRICULUM DEVELOPMENT PROCESS THE CURRICULUM WILL BE SUBJECT TO FORMATIVE/SUMMATIVE REVIEW. THE CURRICULUM WILL BE FINALISED, PACKAGED AND PROMULGATED UPON THE COMPLETION OF THE SUMMATIVE EVALUATION EXERCISE (INDUSTRY VALIDATION, ETC.).

COS 2017

## INTRODUCTION

Aligned with the goals of the National Development Plan for Jamaica, is the thrust for educational development through opportunities of higher learning and professional development. One element of this thrust is the development and implementation of Occupational Programmes of Study. Occupational Certification is designed to bridge the gap between traditional and TVET education at the tertiary level.

Occupational Studies involves the training and assessment to support the development of competence in specific skills/occupations, designed to prepare individuals for employment. Occupational programmes are defined by the methodologies of Competency Based Education and Training (CBET), and the Technical Vocational Education Training (TVET) strategies for the development of competent workforces. A critical operational principle of the CBET Policy is that the development of Training, Assessment and Certification Programmes must be designed upon the occupational competencies of the workplace that is the needs, demands and requirements of employment.

The term **curriculum** refers to the lessons and academic content taught in a school or in a specific course or program. The design and development of this Occupational Associate Degree curriculum has incorporated the CBET Principles, the National Vocational Qualification of Jamaica, benchmarked against other international standards and similarly recognized international programmes of like nature. It is also reflective of the Educational, TVET, Social, Cultural and Economic goals of the Vision 2030 Development Plan for Jamaica.

The Occupational Degree Curriculum is designed to aid the professional and competency based pathway for persons to develop occupational competencies across the specific skill areas at various levels, with an emphasis on academic and personal cognitive development. This parallel pathway will allow persons to have comparable credentials of recognition to those of their counterpart perusing academic studies.

## OCCUPATIONAL RATIONALE

A country's global competitiveness is a function of the quality of its workforce and therefore, a skilled workforce is essential for sustainable, and balanced growth. The Planning Institute of Jamaica, in the 2012 survey of living conditions, reported that the age 14 and over population without certification at any level was 69.6 per cent. Some 90.7 per cent of the poorest in the population had no certification while among the wealthiest, the figure was 53.5 per cent. Non-certification among the Prime Working Age (25 – 29) was at 70.1 percent, males with no certification was 77.1 percent, and females were 64.0 percent. In the Jamaica's capital, Kingston, the number of people without formal certification was 39.4 percent. Clearly, there is the need for relevant and accessible educational training opportunities that are designed to create a globally competitive workforce. The industry through a needs analysis, also clearly identified and defined the need for a workforce complimented by qualified employees with applied knowledge and skills in selected areas of study; to provide effective and efficient supervisory and leadership competencies.

The development of occupational certification is further rationaled by the obvious necessity to align higher education with the emerging needs of workplace and industry as well as the growing relevance of occupational certification internationally.

### Philosophical Principles

Occupational Studies Programmes in are developed against the philosophical principles that,

- Professional knowledge is what a learner should know and understand regarding the subject.
- Professional skills are what a learner should be able to do.
- Core skills refer to basic skills involving dexterity and use of methods, materials, tools and instruments used to perform the job including Information Technology skills needed for that job.
- Responsibility aspect determines the

- Nature of working relationship,
- Level of responsibility for self and others
- Managing change and
- Accountability for actions.

[illegible]

## Acknowledgement

The Centre of Occupational Studies acknowledges the professional and intellectual contribution of the institutions and organisations which served in the development of the Occupational Associate Degree in Business Process Outsourcing

This Curriculum being designed on workplace competencies and recognized Occupational Standards, required the input and validation of trainers, lecturers, instructors, industry professionals and learning resource developers.

Paramount to the development of this curriculum was the collaborative efforts of representatives from the below entities. It is therefore with respect and regard for competent learning and quality service that the Centre of Occupational Studies acknowledges:

- ❖ HEART –Trust/NTA
- ❖ Northern Caribbean University
- ❖ Excelsior Community College
- ❖ Portmore Community College
- ❖ University of the Commonwealth Caribbean

## Matriculation Requirements

For matriculation or entry into the Occupational Associate Degree programme applicants must meet/possess at least one of the below requirements:

- Career Advancement Programme (CAP) NVQ/CVQ, Minimum Level 2 Certification
- HEART Trust/NTA, NVQ – Minimum Level 2 Certification
- Other entry requirements – in accordance with the respective COS Institution minimum entry requirements.
- Mature Entry

Applicants with relevant experience of service in the sector may seek to pursue this programme. The mature entry status should be further specified and confirmed in accordance with the relevant policies and procedures established at the institution hosting

this programme. Applicants who qualify under this category must pass a college readiness test of English and Mathematics and are required to submit a professional portfolio which will be used to determine eligibility. Mature entrants may be required to complete bridging courses prior to enrollment into this programme being guided by the institutional policies and procedures specific to same.

### **Entry Test**

All applicants requesting enrollment into this programme MUST sit the COS recommended entry test (ASSET Test).

### **Entry Points**

- Entry at the start of the programme: Candidates can enter this OAD Programme at the commencement, year 1 semester 1.
- Entry at the start of the year two: Candidates can enter this OAD programme at the commencement of year 2 semester 1, provided the candidate satisfies the minimum proficiency rating of the demonstrated occupational outcomes of all prerequisite and prior sequenced courses in the year 1.

### **Exemptions**

Prior Learning Assessment/Advanced placement may be sought by trainees who have successfully completed courses taken through a recognized technical vocational institution or recognized certifying body. Trainees may apply for credit transfer in accordance with the Transfer Policies and Procedures of the institution offering this programme, in consultation with the COS. Successful applicants will receive exemptions from eligible units of competency once requirements for obtaining credit transfer are satisfied.

### **Design Format**

This Curriculum is packaged in discrete Courses of Employable Skills which can be independently delivered and assessed; however, there are courses which are competency builders for others. These courses, although independently teachable and assessable, may be prerequisite courses and should be attained by the student prior to commencement of the respective course to be pursued.

## Programme Structure

The Occupational Associate Degree Programme is structured to be delivered over 4/5 semesters.

The programme should be completed within the limits as stated below:

- By full-time study the programme is normally two years. The time limit to complete the programme must not exceed three years.
- By part-time study, the programme is expected to be completed within three years, but must not exceed four years.

The programmes are structured to provide a mixture of:

- general education courses
- support courses
- specialized courses
- industry experience

The Programme Structure consists of a number of Courses. The following are the components of each course:

### 1. Course Parameters

The parameters detail the name of the *faculty*, the *programme name*, the *course name*, the *course code*, the *credit hours*, the *credit value*, *semester and year*, *prerequisite course*, and the *approving authority*.

### 2. Learning Outcomes and Instructional Objectives

The set the boundaries for the learners' attainment, as well, as that for the instructors'/lecturers' delivery of content.

### 3. Units

The Units are the building blocks for the course; they have *Specific Objectives*, which form the instructional strategies for the delivery of the unit and the basis for the development of assessment strategies and project assignments. The course content is each Unit. It sets the range and depth of



knowledge, skills and attitudes to be covered by each instructor/lecturer. It serves to standardize the instructors/lecturers.

#### **4. Credit Hours & Credit Value**

---

Credit Hours is the time suggested for the duration of the delivery time. Credit Value is the credit requirements aligned with the credit hours, for certification or the granting of the Award. The theory courses are calculated as 15 hours per credit with a minimum of 45 hours of instruction and practical courses are calculated at 45 hours per credit with a maximum of 4-6 credits per course.

#### **5. Capstone Experience**

---

The Capstone Experience outlines industry specific tasks/assignments the students will undertake to consolidate their learning by incorporating the competencies gained. Students' capstone experience is represented in a project, undertaken after successful completing and acquiring the requisite competencies of all courses in the programme.

#### **6. Resources**

---

The resources required to support the attainment of the learning and instructional objectives are indicated, these often include: human resources, materials, text, etc.

#### **7. Industry Experience – Internship/Externship**

---

The Associate Degree programmes include a work experience component which allows students to gain practical skills and observe and apply management principles and theories. Students pursuing an this degree are required to complete 240 hours of Industry Experience. Exemptions may be granted at the discretion of the institution.

#### **8. Methodology**

---

The methods of delivery are the suggested instructional strategies use in the delivery of the specific programme. **These learning strategies are intended to encourage, in each student, the following competencies; the ability to:**

- manage resources within defined areas of work
- make independent choices and solve routine problems independently
- transfer and apply theoretical concepts and technical skills to a range of contexts

- judge the reliability and validity of different sources of information
- manage, under guidance, ethical and professional issues in accordance with current professional and/or ethical codes or practices
- understand the importance of Standard English in written, spoken or visual messages in the field of Renewable Energy
- understand the value of life-long learning to a professional in the field of Renewable Energy
- demonstrate awareness of own and others' roles, responsibilities and contributions when carrying out and evaluating tasks
- demonstrate tolerance and temperance when interacting with others.
- develop the performance of the requisite technical competencies relevant to the unit and the course of study
- increase the independence of the learner
- create critical thinkers
- equip learners to enter the corporate world

**A variety of strategies will be used to facilitate student learning and competency development. The list includes, but is not limited to, combinations of the following:**

- Interactive lectures
- guest lectures
- group discussions/ Think-pair-share
- case studies
- audio visual presentations
- independent study
- individual/group research/projects
- individual/group presentations
- laboratory work
- practical demonstrations
- problem solving
- site visits (including virtual visits)
- seminars/workshops
- blended delivery to include the use of the Internet/Intranet

## **9. Occupational Assessment (OA) & Evaluation**

---

The curriculum is designed to accommodate occupational assessment and evaluation, similar to that of competency based assessment. This is where student learning, competency development and demonstrated performance is assessed on an on-going basis in alignment with the specific learning outcomes for each course. This approach allows for corrective development and learning.

All assessment is designed to measure the level of mastery a student has achieved of the competencies stated in the course syllabus. Student competencies are displayed, as much as possible, in a real or simulated workplace environment. Where it is not possible for this to be done, students are presented with an opportunity to display competencies in a context that is familiar to them.

Assessment instruments are designed to produce valid and reliable grades that are used to inform planning, and competencies are measured in contexts which are student-centered, and provide opportunity for verification of the authenticity of students' work.

### **Occupational Assessment for this programme will outline in each course outline:**

- the suggested unit/ cluster-of-units to be assessed, (for example, UNIT I, II and III)
- the suggested strategy/type(s) of Occupational Assessment (OA), (example, OA – Group research paper and presentation)
- the percentage weight which each grade will represent in the final grading for rating, (for example, 20%)

### **An occupational assessment/evaluation can be a combination of any of the following.**

- Tests/written paper
- Laboratory activities
- Practical demonstrations (in-class, field)
- Projects (individual or group)
- Oral reports and presentations (in-class)
- Graphical displays
- Self and peer evaluations

In applying an on-going assessment approach, the view of final examination will must not be observed, instead assessment which is scheduled at the end of the semester will cover the remaining units to be to be assessed. The facilitating team within the institution has the liberty to determine to, should the need be observed, minimally include previously assessed units based on an alignment with the main units to be assessed.

**The end of semester assessment will be any of or a combination of any of the following:**

- Multiple Choice Questions (MCQs) & Structure Questions (SQs)
- Practical Assignments (PAs)

### **Portfolio of Assessment**

A Portfolio of Occupational Assessment will be developed by each student on a per semester basis. The portfolio is intended to capture for external verification purposes, evidences of occupational assessment activities and related outcomes. The institution is required to provide mentoring to students in the development of individual portfolios.

### **Feedback**

Students will be given analytic rubric within the first contact period of the course. Each student will also be given written and oral feedback. Feedback will be immediate and no longer than one week after a task is assessed. Feedback may be documented on assessment evidence/instrument.

## **10. Proficiency Rating/Grading Scheme**

A student's ***final grade*** which determines the ***competency rating*** is calculated by the combination of the on-going assessment grades. *See the Grading Scheme below.*

## **11. Recommendations to Programme Administrators/Lecturers**

This Occupational Associate Degree is designed on the CBET Principles to reflect the requirements of industry, as well as, that of the learning institution. It is therefore important that individuals responsible for programme administration, programme delivery and the management of the assessment and certification processes exercises due process to actualize the principles of Competency Based Education and Training (CBET) in the Teaching and Learning experiences. It is being recommended that Experiential Learning Strategies be a critical feature of the process. The

Assessment Processes employs Authentic and Fair Assessment Strategies to confirm students' competencies. Assessment should not only be for the confirmation of competence but also be used as a catalyst for improving the instructional process and students' achievements.

### **Awarding of Degree**

Upon completion of the below, participants who have pursued the Business Process Sourcing programme will be awarded an ***Occupational Associate Degree in Business Process Sourcing***.

#### **Participants must have:**

1. completed all courses as specified by the programme
2. completed two hundred and forty (240) hours of Work Experience
3. met all other requirements as outlined by individual institutions and the *Centre of Occupational Studies within the Ministry of Education Youth and Information*.



Centre of Occupational Studies  
DEVELOPING. ALIGNING. SUSTAINING. ADVANCING.  
THE FUTURE IS HERE

## COS PROFICIENCY RATING GRID

Mark Range (where applicable)	Grade Point Average (GPA)	Letter Grade	Description
90 – 100%	4.00	A	<b>High Competence:</b> where the student has demonstrated highly original, relevant and sophisticated applications of research, appraisal, enquiry and evaluation techniques resulting in innovative concepts that challenge existing conventions In the field of study.
85 – 89%	3.70	A-	<b>Competence with Distinction:</b> where the student has demonstrated a high level of performance indicating depth and breadth in research, appraisal, enquiry and evaluation with broad application of knowledge of theoretical concepts, and applied analytical thought.
80 – 84%	3.30	B	<b>Competence with Credit:</b> where the student has undertaken an innovative and creative interpretation of assessment briefs, and has provided evidence of extended research and inquiry applied to assessments tasks.
75 – 79%	3.00		
70-74	2.70	B-	<b>Competent:</b> where student has met all requirements of assessment tasks to a satisfactory level.
65-69	2.30	C	
60-65	2.00		
55-59	1.70	C-	
50-54	1.30		
Under 50 (45-49)	1.00	D	<b>NYC:</b> where the student has not demonstrated satisfactory performance in assessment tasks or has not met subject requirements.
Under 45	1.00	E	
NYC of a 'must pass event'			<b>Not Yet Competent:</b> where the student has an overall mark for the subject at a passing level, but has not demonstrated satisfactory performance to be deemed competent.
<b>Withdrawn no penalty:</b> a) Where the student has withdrawn from the subject on or before the census date b) Where the student has withdrawn from subject after consultation, without penalty c) Where the student has withdrawn from the subject due to serious illness or misadventure			
<b>Deferred result:</b> Where, for approved reasons, health or misadventure, a student is allowed to resubmit an assessment or sit an exam at a later date.			

# **PROFILE**

## **OCCUPATIONAL ASSOCIATE DEGREE**

### **BUSINESS PROCESS OUTSOURCING**

#### **Occupational Rationale**

A country's global competitiveness is a function of the quality of its workforce and therefore, a skilled workforce is essential for sustainable, and balanced growth. The Planning Institute of Jamaica, in the 2012 survey of living conditions, reported that the age 14 and over population without certification at any level was 69.6 per cent. Some 90.7 per cent of the poorest in the population had no certification while among the wealthiest, the figure was 53.5 per cent. Non-certification among the Prime Working Age (25 – 29) was at 70.1 percent, males with no certification was 77.1 percent, and females were 64.0 percent. In the Jamaica's capital, Kingston, the number of people without formal certification was 39.4 percent. Clearly, there is the need for relevant and accessible educational training opportunities that are designed to create a globally competitive workforce. The industry through a needs analysis, also clearly identified and defined the need for a workforce complimented by qualified employees with applied knowledge and skills in selected areas of study; to provide effective and efficient supervisory and leadership competencies.

The development of occupational certification is further rationalized by the obvious necessity to align higher education with the emerging needs of workplace and industry as well as the growing relevance of occupational certification internationally.

#### **Philosophical Principles**

Occupational Studies Programmes in are developed against the philosophical principles that,

- Professional knowledge is what a learner should know and understand regarding the subject.
- Professional skills are what a learner should be able to do.
- Core skills refer to basic skills involving dexterity and use of methods, materials, tools and instruments used to perform the job including Information Technology skills needed for that job.
- Responsibility aspect determines the

- Nature of working relationship,
- Level of responsibility for self and others
- Managing change and
- Accountability for actions

## **Programme Rationale**

**Business Process Outsourcing (BPO)** is the contracting of non-primary **business** activities and functions to a third-party provider. **According to Jamaica Trade and Invest**, “Jamaica has a long and proven track record in the outsourcing industry. Considered “Truly Nearshore “, Jamaica currently has over 50 companies operating in outsourcing industry; 16 have been in existence over 10 years.” The publication further adds that, Jamaica is uniquely ideal for the BPO field in, “The Jamaican worker. With its educated, service oriented, culturally aligned and cost competitive workforce, company’s expectations are usually exceeded within months of implementation.

According to the Business Process Outsourcing Sector Study, 2014, conducted by the Research and Technical Services Department, within the Technical Services Division of the HEART Trust/NTA; “All employers anticipated growth in the global BPO Industry in the coming two years (2014- 2016). There was a projected increase in the current size of the workforce... Based on JAMPRO’s projection of 8,000 new jobs over a two year period...” Since this study, the BPO sector has seen even greater growth, with several companies investing business process management companies in Jamaica.

Giving regard to these factors and the mandates of the Centre of Occupational studies, the development of the Occupational Associate Degree in Business Process Management had been undertaken.

The said sector study also reported on the skill sets required in Business Process Management Companies, “Required skill sets - Coding Medical Claims Computer literacy Spanish Fluency Problem solving Skills, Sales Skills, Skills sets in customer care similar to airline industry, Command of the English Language, Typing skills of 45 wpm, IT Support, Fluency in Foreign Language, MoEYI - Centre of Occupational Studies



Technical Support, Advance IT, Software development and Programming.” The Occupational Associate Degree in BPO is designed to develop competencies in some the mentioned skilled sets.

The Business Processing Outsourcing Sector is being targeted by the government as a major growth area of its economic growth strategies. It is forecasted that the sector is attractive to many overseas investors who are willing to infuse millions of dollars in the sector. There is also a national training initiative under the direction of the Ministry of Education, Youth and Information to expand training interventions in Business Outsourcing Processing at the Tertiary Level of the Education System. Accordingly, it became necessary to develop the Occupational Associate Degree in Business Processing Outsourcing,

### **Programme Description**

The Occupational Associate Degree Programme in Business Process Outsourcing is an Applied Associate Degree which is designed on workplace competencies with the intent to provide workforce solutions in the field of Business, with particular focus on the training and certification of persons at the noted level.

The duration of study is projected for two years across four administrative semesters and a summer internship/externship (work attachment component) component. The programme design combines related underpinning academic competencies with the practical occupational competencies. The programme allows for a “work-ready” and “employable” graduate who can contribute to and create/add value to their place of employment, the industry and the nation. The development of these competencies are complimented by the professional development courses in this programme; aimed at developing an occupational and workplace competent individual, through application of critical employability skills; science, technology, engineering, arts and mathematics (STEAM) skills and a general awareness of, sensitivity to and appreciation for human diversity. As such, the programme takes a learner-centered approach to instruction and considers the varied needs of students in the use of instructional and assessment strategies.

The programme is also designed at a level where graduates can not only earn an institutional certification, but in addition, professional and or industry recognitions including license required for professional practice. At the end of the programme, students who are deemed competent in the

---

specific requirements for this programme/successful will be awarded an Occupational Associate Degree in Business Process Outsourcing.

## **Programme Goals**

The Business Process Outsourcing addresses the growing need for competencies related to the occupational discipline. The programme seeks to produce rounder graduates who will exhibit the abilities and competencies to function as junior supervisors with the capacity to grow and develop in the industry and continue on to higher levels of education.

Upon completion of this programme graduates should be able to:

- Conduct a Telemarketing Campaign
- Manage Inbound and Outbound Calls
- Plan a Marketing Campaign
- Monitor and Analyze Calls
- Lead Teams
- Plan and execute work schedules
- Provide Quality Customer Services
- Promote products and Services
- Manage Clients' Portfolios
- Use wide range of Computer Applications
- ..

## **Employment/Career Opportunities**

The competencies and professional skills to be developed by this programme are the basis for an expanding variety of rewarding careers locally and internationally. Upon completion, graduates may be eligible for employment as:

- Telemarketers
- Trainers/Coach
- Quality Analysis
- Schedulers

- Product Campaign Developers
- Business Process Managers
- Business Researchers
- Interpreters

## PROGRAMME STRUCTURE AND SEMESTERISATION

### Year 1 – Semester 1

Course Code	Course	Credit Value	Credit Hours
	Managing Customer Engagement	3	45
	Using Communication Skills I	3	45
	Applying knowledge of Occupational Safety and health	3	45
	Demonstrating Legal and Ethical Practices	3	45
	Demonstrating Internet Usage	1	45
	Applying Fundamental Mathematics for Business Processing Outsourcing (BPO)	3	45
<b>Total</b>		<b>16</b>	<b>270</b>

### Year 1 – Semester 2

Course Code	Course	Credit Value	Credit Hours
	Applying Conversational Foreign Language	3	45
	Using Multiple Applications and Information Systems	1	45
	Conducting a Telemarketing Campaign	3	45
	Managing Customer Account Process	3	45
	Applying Critical Thinking Techniques	3	45
	Using Communication Skills II	3	45
<b>Total</b>		<b>16</b>	<b>270</b>

### Year 2 – Semester 3

Course Code	Course	Credit Value	Credit Hours
	Providing ICT Support	1	45
	Managing Sales Solutions to Customers	3	45
	Applying Management Principles(Staff, Work Processes and OB Team Work)	3	45
	Training and Developing Staff(Motivation: Awards, Rewards)	3	45
	Identifying and Applying Risk Management Process	3	45
	Voice and Speech in the Workplace	3	45
<b>Total</b>		<b>16</b>	<b>270</b>

### Year 2 – Semester 4

Course Code	Course	Credit Value	Credit Hours
	Managing the Customer Service Process Flow (Inbound/Outbound calls)	3	45
	Demonstrating Marketing Strategies and Tactics	3	45
	Major Capstone Project	3	105
	Acquiring Professional and Industry Certification	3	45
	Internship/Externship (Work Experience)	6	240
	Elective	3	45
<b>Total</b>		<b>24</b>	<b>525</b>

# **COURSE OUTLINES**

## **YEAR 1**

### **SEMESTER 1**

## **FACULTY OF BUSINESS AND PROFESSIONAL SERVICES**

PROGRAMME:	OCCUPATIONAL ASSOCIATE DEGREE
	BUSINESS PROCESS OUTSOURCING
COURSE NAME:	MANAGING CUSTOMER ENGAGEMENT
COURSE CODE:	
COURSE HOURS:	45 HOURS
CREDIT VALUE:	3
PREREQUISITES:	NONE
YEAR/SEM.:	YEAR 1, SEMESTER 1
APPROVED BY:	CENTRE OF OCCUPATIONAL STUDIES

### **COURSE DESCRIPTION**

This course deals with the knowledge, skills and attitudes required to conduct customer engagement operations, organize own work schedules, monitor and obtain feedback on work performance and to maintain required levels of competence. It requires an understanding of organizational requirements, expectations, policies and procedures. It applies to individuals who apply a broad range of competencies in a varied work context, using some discretion, judgement, and relevant theoretical knowledge, and who may provide technical advice and support to a team. This work is undertaken with some supervision and guidance

### **LEARNING OUTCOMES AND INSTRUCTIONAL OBJECTIVES**

Upon completion of this course, students are competent when they are able to:

1. identify the requirements for the role of customer engagement
2. manage individual work performance
3. maintain professionalism in the workplace

4. demonstrate teamwork in the organization
5. plan personal professional development

## **UNIT I - IDENTIFYING THE REQUIREMENTS FOR THE ROLE OF CUSTOMER ENGAGEMENT 8 Hours**

### **Specific Objectives**

Upon completion of this unit, students are competent when they are able to:

- 1.1. identify specific customer engagement procedures applicable to industry
- 1.2. identify role of customer engagement in the organization
- 1.3. align personal operations to organization's customer engagement objectives and infrastructure
- 1.4. apply personal operations to customer engagement framework

### **Content**

The content should include but is not limited to:

- The roles and benefits of Customer Engagement
- Customer Engagements Procedures
- The impact of personal operations/personality in Customer Engagement

## **UNIT II - MANAGING INDIVIDUAL WORK PERFORMANCE 7 Hours**

### **Specific Objectives**

Upon completion of this unit, students are competent when they are able to:

- 2.1. use available resources, systems and support to enhance individual performance
- 2.2. recognize key performance indicators and comply with organizational procedures and policies
- 2.3. adhere to the organization legislative and regulatory requirements
- 2.4. evaluate feedback on performance from colleagues and clients based on individual and group requirements
- 2.5. identify stressors and their effects on personal wellbeing and related interventions



## **Content**

The content should include but is not limited to:

- Organizational Policies
- Evaluate on the job feedback
- Work and Wellness
- Resources relevant to achieving work goals.

## **UNIT III - MAINTAINING PROFESSIONALISM IN THE WORKPLACE 10 Hours**

### **Specific Objectives**

Upon completion of this unit, students are competent when they are able to:

- 3.1. demonstrate a positive and ethical behaviour in the work environment
- 3.2. outline career development objectives
- 3.3. relate personal strengths and weaknesses to current position and career objectives
- 3.4. project professional image in the work environment
- 3.5. promote to customers a positive image of the staff and organization

## **Content**

The content should include but is not limited to:

- Work Behaviors
- Identifying career objectives
- Professionalism in Customer engagement

## **UNIT IV - DEMONSTRATING TEAMWORK IN THE ORGANIZATION 15 Hours**

### **Specific Objectives**

Upon completion of this unit, students are competent when they are able to:

- 4.1. interact cooperatively with team members based on individuals roles and team structure
- 4.2. contribute to establishing and achieving team objectives
- 4.3. display positive response to conflicts within the team
- 4.4. use feedback to improve team performance

## Content

The content should include but is not limited to:

- Team Work
- Handling Conflicts in a Team
- Communicating in a Team

## **UNIT V - PLANNING FOR PERSONAL PROFESSIONAL DEVELOPMENT 5 Hours**

### Specific Objectives

Upon completion of this unit, students are competent when they are able to:

- 5.1. monitor personal work performance through self-assessment, task achievement and compliance with Key Performance Indicators (KPI)
- 5.2. obtain feedback related to individual and group performance requirements from colleagues and clients
- 5.3. display stress techniques and resolution techniques related to the workplace
- 5.4. participate in performance management, evaluation and development processes according to organizational standards

## Content

The content should include but is not limited to:

- Monitor Work Performance
- Strategies to obtain feedback
- Performance Appraisal

## **ASSESSMENT PROCEDURES**

Students will take responsibility for their own academic achievement. Students will demonstrate their commitment to their own goal of educational advancement by attending classes, completing assigned work, and complying with existing copyright legislations. To successfully complete this course, a student must pass **ALL** the different components of the course.

## **ASSESSMENT & EVALUATION**

<b>Course work Requirements</b>	<b>60%</b>
• Oral Assignment	20%
• Written Assignment	20%
• Group Project	20%
<b>Final Assessment</b>	<b>40%</b>
• Written	20%
• Practical Assessment	20%
<b>Total</b>	<b>100%</b>

<b>On-going Assessment Requirements</b>			
<b>No.</b>	<b>Suggested Unit/Unit Cluster</b>	<b>Assessment Strategy</b>	<b>Weight</b>
<b>1</b>	<b>I, II,</b>	Oral Assignment	20%
<b>2</b>	<b>III,</b>	Written Assignment	20%
<b>3</b>	<b>IV,</b>	Group Project	40%
<b>4</b>	<b>V</b>	Written	20%
<b>Total</b>			<b>100%</b>

## FEEDBACK

Students will be given analytic rubric within the first contact period of the course. Each student will also be given written and oral feedback. Feedback will be immediate and no longer than one week after a task is assessed. Feedback may be documented on assessment evidence.

## INSTRUCTIONAL METHODS:

1. Lectures
2. Demonstrations
3. Discussions
4. Group Work
5. Presentations
6. Guest Lecturers

7. Video Presentations
8. Research
9. Simulation
10. Role playing
11. Case Studies

## **RESOURCES**

Kandolkar, D. (2015). *Idaiil's Innovative Book on Call Center & B.P.O. (Business Partners in Outsourcing) Paperback*

## **FACULTY OF BUSINESS AND PROFESSIONAL SERVICES**

PROGRAMME:	OCCUPATIONAL ASSOCIATE DEGREE BUSINESS PROCESS OUTSOURCING
COURSE NAME:	APPLYING KNOWLEDGE OF OCCUPATIONAL HEALTH AND SAFETY
COURSE CODE:	
COURSE HOURS:	45 HOURS
CREDIT VALUE:	3
PREREQUISITES:	NONE
YEAR/SEM.:	YEAR 1, SEMESTER 1
APPROVED BY:	CENTRE OF OCCUPATIONAL STUDIES

### **COURSE DESCRIPTION**

This course will cover all major safety and health principles and practices including personal safety, first aid, CPR, environmental issues, and handling of hazardous materials or substances at the workplace.

### **LEARNING OUTCOMES AND INSTRUCTIONAL OBJECTIVES**

Upon completion of this course, students are competent when they are able to:

1. understand local and international Occupational Safety and Health regulations (OSH).
2. demonstrate an understanding of the safety procedures to prevent injury to self, clients and colleagues at the workplace
3. use mechanical and electrical operations safely
4. use tools and equipment safely
5. conduct and participate in occupational health and safety drills

6. use various types of fire extinguishers
7. apply basic first aid and CPR
8. maintain a healthy and safe working environment
9. conduct geriatric assessment of Geriatric Facilities and Home
10. detect and prevent hazards and hazardous situations
11. practice accident prevention
12. adhere to OHS Laws, Regulations and Policies
13. manage workplace and occupational risks
14. understand the effects of disease on a person (aged)
15. demonstrate nursing/care giving considerations in the geriatric environment

## **UNIT I – ADHERING TO OHS REQUIREMENTS**

**9 Hours**

### **Specific Objectives**

Upon completion of this unit, students are competent when they are able to:

- 1.1 explain the importance of health and safety at the workplace
- 1.2 outline the history of health and safety at the workplace
- 1.3 research applicable local and international legislations/regulations affecting the work environment
- 1.4 identify causes of accidents and the types of hazards workers are exposed to at the workplace
- 1.5 outline procedures to prevent injury
- 1.6 write an accident report
- 1.7 demonstrate safety awareness and procedures that can prevent injury to self and colleagues
- 1.8 investigate how to access emergency services
- 1.9 determine employers' and employee's responsibilities towards safety
- 1.10 demonstrate safe work practices when using tools, equipment and materials/substances at work
- 1.11 apply correct techniques when lifting heavy objects
- 1.12 wear Personal Protective Equipment (PPE) in the working environment

- 1.13 adhere to OHS requirements, laws and regulations for Geriatric Care environment
- 1.14 follow workplace and professional standards to maintain OHS Laws

**Content:**

The content should include but is not limited to:

- Health and safety – its importance for the work environment
- Brief history of OSH in the workplace
- Local and international law/regulations on OSH – Factories Regulation, ILO, WHO etc
- Causes of accidents and workplace hazards: chemical, biological, accidents etc
- General accident prevention measures
- Making an accident report
- Safety procedures to prevent injury to self and colleagues
- Accessing emergency services: fire, ambulance, natural disasters and other services
- Employers' responsibilities towards the management of safety in the workplace and Employees 'responsibilities.
- Safe working practices when using tools, equipment and consumable materials while working.
- Lifting techniques and safety gears
- Features of safe work and healthy work environment
- BPO requirements for OHS

**UNIT II – FOLLOWING ELECTRICAL AND MECHANICAL EQUIPMENT SAFETY REQUIREMENTS      9 Hours**

**Specific Objectives**

Upon completion of this unit, students are competent when they are able to:

- 2.1. identify electrical equipment and electrical hazards
- 2.2. identify mechanical equipment hazards
- 2.3. use safety procedures with electrical equipment and electricity
- 2.4. apply safe electrical practices and operation at work
- 2.5. interpret electrical hazard safety signs correctly

- 2.6. demonstrate safe electrical installation of equipment, fixtures and appliances.
- 2.7. use first aid to treat electrical shocks
- 2.8. follow safety procedures in using geriatric procedures, tools and equipment

**Content:**

The content should include but is not limited to:

- Electrical equipment and electrical hazards
- Safety precautions when using electrical equipment and electricity
- Safe electrical practices and operations
- Electrical safety hazard signs
- Recognizing safe electrical installations of equipment, fixtures and appliances
- Treating electrical shocks – how to isolate an injured person and apply first aid.
- BPO tools, equipment and procedures

**UNIT III – HANDLING HAZARDOUS MATERIALS/SUBSTANCES**

**9 Hours**

**Specific Objectives**

Upon completion of this unit, students are competent when they are able to:

- 3.1 identify various hazardous materials/substances related to the job or occupation
- 3.2 detect and prevent hazardous situations in the delivering geriatric care
- 3.3 recognize and explain the various hazard signs and symbols used in the workplace
- 3.4 demonstrate correct safety precautions and procedures when handling hazardous materials
- 3.5 practice personal hygiene, skin protection/care and use Personal Protective Equipment
- 3.6 handle and store hazardous materials/substances
- 3.7 describe the procedures for the proper handling and disposal of hazardous materials/substances
- 3.8 investigate the impacts of hazardous materials and substance on the human and natural environment
- 3.9 protect clients from hazardous materials and situations
- 3.10 report hazards and hazardous situations



**Content:**

The content should include but is not limited to:

- Types of hazardous materials/substances at the workplace: toxic materials, flammable, corrosive, explosive, fumes gases, radioactive etc.
- Hazard symbols and signage
- Correct safety precautions and procedures when using hazardous materials – flammable gases, acids etc.
- Personal Protective Equipment (PPE) and the role of personal hygiene at work
- Safe storage and handling of hazardous materials/substances
- Procedures for disposal of hazardous materials
- Environmental and human effects of hazardous materials and substances

**UNIT IV – PRACTICING FIRE SAFETY AND HAZARDS MITIGATION 9 Hours****Specific Objectives**

Upon completion of this unit, students are competent when they are able to:

- 4.1 identify the types of fire hazards common to the work environment and fire hazards symbols
- 4.2 demonstrate the correct selection and use of fire extinguishing equipment
- 4.3 describe the proper location of fire extinguishing equipment at the workplace
- 4.4 demonstrate the correct procedures when extinguishing different types of fires at the workplace.
- 4.5 plan and participate in a fire drill in a lab-setting or a work environment and write a report on the activity.
- 4.6 describe the safety procedures and precautions used to handle and store flammable materials
- 4.7 explain the importance and use of an assembly point at the workplace

**Content:**

The content should include but is not limited to:

- Fire hazards at work and fire hazards symbols
- Fire extinguishers demonstration and selection and use of various types of fire extinguishers
- Proper fire extinguishers location at the workplace
- Correct procedures to use when approaching and extinguishing various types of fires
- Fire drills and Fire Drill Report: time; number of participants; fire drill plan, safety protocol etc
- Safety procedures and precautions in handling and storing of flammable materials
- Assembly points

## **UNIT V – ADMINISTERING FIRST AID AND CPR**

**12 Hours**

### **Specific Objectives**

Upon completion of this unit, students are competent when they are able to:

- 5.1 explain the concept “first aid”, CPR and the importance at the workplace (Geriatric Care)
- 5.2 outline the steps taken when an accident occurs
- 5.3 follow the ABC Assessment for first aid
- 5.4 demonstrate how to treat cuts and bruises with first aid (demonstration/simulation)
- 5.5 use a first aid kit and select an appropriate location for the kit
- 5.6 demonstrate the application of first aid and CPR to injured colleagues (Simulation)
- 5.7 identify various emergency services available in the work community
- 5.8 examine the role of having trained first-aider at the workplace
- 5.9 follow establish procedures to administer First Aid and CRP procedures to Clients/Colleagues
- 5.10 take steps to acquire professional certification in First Aid and CPR
- 5.11 assess the role of the Government Agencies, Professional Bodies in OHS compliance
- 5.12 take responsibility for personal safety and safety of clients in one’s own care

**Content:**

The content should include but is not limited to:

- First aid and its importance
- Steps to be taken when an accident occurs
- First aid – Airway, Breathing, and Circulatory assessments
- Treating cuts and bruises (simulation/demonstration)
- First Aid Kit – its location and use
- Administering first aid and CPR to the injured
- Emergency services in the work community – ambulance, fire, police, accident, natural disaster organizations etc
- Role of trained first-aider at the workplace
- Roles: Ministry of Labour, Labour Organizations, Nursing Council, Fire Brigade Service, Emergency, ODPEM
- Responsibility for personal safety

## **UNIT VI – PRACTICING ACCIDENT AND INJURY PREVENTION AND SAFETY**

**12 Hours**

**Specific Objectives**

Upon completion of this unit, students are competent when they are able to:

- 6.1 explain the general principles of accident and injury prevention
- 6.2 examine the role of OSH Committee in preventing injury at the workplace
- 6.3 investigate the types of safety and security issues that will affect employees, clients and the work environment
- 6.4 develop an occupational safety and health programme for a workplace of your choice (*Group Project consisting of three (3) students*)
- 6.5 evaluate workplace practices in order to identify hazards to clients, workers and the work environment
- 6.6 research an emergency preparedness plan for a workplace of your choice
- 6.7 describe how an emergency preparedness plan helps to prevent injury at the workplace
- 6.8 describe how to develop a safety culture in a work environment

- 6.9 maintain workplace occupational health and safety
- 6.10 participate in workplace safety procedures
- 6.11 maintain a safe, healthy, clean and productive work environment
- 6.12 contribute to the development of OHS policies, standards and procedures for the workplace and the profession.
- 6.13 perform measures to reduce the spread of diseases within the geriatric facility

### **Content:**

The content should include but is not limited to:

- General principles of injury prevention: education, enforcement/enactment; engineering, economic incentives/penalties
- Role of OSH Committee: forum to discuss safety issues at work, recommendations regarding OHS
- Types of safety and security issues at work: health, confined space, slip, fall, fire, mal- functioning equipment, disgruntled customer/employee, human error etc
- OHS Programme for a selected workplace
- Workplace safety Audit
- Workplace Emergency Preparedness plan
- Workplace Preparedness Plan and injury prevention
- Safety Culture development at work: safety processes, procedure manual, education and training, safety laws, rewards, scheduled equipment maintenance, use of personal protective equipment, etc.
- Vector and Disease Control Measures within the Geriatric Facility

## **UNIT VII – CONDUCTING ASSESSMENT OF GERIATRIC ENVIRONMENT 9 Hours**

### **Specific Objectives**

Upon completion of this unit, students are competent when they are able to:

- 7.1 explain the importance of assessing the BPO environment
- 7.2 identify types of facilities/environment

- 7.3 identify range of clients/users of BPO facilities
- 7.4 adhere to establish policies, standards and procedures to conduct assessment
- 7.5 conduct BPO assessments
- 7.6 analyse assessment findings
- 7.7 work as a part of a BPO Assessment Team
- 7.8 evaluate the factors to be considered in conducting BPO assessments
- 7.9 assess the importance of culture, ethnicity, class/status, diversity and education in conducting assessment of the BPO environment

**Content:**

The content should include but is not limited to:

- Environment: Homes, Nursing Homes, Infirmary, Public and Private Hospitals
- Factors to Consider: Stairs, Bathrooms (Bathing and Toileting), Medications, Predetermined wishes of elderly, Family situations, Nutrition and Cooking, Falls, Smoke detectors, Emergency Contacts, Utilities, Temperatures (Home and Water), Safety of Neighbourhood, Emergency Exits, Flooring, Financial Situations
- Impact of: Education, Status/Class, Diversity, Ethnicity, Culture
- Profile of Assessment Team
- Procedures for Assessment Conduct
- Analysis and Reporting Procedures

**ASSESSMENT PROCEDURES**

Students will take responsibility for their own academic achievement. Students will demonstrate their commitment to their own goal of educational advancement by attending classes, completing assigned work, and complying with existing copyright legislations. To successfully complete this course, a student must pass **ALL** the different components of the course.

On-going Assessment Requirements			
No.	Suggested Unit/Unit Cluster	Assessment Strategy	Weight
1	I, II, III,	Oral Assignment	20%
2	IV, V	Written Assignment	20%
3	VI, VII	Group Project	40%
4	II	Written	20%
Total			100%

## FEEDBACK

- Students will be given rubrics and grading schemes within the first contact period of the course. Each student will also be given written and oral feedback. Feedback will be immediate and no longer than one week after a task is assessed. Feedback may be documented on assessment evidence.

## INSTRUCTIONAL METHODS:

- Lectures
- Demonstrations
- Discussions
- Group Work
- Presentations
- Guest Lecturers
- Video Presentations
- Research
- Simulation
- Role playing
- Case Studies

## RESOURCE:

### Prescribed:

Goetsch; David L. (2011). *Occupational Safety and Health for Technologists, Engineers, and*  
 MoEYI - Centre of Occupational Studies      Draft 2.0 COS/ October 2017      *Page 38 of 125*

*Managers, (7 Ed.)* Prentice Hall NJ

**Recommended:**

1. Benjamin, O., A. (2008) *Fundamental Principles of Occupational Health and Safety*, (2ed) International Labour Organization
2. Goold, G.(latest edition) *First Aid in the Workplace*. Prentice Hall NJ, USA
3. Koradecka, D.(2010) *Handbook of Occupational Safety and health*, CRC Publishers

**Internet**

International Labour Organization: Retrieved <http://www.ilo.org/global/topics/safety-and-health-at->

**Other online resources**

<https://www.ebscohost.com> [www.springerlink.com/books](http://www.springerlink.com/books)

## **FACULTY OF BUSINESS AND PROFESSIONAL SERVICES**

PROGRAMME:	OCCUPATIONAL ASSOCIATE DEGREE
	BUSINESS PROCESS OUTSOURCING
COURSE NAME:	DEMONSTRATING LEGAL AND ETHICAL PRACTICES
COURSE CODE:	
COURSE HOURS:	45 HOURS
CREDIT VALUE:	3
PREREQUISITES:	NONE
YEAR/SEM.:	YEAR 1, SEMESTER 1
APPROVED BY:	CENTRE OF OCCUPATIONAL STUDIES

### **COURSE DESCRIPTION**

This course designed to give students the skills, knowledge and attitudes required to understand the legal and ethical requirements of the BPO working environment and to demonstrate appropriate behavior when engaging with clients, colleagues and handling sensitive, legal and confidential information in the workplace. The course also encourages the modeling of organizational values, cultures and processes in promoting ethical leadership, confidentiality, security and moral decision making at all levels of the organization. The course also exposes students to requirement to working across economic, legal and cultural borders This course is an introduction to legal, regulatory, ethical and security requirements relating to the Business Process Outsourcing Sector. Application of these requirements is critical to ensure that businesses are operating within the parameters of the various laws, regulations, ethics and security practices.

### **LEARNING OUTCOMES AND INSTRUCTIONAL OBJECTIVES**

Upon completion of this course, students are competent when they are able to:



1. model ethical values
2. incorporate ethical practices into the organization's culture
3. adhere to accepted organizational codes of conduct
4. follow rules of confidentiality
5. adhere to security procedures
6. understand the Laws relating to BPO Organization
7. understand the Laws relating to Cross-Border Jurisdictions Trading
8. understand the legal environment, its principles and procedures
9. examine how these principles impact the Business Process Sector.
10. evaluate the legal relationship between the various stakeholders in the industry
11. use legal principles to guide business decision making
12. analyse organizational structure and business processes
13. understand international conventions
14. understand Jamaican Company Act

## **UNIT I - DEMONSTRATING ETHICAL VALUES**

**3 Hours**

### **Specific Objectives**

Upon completion of this unit, students are competent when they are able to:

- 1.1. outline all ethical values and practices of an organization
- 1.2. demonstrate professional behavior in the workplace
- 1.3. consistently maintain high ethical standards
- 1.4. resolve issues related ethical matters within the work environment
- 1.5. maintain confidentiality in reporting unethical behavior
- 1.6. promote a culture of exposing ethical misconduct

### **Content**

The content should include but is not limited to:

- Policies
- Types of Ethics
- Impact of Ethics

- Professionalism and Ethics

## **UNIT II - APPLING ETHICAL PRINCIPLES**

**6 Hours**

### **Specific Objectives**

Upon completion of this unit, students are competent when they are able to:

- 2.1. discuss the purpose and role of ethics in the organization
- 2.2. adhere to ethical standards of the organization
- 2.3. develop personal ethical standards
- 2.4. adhere to acceptable social ethical standards
- 2.5. expose weaknesses in the organization's systems and processes which facilitate unethical behavior
- 2.6. assess the impact of unethical behavior on the viability of the organizations
- 2.7. develop policies and procedures in response to ethical considerations
- 2.8. evaluate the relationship between cultural practices and ethics
- 2.9. justify the ethical practices of other cross-border jurisdictions

### **Content**

The content should include but is not limited to:

- Principles of ethics
- Impact of Culture on Ethics
- Importance of ethics
- Ethics in Business

## **UNIT III - ADHERING TO ORGANIZATIONAL CODES OF CONDUCT**

**3 Hours**

### **Specific Objectives**

Upon completion of this unit, students are competent when they are able to:

- 3.1 produce assigned tasks to meet required standards
- 3.2 follow procedures in providing feedback on workplace operations
- 3.3 demonstrate a culture of respect among workers and customers
- 3.4 exhibit honesty and integrity at all times

- 3.5 close customer engagement according to relevant policy
- 3.6 adhere to code of conduct

### **Content**

The content should include but is not limited to:

- Dress Code
- Interpersonal relationship
- Clients
- Policies

## **UNIT IV - PRACTICING CONFIDENTIALITY**

**3 Hours**

### **Specific Objectives**

Upon completion of this unit, students are competent when they are able to:

- 4.1 distinguish between confidential and non-confidential information
- 4.2 discuss the importance of confidentiality in business
- 4.3 determine the impact of non-confidentiality on organization's operations
- 4.4 exercise discretion and good judgment in the use of all information
- 4.5 refrain from discussing company related matters inappropriately with others
- 4.6 comply with company policies

### **Content**

The content should include but is not limited to:

- Company Policies
- Importance of Confidentiality in Clients relationships
- Impact on non-confidentiality on company

## **UNIT V - ADHERING TO SAFETY AND SECURITY**

**3 Hours**

### **Specific Objectives**

Upon completion of this unit, students are competent when they are able to:

- 5.1. follow instructions on safety and security procedures of the organization

- 5.2. secure organizational assets, including information, within the immediate work environment
- 5.3. secure all documents as per workplace policy and procedures
- 5.4. adhere to legislative requirements for the storage and disposal of documents consistent with company policy
- 5.5. follow legislative and organizational policy as it relates to the creation and storage of backups
- 5.6. adhere to security procedures for the handing over of documents, files, reports and other confidential information
- 5.7. determine the relationship between safety, security and organization effectiveness

## **Content**

The content should include but is not limited to:

- Organization's policies
- Legal and Regulatory Requirements
- Personal Safety and Security
- Relationships: Cost implications, Productivity, Resource Losses, Time to Market, Company Image

## **UNIT VI – ANALYSING THE ORGANIZATIONAL STRUCTURE**

**9 Hours**

### **Specific Objectives**

Upon completion of this course, students are competent when they are able to:

- 6.1. explain the types of business formation
- 6.2. discuss the Company Act of Jamaica
- 6.3. assess World Trade Organization (WTO) Convention
- 6.4. explain Sole Proprietorships

- 6.5. explain the importance of Sole Proprietorship
- 6.6. explain Partnership
- 6.7. identify the benefit of Partnership
- 6.8. identify the types of Partnerships
- 6.9. explain Corporation/Company
- 6.10. identify the benefits of Corporation
- 6.11. identify the types of Corporations/Companies
- 6.12. interpret relevant legislations related to business formation and practices

## **Contents**

The content should include but is not limited to:

- Sole Proprietorship
- Partnership
- Corporation
- Types of Partnerships
- Types of Capital Structure/Funding
- Acts: Companies, Sole Trader, Partnership
- Funding structures : Sole Trader, Partnerships, Company
- Statutory Responsibilities

## **UNIT VII – ADHERE TO LAWS AND REGULATIONS**

**12 Hours**

### **Specific Objectives**

Upon completion of this course, students are competent when they are able to:

- 7.1. identify the law related to Business Process Sector operation
- 7.2. identify the duty of care which operators should demonstrate to stakeholder
- 7.3. identify the laws that are related to employees
- 7.4. define workplace discrimination and sexual harassment

- 7.5. examine the Act Disabilities act
- 7.6. examine the types of discrimination in employment act
- 7.7. examine and apply the requirements of the Labour Laws

## **Contents**

The content should include but is not limited to:

- Business /Trade Licenses
- Professional Licenses
- Permits
- Employment related issues:
  - Recruitment:
    1. Selection and Hiring
    2. Unions
    3. Payroll Taxes
    4. Wage Payments/ Overtime
- Statutory Deductions and Contributions
- Harassment Prevention
- Worker evaluation and Performance Management
- Workplace discrimination
- BPO Operations related issues:
  - OSHA
  - Fair Trading Act Working conditions
  - Cross-border trading
- Insurance requirements, including:
  - Workers' Compensation Benefits
  - Company Liability
  - Personal Liability
- Stakeholders:

- Customers
- Suppliers
- Shareholders
- Regulatory bodies

## **UNIT VIII – INTERPRETING CONTRACTS**

**8 Hours**

### **Specific Objectives**

Upon completion of this course, students are competent when they are able to:

- 8.1. explain the nature of contracts
- 8.2. analyse and interpret the terms and conditions of contracts
- 8.3. adhere to terms in a contract
- 8.4. identify breaches and remedies of contract
- 8.5. apply methods of terminating a contract
- 8.6. adhere to the major tenets of Contract Law
- 8.7. explain the term quantum meruit

### **Content:**

The content should include but is not limited to:

- Definition of a Contract
- Essentials of a valid Contract (offer, acceptance, consideration, capacity, legality, etc.)
- Types of Contracts (Specialty/Simple)
- Classification of Contracts (Express, Implied, Bilateral, Unilateral, Void, Voidable, Unenforceable)
- Terms in a Contract (Exemption, Clauses, Mistakes, Misrepresentation)
- Breach of Contract
- Termination of a Contract – Frustration, Agreement, Performance
- Quantum meruit

## **UNIT IX – ADHEREING TO LAWS RELATED TO CUSTOMERS**

**6 Hours**

## Specific Objectives

Upon completion of this course, students are competent when they are able to:

- 9.1 interpret and apply the laws related to Customers
- 9.2 execute the responsibilities to all Customers
- 9.3 carry out responsibilities related to provision of services
- 9.4 determine liability responsibilities to Customers
- 9.5 adhere to quality and customer service policies

## Contents

The content should include but is not limited to:

- Duty of care, reasonable care
- Responsibilities to all customers
- Responsibilities related to serving food
- Responsibilities related to serving alcoholic beverages
- Liability
- Quality and Customer Service Policies

## **UNIT X – ADHERING TO CONSUMER PROTECTION ACTS**

**6 Hours**

## Specific Objectives

Upon completion of this course, students are competent when they are able to:

- 10.1 define “consumer” and “consumer protection
- 10.2 explain why consumers need protection
- 10.3 identify the roles of a variety of consumer protection agencies
- 10.4 adhere to legislations and regulations

## Content:

The content should include but is not limited to:

- Criminal implications of the law.



- Defective goods and services
- Prevention and Criminal sanctions
- Enforcement
- Legislations and Regulations

## **UNIT XI - MEET STATUTORY AND ORGANIZATION INFORMATION REQUIREMENTS 3 HOURS**

### **Specific Objectives**

Upon completion of this unit, students are competent when they are able to:

- 11.1 demonstrate knowledge of the importance of information to the organization
- 11.2 evaluate the statutory and organizational informational needs
- 11.3 use appropriate mechanisms to determine organization and statutory information requirements
- 11.4 identify gaps or inadequacies in the organization's information system
- 11.5 identify and meet information requirements
- 11.6 identify and periodically evaluate sources of information and make recommendations
- 11.7 adhere to company policies in handling statutory and organization information requirements
- 11.8 manage system to record and store information related to statutory and organizational needs
- 11.9 maintain and quality manage the information system

### **Content**

The content should include but is not limited to:

- Statutory Requirements: Government, Local Government, Government Agencies,
- Organization: Financial ,Customers/Clients, Suppliers , Clients Accounts, Systems ,Processes, Products, Services, Staff
- Informational Resources
- Policies and Procedures
- Types of information, Sources of information

- Quality Assurance: Data Collection, Recording Storage and Dissemination

## **UNIT XII - COMPLY WITH LEGAL REQUIREMENTS FOR CROSS-BORDER**

### **TRADING 3 HOURS**

#### **Specific Objectives**

Upon completion of this unit, students are competent when they are able to:

- 12.1 explain the importance of Cross-Border Trading to the BPO
- 12.2 explain the importance of understanding the legal requirements of other jurisdiction
- 12.3 determine the impact of legal requirements of other jurisdiction on the BPO organization
- 12.4 comply with the legal requirements for Cross-Border Trading in a BPO context
- 12.5 consider international trading convention

#### **Content**

The content should include but is not limited to:

- Define Cross-Border trading
  - Convention: WTO , IMF , GATT . Geneva Convention, Trading Blocks
  - Legal Requirements : USA , Canada, EU, and other countries
- .....

#### **ASSESSMENT PROCEDURES**

Students will take responsibility for their own academic achievement. Students will demonstrate their commitment to their own goal of educational advancement by attending classes, completing assigned work, and complying with existing copyright legislations. To successfully complete this course, a student must pass **ALL** the different components of the course.

<b>On-going Assessment Requirements</b>			
<b>No.</b>	<b>Suggested Unit/Unit Cluster</b>	<b>Assessment Strategy</b>	<b>Weight</b>
<b>1</b>	<b>I, II, III,</b>	Oral Assignment	20%
<b>2</b>	<b>IV, V</b>	Written Assignment	20%

<b>3</b>	<b>VI, VII, VIII</b>	Group Project	40%
<b>4</b>	<b>IX, X XI</b>	Written	20%
<b>Total</b>			<b>100%</b>

## FEEDBACK

Students will be given rubrics and grading schemes within the first contact period of the course. Each student will also be given written and oral feedback. Feedback will be immediate and no longer than one week after a task is assessed. Feedback may be documented on assessment evidence.

## INSTRUCTIONAL METHODS:

1. Lectures
2. Demonstrations
3. Discussions
4. Group Work
5. Presentations
6. Guest Lecturers
7. Video Presentations
8. Research
9. Simulation
10. Role playing
11. Case Studies

## RESOURCES

1. Lacity, M. & Willcocks, L. (2015). *Nine Keys to World-Class Business Process Outsourcing Hardcover*

## **FACULTY OF BUSINESS AND PROFESSIONAL SERVICES**

PROGRAMME:	OCCUPATIONAL ASSOCIATE DEGREE IN BUSINESS PROCESS OUTSOURCING
COURSE NAME:	DEMONSTRATING INTERNET USAGE
COURSE CODE:	
COURSE HOURS:	45
CREDIT VALUE:	1
PREREQUISITES:	
YEAR/SEM.:	YEAR 1, SEMESTER 1
APPROVED BY:	CENTRE OF OCCUPATIONAL STUDIES

### **COURSE DESCRIPTION**

This course deals with the knowledge, skills and attitudes required to connect to the Internet, securely send and receive emails, search the Internet using web browsers and interact securely and in a socially responsible manner with a range of different internet sites.

### **LEARNING OUTCOMES AND INSTRUCTIONAL OBJECTIVES**

Upon completion of this course, students are competent when they are able to:

1. connect to and access the internet
2. use email for communications
3. search the internet
4. access and use consumer specific sites on the internet
5. undertake online transactions
6. conduct an advanced search

7. use information that has been located

## **UNIT I - CONNECT TO AND ACCESS THE INTERNET**

**8 Hours**

### **Specific Objectives**

Upon completion of this unit, students are competent when they are able to:

- 1.1. connect to internet via existing internet connection and confirm functionality
- 1.2. open internet browser
- 1.3. set home page of personal choice by setting browser options
- 1.4. ensure internet browser software security
- 1.5. adjust display of the internet browser to suit personal requirements
- 1.6. modify toolbar to meet user and internet browser needs
- 1.7. access a particular website
- 1.8. note the privacy and other terms and conditions of use of a website
- 1.9. retrieve data from a website
- 1.10. use socially responsible behaviour when sharing information on the internet

### **Content**

The content should include but is not limited to:

- Connecting to the internet - 3G or high-speed downlink packet access (HSDPA) cellular network, 4G cellular network, broadband, cable, digital subscriber line (DSL), fibre to the 'x' (FTTx), high-speed digital subscriber line (HSDSL), integrated services digital network (ISDN) network terminating unit (NTU), satellite, wireless modem, worldwide interoperability for microwave access (WiMAX).
- Open Web Browsers – Firefox, Galleon, Google Chrome, Internet Explorer, Konqueror, Lynx, Mozilla, Netscape Navigator, Opera, Phoenix
- Configuring browser options – history, setting home page, location of temporary files, privacy level, security level, type of connection
- Internet Browser software security - application enabling, cookie handling, pop-up

blocking, privacy levels, security zones, trusted sites

- Adjust display – minimize, maximize, restore down, adjust font size, theme
- Modifying the toolbar – History, Plug-Ins
- Access a website - by typing in the uniform resource locator (URL) in the address line of internet browser, by clicking on a hyperlink
- Noting privacy and other terms and conditions of use of a website – review terms of conditions of browser, accept/deny terms
- Retrieve data from a website – download, copy/paste, screenshot
- Socially responsible behaviour - not using obscene, profane, lewd, vulgar, rude, inflammatory or threatening language, not publishing information that, if acted upon, could cause damage to property or persons, nor publish deliberately false or defamatory information about a person or organisation , not engaging in personal attacks, including prejudicial or discriminatory attacks, not harass (distress or annoy) another person, not accessing material that is profane, obscene, pornographic or paedophilic, that promotes illegal acts, or that advocates violence or discrimination, not sending inappropriate emails, taking responsibility for protecting personal information by not revealing personal information, including names, addresses, photographs, credit card details and telephone numbers

## **UNIT II - USE EMAIL FOR COMMUNICATIONS**

**7 Hours**

### **Specific Objectives**

Upon completion of this unit, students are competent when they are able to:

- 2.1. open email application package,
- 2.2. create an email account
- 2.3. create new email message and
- 2.4. add addresses to an email message
- 2.5. compose text of an email message according to organisational guidelines
- 2.6. spell check text of an email message
- 2.7. edit text as required
- 2.8. create an automatic signature for the user

- 2.9. add an automatic signature for the user
- 2.10. attach files to email message where required
- 2.11. determine and set priority of an email message
- 2.12. send an email message
- 2.13. respond to a received message using available features
- 2.14. open an attachment
- 2.15. save an attachment to the relevant folder on storage device
- 2.16. search for an email message
- 2.17. sort email messages
- 2.18. save email message using available settings
- 2.19. filter email messages to specific folders/labels in email application package
- 2.20. adjust email accounts to restrict and quarantine possible email security problems
- 2.21. print email message as required

## **Content**

The content should include but is not limited to:

- Open email application package
- Create an email account – checking for existing accounts, professional email addresses, strong/weak passwords
- Create new email message
- Add addresses to an email message – typing an individual address, from contact list
- Compose text of an email message according to organisational guidelines
- Spell check text of an email message
- Edit text as required – formatting font (bold, underline, font style, font size, color, bullet)
- Create an automatic signature for the user
- Add an automatic signature for the user
- Attach files to email message where required – from internal/external storage media
- Determine and set priority of an email message
- Send an email message
- Respond to a received message using available features - Reply, Reply to all, CC, BCC,

Forward

- Open an attachment
- Save an attachment to the relevant folder on storage device
- Search for an email message
- Sort email messages
- Save email message using available settings
- Filter email messages to specific folders/labels in email application package
- Adjust email accounts to restrict and quarantine possible email security problems - taking steps to restrict malware, phishing, spam
- Print email message as required

### **UNIT III - SEARCHING THE INTERNET**

**6 Hours**

#### **Specific Objectives**

Upon completion of this unit, students are competent when they are able to:

- 3.1. review organizational guidelines on internet access
- 3.2. open internet application and locate and access a search engine on the internet.
- 3.3. define search expressions based on data required
- 3.4. enter appropriate keywords into the search engine to locate desired information
- 3.5. refine a search depending on outcomes of original search
- 3.6. save search expression results and present them in a report according to information requirements
- 3.7. create a bookmark within the internet browser or a link for the required web page for the key results
- 3.8. save key results in a bookmark folder
- 3.9. modify internet browser options for printing and print a web page
- 3.10. close internet browser

#### **Content**

The content should include but is not limited to:

- Analyze organizational guidelines on internet access - content of emails, downloading



information and accessing particular websites, opening mail with attachments, personal use of emails and internet access, virus risk (MS Windows OS and Mac OS only).

- Open internet application and locate and access a search engine on the internet.
- Define search expressions based on data required
- Enter appropriate keywords into the search engine to locate desired information
- Refine a search depending on outcomes of original search
- Save search expression results and present them in a report according to information requirements
- Create a bookmark within the internet browser or a link for the required web page for the key results
- Save key results in a bookmark folder
- Modify internet browser options for printing and print a web page
- Close internet browser

## **UNIT IV - ACCESS AND USE CONSUMER SPECIFIC SITES ON THE INTERNET**

### **6 Hours**

#### **Specific Objectives**

Upon completion of this unit, students are competent when they are able to:

- 4.1 review information-specific sites to gain consumer information
- 4.2 use internet application sites to lodge details and gain access and information
- 4.3 use online forums on the internet

#### **Content**

The content should include but is not limited to:

- Identify, access and review information-specific sites to gain consumer information - consumer: banking, shopping, education and training, government, health, interest groups, news, travel, restaurant
- Identify and use internet application sites to lodge details and gain access and information
- Access and use online forums on the internet

**Specific Objectives**

Upon completion of this unit, students are competent when they are able to:

- 5.1. access online transaction site
- 5.2. ensure security of transaction site
- 5.3. enter required information into fields on merchant's website
- 5.4. ensure pop-up dialog boxes, prompts or feedback mechanisms are completed
- 5.5. enter, check and make changes to preferred transaction options
- 5.6. complete online transaction
- 5.7. record and archive receipts according to business processes
- 5.8. exit transaction process

**Content**

The content should include but is not limited to:

- Access online transaction site – amazon.com, ebay.com, clickmarketonline.com, billexpressonline.com
- Ensure security of transaction site – check the secure socket layer (SSL)
- Enter required information into fields on merchant's website
- Ensure pop-up dialog boxes, prompts or feedback mechanisms are completed
- Enter, check and make changes to preferred transaction options - currency, delivery address, freight, invoice address
- Complete online transaction – proceed to checkout
- Record and archive receipts according to business processes
- Exit transaction process

**Specific Objectives**

Upon completion of this unit, students are competent when they are able to:

- 6.1. use search tools and advanced search features
- 6.2. use Boolean search techniques when required to enhance the search
- 6.3. use multiple or meta-search tools with a range of key words

- 6.4. use search engines particular to a field of knowledge to refine the outcome
- 6.5. access related virtual community sites and newsgroups, and note their objectives and operational arrangements
- 6.6. conduct a search with domain names to refine the search

## **Content**

The content should include but is not limited to:

- Search tools and advanced search features -- Wildcard terms/placeholders (?, \*), Inclusion and exclusion operators (+, -), Hashtags (#), Word/phrase quotes for exact match (“ ”)
- Boolean search techniques (AND, OR, NOT, NAND, NOR, NE, GE, LE, GT, LT)
- Search engines - Alexa Internet, AllTheWeb, AltaVista, Bing, Cuil, Excite, Galaxy, GigaBlast, Go.com, Google, HotBot, Live Search, Lycos, Search. AOL, specific search engines, Yahoo
- Use multiple or meta-search tools with a range of key words (expedia.com, priceline.com)
- Virtual community sites and newsgroups (CNN, Bloomberg)
- Search operators – site:, Search using top level domains - .com, .edu, .gov, .mil, .net, .org
- Search operators – link: To link to certain web pages

## **UNIT VII - USE INFORMATION THAT HAS BEEN LOCATED**

**5 Hours**

### **Specific Objectives**

Upon completion of this unit, students are competent when they are able to:

- 7.1. determine accuracy of information found by cross referencing information from several websites
- 7.2. determine currency of information by checking the date that webpage was last updated or properties of webpage
- 7.3. determine webpage authority by looking at copyright statements, privacy statements and organizational information
- 7.4. save information found in different file forms

## 7.5. print information found in different file forms

### Content

The content should include but is not limited to:

- Determine accuracy of information found by cross referencing information from several websites
- Determine currency of information by checking the date that webpage was last updated or properties of webpage
- Determine webpage authority by looking at copyright statements, privacy statements and organisational information - Websites to avoid: wikipedia.com, blogs
- Save information found in different file forms - docx, xlsx, pptx, pdf, avi, mp3, mp4, flv, wav, jpeg, gif, png, bmp, txt, html
- Print information found in different file forms

---

### INSTRUCTIONAL METHODS

- Lab
- Case Study
- Simulation
- Demonstration
- Role Play
- Research
- Presentations

### ASSESSMENT PROCEDURES

Students will take responsibility for their own academic achievement. Students will demonstrate their commitment to their own goal of educational advancement by attending classes, completing assigned work, and complying with existing copyright legislations. To successfully complete this course, a student must pass **ALL** the different components of the course.

<b>Continuous Assessment</b>	<b>100%</b>
• Oral Presentation	10%
• Lab Exercises (10% per unit)	70%
• Group Project	20%
<b>Total</b>	<b>100%</b>

<b>On-going Assessment Requirements</b>			
<b>No.</b>	<b>Suggested Unit/Unit Cluster</b>	<b>Assessment Strategy</b>	<b>Weight</b>
<b>1</b>	<b>I, II, III,</b>	Oral Assignment	20%
<b>2</b>	<b>IV, V</b>	Written Assignment	20%
<b>3</b>	<b>VI, VII, VIII</b>	Group Project	40%
<b>4</b>	<b>IX, X XI</b>	Written	20%
<b>Total</b>			<b>100%</b>

## **FEEDBACK**

Students will be given rubrics and grading schemes within the first contact period of the course. Each student will also be given written and oral feedback. Feedback will be immediate and no longer than one week after a task is assessed. Feedback may be documented on assessment evidence.

## **RESOURCES**

1. Vermaat, M. et. Al. (2016). Discovering Computers. Shelly Cashman

**FACULTY OF BUSINESS AND PROFESSIONAL SERVICES**

PROGRAMME:	OCCUPATIONAL ASSOCIATE DEGREE IN BUSINESS PROCESS OUTSOURCING
COURSE NAME:	APPLIED FOUNDATION MATHEMATICS I
COURSE CODE:	GED MATH102S1
COURSE HOURS:	45 HOURS
CREDIT VALUE:	3
PREREQUISITES:	BASIC – LEVEL 3 /CXC MATHEMATICS
YEAR/SEM.:	YEAR 1, SEMESTER 1
APPROVED BY:	CENTRE OF OCCUPATIONAL STUDIES

**COURSE DESCRIPTION:**

The main emphasis of this course is on developing the ability of the students to start with a problem in non-mathematical form and transform it into mathematical language. This will enable them to bring mathematical insights and skills in devising a solution, and then interpreting this solution in real-world terms.

**LEARNING OUTCOMES AND INSTRUCTIONAL OBJECTIVES:**

Upon completion of this course, students will be able to relate to concepts, theories and techniques, which are studied; develop and practice a range of technical competencies, personal competencies and social competencies; identify and develop career paths within their industry. It will also encourage students to develop important employability skills, make contacts with potential employers and construct work experience profiles commensurate with the demands of future employers and explore entrepreneurial opportunities.

Upon completion of this course, students are competent when they are able to:

1. use data collection tools, organize and analysis data to make decisions
2. use Mathematical Skills to inform research data needed for productive employment and life-long learning
3. use appropriate statistical language in written and oral presentations
4. develop an awareness importance of applications of Mathematics
5. apply Mathematics to relevant problems encountered daily
6. use calculators and computers to enhance mathematical investigations
7. develop a mathematical curiosity and creativity
8. acquire relevant skills and knowledge to access advanced courses in Mathematics and its applications in other subject areas

## **UNIT I - SOLVE ORDINARY DIFFERENTIAL EQUATIONS**

**6 Hours**

### **Specific Objectives**

Upon completion of this unit, students are competent when they are able to:

- 1.1 solve simple equations
- 1.2 solve simultaneous equations
- 1.3 solve quadratic equations

### **Content**

The content should include but is not limited to:

- Initial value problem – existence, uniqueness.
- One-step methods for the numerical solution of the initial value problem – explicit and implicit schemes.
- Numerical solution of nonlinear equations.
- Stability and phase plane analysis, bifurcations.
- Applications such as population models, epidemiology.
- Boundary value problems; finite difference methods - numerical solution of banded linear systems.
- Sturm-Lowville systems

## **UNIT II - APPLY FOURIER SERIES**

**9 Hours**

### **Specific Objectives**

Upon completion of this unit, students are competent when they are able to:

- 2.1 apply Discrete Fourier to solve problems
- 2.2 interpret related formulae
- 2.3 calculate Orthogonal expansion

### **Content**

The content should include but is not limited to:

- Fourier series
- Orthogonal expansions
- Discrete Fourier series and convolutions

## **UNIT III - SOLVE HEAT EQUATIONS**

**6 Hours**

### **Specific Objectives**

Upon completion of this unit, students are competent when they are able to:

- 3.1 use Fick's Law
- 3.2 separate variables
- 3.3 scale Invariance
- 3.4 use Finite difference methods

### **Content**

The content should include but is not limited to:

- Heat flow, Fick's law
- Separation of variables
- Fundamental solution from Fourier transforms; scale-invariance
- Smoothing effect, maximum principle
- Finite difference methods for heat equation in 1-3 dimensions

## **UNIT IV - SOLVE QUASI-LINEAR AND BURGER'S EQUATIONS**

**3 Hours**

### **Specific Objectives**



Upon completion of this unit, students are competent when they are able to:

- 4.1 interpret Quasi-Linear Equations
- 4.2 solve Quasi-Linear Equations
- 4.3 interpret Burger's Equations

### **Content**

The content should include but is not limited to:

- Quasi-linear first-order equations
- Characteristics: Burger's equation
- Quasi-Linear equations

## **UNIT V: SOLVE WAVE EQUATION**

**6 Hours**

### **Specific Objectives**

Upon completion of this unit, students are competent when they are able to:

- 5.1 interpret Wave Equations
- 5.2 solve Wave Equations
- 5.3 use d'Alembert's formula
- 5.4 use Hadamard's Methods
- 5.5 use 2D and 3D Methods
- 5.6 clarify Numerical Issues
- 5.7 use Energy Conservation Formula

### **Content**

The content should include but is not limited to:

- 1D - d'Alembert's formula, initial-boundary value problems
- 2D, 3D: method of spherical means, Hadamard's method of descent
- Inhomogeneous equations via Duhamel's principle
- Domain of influence/dependence, Huygens's principle
- Conservation of energy
- Numerical issues

## UNIT VI - USE DISTRIBUTIONS, DELTA, GREEN FUNCTIONS AND SOLUTIONS

**3 Hours**

### Specific Objectives

Upon completion of this unit, students are competent when they are able to:

- 6.1 use Distributions Solutions
- 6.2 apply Delta Solutions
- 6.3 use Green Functions

### Content

The content should include but is not limited to:

- Distributions
- Delta Functions
- Green's Functions
- Fundamental solutions

## UNIT VII - SOLVE LAPLACE AND POISSON EQUATIONS

**6 Hours**

### Specific Objectives

Upon completion of this unit, students are competent when they are able to:

- 7.1 solve Laplace Equations
- 7.2 solve Poisson Equations
- 7.3 determine Mean Value Inequity
- 7.4 use Dirichlet Formula
- 7.5 separate Variables

### Content

The content should include but is not limited to:

- Separation of **variables** for special geometries.
- Green's representation for solution to Dirichlet problem, Poisson integral.

- Mean value inequality, strong and weak maximum principles, uniqueness for Dirichlet problem
- Dirichlet Principle
- Issues in finite difference methods for Poisson equations.
- A simple finite element method

## **UNIT VIII - CONDUCT DIMENSIONAL ANALYSIS**

**3 Hours**

### **Specific Objectives**

Upon completion of this unit, students are competent when they are able to:

- 6.4 conduct dimensional analysis
- 6.5 interpret findings
- 6.6 scale dimensions

### **Content**

The content should include but is not limited to:

- Dimensional Analysis
- Scaling

## **UNIT IX - USE PERTURBATION THEORY, ODE'S, ASYMPTOTIC METHODS**

**3 Hours**

### **Specific Objectives**

Upon completion of this unit, students are competent when they are able to:

- 9.1 interpret Perturbation Theory
- 9.2 apply Perturbation Theory
- 9.3 scale dimensions

### **Content**

The content should include but is not limited to:

- Dimensional Analysis
- Scaling

## **UNIT X - USE PERTURBATION THEORY, ODE'S, ASYMPTOTIC METHODS**

### **3 Hours**

#### **Specific Objectives**

Upon completion of this unit, students are competent when they are able to:

- 10.1 interpret Perturbation Theory
- 10.2 apply Perturbation Theory
- 10.3 use Asymptotic Method

#### **Content**

The content should include but is not limited to:

- Regular perturbation
- Asymptotic series
- Multiple scales, secular terms
- Boundary layers, matching
- Asymptotic methods for integrals; Stirling's formula

## **UNIT XI: USE DISCRETE MODELS**

**3 Hours**

#### **Specific Objectives**

Upon completion of this unit, students are competent when they are able to:

- 11.1 solve Linear Difference Equations
- 11.2 use Discrete Model
- 11.3 solve population dynamics
- 11.4 use Discrete Model for Economics

#### **Content**

The content should include but is not limited to:

- Examples from population dynamics, economics
- Linear difference equations

.....

## ASSESSMENT

Students will take responsibility for their own academic achievement. Students will demonstrate their commitment to their own goal of educational advancement by attending classes, completing assigned work, and complying with existing copyright legislations. To successfully complete this course, a student must pass **ALL** the different components of the course.

On-going Assessment Requirements			
No.	Suggested Unit/Unit Cluster	Assessment Strategy	Weight
1		Individual Assignment	20%
2		Written Assignment	20%
3		Group Project	40%
4		Written Test	20%
Total			100%

## FEEDBACK

Students will be given rubrics and grading schemes within the first contact period of the course. Each student will also be given written and oral feedback. Feedback will be immediate and no longer than one week after a task is assessed. Feedback may be documented on assessment evidence.

## INSTRUCTIONAL METHODS

- Interactive lectures
- Class and group discussion/work
- Peer evaluation
- In class tests
- Use of visual and audio-visual aids

## RESOURCES

1. Basu, U. & Mandal, B. (2008). *Applied Mathematics*. New Delhi: Narosa Pub. House

2. Bostock, L. & Chandler, S. (1976). *Applied Mathematics*. Cheltenham (32 Malmesbury Rd, Kingsditch Estate, Cheltenham GL51 9PL): Stanley Thornes (Publishers) Ltd.

DRAFT

## **FACULTY OF NURSING AND COMMUNITY HEALTH CARE**

PROGRAMME:	OCCUATIONAL ASSOCIATE DEGREE IN BUSINESS PROCESS OUTSOURCING
COURSE NAME:	USING COMMUNICATION SKILLS 1
COURSE CODE:	<b>GCCOM102S1</b>
COURSE HOURS:	45 HOURS
CREDIT VALUE:	3
PREREQUISITES:	NONE
YEAR/SEM.:	YEAR 1, SEMESTER 1
APPROVED BY:	CENTRE OF OCCUPATIONAL STUDIES

### **COURSE DESCRIPTION**

This course is designed to give the students the knowledge, skills and aptitudes to develop and use standard communication and presentation skills that are important to and necessary in the Industry and for their personal and professional development.

### **LEARNING OUTCOMES AND INSTRUCTIONAL OBJECTIVES**

Upon successful completion of this course, students are competent when they are able to:

1. communicate in Standard English
2. identify their behavioral styles and communication challenges associated.
3. use models for feedback, communication and listening
4. organize information in a clear and concise manner in writing and speech
5. create a positively impactful introduction
6. implement techniques for varying tones, pitch and body language
7. use their communications skills to the fullest effect

8. demonstrate the fundamentals of effective public speaking

## **UNIT I - USE COMMUNICATION PROCESS**

**9 Hours**

### **Specific Objectives**

Upon completion of this unit, students are competent when they are able to:

- 1.1 name the elements of the communication process
- 1.2 describe the communication process
- 1.3 identify the barriers to communication
- 1.4 apply the forms of communication to everyday life

### **Content:**

The content should include but is not limited to:

- Elements of communication
- The communication process
- Barriers to effective communication
- Forms of communication

## **UNIT II - USE DIFFERENT COMMUNICATION STYLES**

**6 Hours**

### **Specific Objectives**

Upon completion of this unit, students are competent when they are able to:

- 2.1 discuss types of sentences, phrases and clauses
- 2.2 identify main ideas
- 2.3 assess idea linkages
- 2.4 practice improving his/her content and delivery

### **Content**

The content should include but is not limited to:

- Types of sentences, phrases and clauses
- Main ideas
- Idea linkages



- Language usage – Figurative, Rhetorical
- How to improve content and delivery

### **UNIT III - USE LISTENING TECHNIQUES**

**12 Hours**

#### **Specific Objectives**

Upon completion of this unit, students are competent when they are able to:

- 3.1 focus on the speaker
- 3.2 identify details
- 3.3 empathize with what is being said
- 3.4 analyze and respond to the speaker
- 3.5 identify and address the major barriers to effecting listening.

#### **Content**

The content should include but is not limited to:

- How messages are sent and received
- Identifying details
  - Word choice, idioms and cliché
  - Tone and allusion
  - Determining speaker intent
  - Denotation and connotation
- Conversion from direct to indirect speech and vice versa
- Listening techniques
- Deciphering what is important and less important

### **UNIT IV - USE SPEAKING AND WRITING TECHNIQUES**

**9 Hours**

#### **Specific Objectives**

Upon completion of this unit, students are competent when they are able to:

- 4.1 communicate with customers and coworkers using Standard English
- 4.2 demonstrate speaking techniques
- 4.3 use writing techniques

#### 4.4 write and deliver speeches

### **Content**

The content should include but is not limited to:

- The parts of speech
- Correct use of pronouns
- Comparison of adjectives
- The function of words
- Precise writing and note-taking
- Figures of speech, idioms, metaphors, similes, etc.

## **UNIT V - COMMUNICATE TO INFLUENCE AND INSPIRE**

**6 Hours**

### **Specific Objectives**

Upon completion of this unit, students are competent when they are able to:

- 5.1 select the correct words and phrases to communicate
- 5.2 use communication inspire and influence customers and coworker
- 5.3 use industry language to communicate and inspire performance

### **Content**

The content should include but is not limited to:

- Methods of communication
- Techniques to Inspire and Influence

---

## **ASSESSMENT PROCEDURES**

Students will take responsibility for their own academic achievement. Students will demonstrate their commitment to their own goal of educational advancement by attending classes, completing assigned work, and complying with existing copyright legislations. To successfully complete this course, a student must pass **ALL** the different components of the course.

**ASSESSMENT:**

Course Work	40%
Practical	20%
Final Work	40%

On-going Assessment Requirements			
No.	Suggested Unit/Unit Cluster	Assessment Strategy	Weight
1	I	Two in-course tests	20%
2	I,IV	Practical Assignments/Projects	20%
3	I,II,III	Field/Laboratory/Practical Activities	40%
4	II,V	End of Semester Examination	20%
Total			100%

**FEEDBACK**

Students will be given rubrics and grading schemes within the first contact period of the course. Each student will also be given written and oral feedback. Feedback will be immediate and no longer than one week after a task is assessed. Feedback may be documented on assessment evidence.


**INSTRUCTIONAL METHODS**

This course will be taught using a combination of:

- Formal lectures
- Discussions
- Visits to Geriatric Care Facilities
- Presentations

**RESOURCES**

1. Zeuschner, R. *Communicating Today: The Essentials*. (2003). California State University Pearson Education, Inc.
2. Verlinden, J.,W. (2005). *Critical Thinking and Everyday Argument*. Cengage learning



# **COURSE OUTLINES**

## **YEAR 1**

### **SEMESTER 2**

## **FACULTY OF BUSINESS AND PROFESSIONAL SERVICES**

PROGRAMME:	OCCUPATIONAL ASSOCIATE DEGREE
	BUSINESS PROCESS OUTSOURCING
COURSE NAME:	APPLYING FUNDAMENTAL MATHEMATICS FOR BUSINESS PROCESSING OUTSOURCING (BPO)
COURSE CODE:	
COURSE HOURS:	45 HOURS
CREDIT VALUE:	3
PREREQUISITES:	
YEAR/SEM.:	YEAR 1, SEMESTER 2
APPROVED BY:	CENTRE OF OCCUPATIONAL STUDIES

### **COURSE DESCRIPTION**

This course is designed for students requiring minimal use of mathematical applications in their jobs. The topics included ensure numeracy, exposure to the consumer arithmetic and statistics which is a useful tool in data presentation and report writing. Students are equipped with a basic yet sufficient knowledge, particularly of consumer/financial mathematics among others, for advancement on their jobs as well as academically.

### **LEARNING OUTCOMES AND INSTRUCTIONAL OBJECTIVES**

Upon completion of this course, students are competent when they are able to:

1. convert from the metric system of measurement to the imperial system
2. recognize geometrical figures/shapes in the calculation of length of sides as well as to in establishing symmetry, congruence and similarity
3. compute the perimeter and areas of plane figures as well as the surface area and volume

of solids

4. transpose formulae and verify their validity
5. apply the principles of interest, discounts, depreciation and marginal analysis in the
6. determination of the viability/profitability of businesses
7. use statistics to process data then analyze and present reports

## **UNIT I - ASSOCIATE MEASUREMENTS/CONVERSIONS WITH INSTRUMENTS**

### **8 Hours**

#### **Specific Objectives**

Upon completion of this unit, students are competent when they are able to:

- 1.1 convert lengths, weight and other quantities from metric and imperial measures
- 1.2 measure a variety of lengths and angles
- 1.3 recognize the customary angles
- 1.4 convert time readings from a 12-hour clock to a 24-hour clock and vice versa, as well as in the recognition of different time zones internationally
- 1.5 change temperatures in degrees Celsius to degrees Fahrenheit and vice versa

#### **Content**

To include but is not limited to:

- Converting for:-
  - lengths within:
    - the metric system mm up to km
    - the imperial system inches, feet, yards, chains, furlongs and miles
    - areas (such as acres to hectares) and from  $\text{mm}^2$  to  $\text{m}^2$  and  $\text{hm}^2$
    - volumes in metric (from  $\text{mm}^3$  to  $\text{m}^3$ ,  $\text{dm}^3$  and  $\text{hm}^3$ ; milliliters (ml) to litres (l) and imperial measures in pints, quarts and gallons and conversions across the two systems
- weights within:
  - the metric system (mg to kg); metric tonne to kg; ounces, pounds, stones and the British tons
  - convert between the systems :

1. time from a 24-hour clock to that a 12-hour clock and vice versa
2. recognition of varying time zones internationally
3. temperature from Celsius to Fahrenheit
4. Measure lengths with ruler in inches and centimetres

## **UNIT II - USE PRINCIPLES IN SIMPLE GEOMETRY**

**4 Hours**

### **Specific Objectives**

Upon completion of this unit, students are competent when they are able to:

- 2.1. recognize plane shapes and solids encountered in work activities
- 2.2. develop a visual recognition of commonly used angles
- 2.3. apply Pythagoras' Theorem for the determination of the third side of a right-angled triangle
- 2.4. deduce relationships among objects based on the dimensions of or by theorem for similarity, congruence and lines of symmetry

### **Content**

To include but is not limited to:

- Recognition of shapes:
  - plane figures: triangles, quadrilaterals (squares, rectangles, parallelogram, trapezium, rhombus, polygons)
  - solids: cubes, cuboids, prisms, cylinders, cones, spheres, and pyramid
- Development of visual recognition of commonly used angles- 30°, 45°, 60°, 90° & 120°
- Computation/calculation of a side based:
  - physical measurement
  - Pythagoras' Theorem

## **UNIT III– INTRODUCE STATISTICS IN DATA COMPILATION/INTERPRETATION**

**8 Hours**

### **Specific Objectives:**

Upon completion of this unit, students are competent when they are able to:

- 3.1. define probability

- 3.2. compute probability for situations involving random or chance events
- 3.3. work with summation notation
- 3.4. calculate measures of central tendency (mean, mode and median)
- 3.5. calculate measures of dispersion (ranges, standard deviation and variance, etc.)
- 3.6. analyze statistical data presented in graphical and tabular forms
- 3.7. prepare charts, histograms and frequency polygons from data in the restaurant

## Content

To include but is not limited to:

- Probability:-
  - Definition
  - Calculation for:
    1. experimental objects (deck of cards, die, balls)
    2. other situation involving random selections from numbers, alphabet, etc.
- Summation notations
- Measures of central tendency: mean, mode and median
- Measures of dispersion: range, inter-quartile range, quartile deviation (semi-interquartile range), standard deviation and variance, mean deviation and coefficient of variation
- Graphical presentation of statistical data:
  - Charts/graphs: pie, bar and histograms
  - Graphs: line, frequency polygons and cumulative frequency curves (ogives)

## **UNIT IV - COMPUTE PERIMETERS, AREAS AND VOLUMES FOR SPECIFIED SHAPE 8 Hours**

### **Specific Objectives:**

Upon completion of this unit, students are competent when they are able to:

- 4.1 calculate the perimeter and areas of plane figures/shapes
- 4.2 calculate the surface area and volume of plane solids
- 4.3 compute arc length, circumference and area of the circles, its sectors or segments



- 4.4 compute the perimeter and area of a polygon.
- 4.5 compute the perimeter, areas and volumes of combined shape for plane figures and solids

### **Content**

To include but is not limited to:

- Calculation of:
  - the perimeter and area of plane figures
  - the surface area and volumes of solids
  - the circumference and area of a circle
  - arc length, area of sectors and segments of a circle
  - perimeter and area of polygons
  - surface area and volume of solids
- Computing the following:
  - the perimeter and area of combined plane shapes
  - the volume of combined solids

## **UNIT V- TRANSPOSE BASIC FORMULAE**

**8 Hours**

### **Specific Objectives**

Upon completion of this unit, students are competent when they are able to:

- 5.1. associate a formula with interest and discount measures
- 5.2. transpose a variable to become the subject of a formulae through algebraic manipulations
- 5.3. test the newly derived formula for validity

### **Content**

To include but is not limited to:

- Association of formulae with financial transactions
  - simple and compound interest

- discounting
- appreciation and depreciation
- Transposition of formulae using:
  - algebraic manipulations
  - miscellaneous techniques
  - Testing by using values from a similar solved problem

## **UNIT VI - APPLY THE PRINCIPLES OF FINANCIAL MATHEMATICS    5 Hours**

### **Specific Objectives**

Upon completion of this unit, students are competent when they are able to:

- 6.1. calculate percentages, profit and loss and discounts
- 6.2. solve worded problems involving simple and compound interest together with the related accumulated sum using variable interest rates
- 6.3. determine profit/gain or loss, percentage profit or loss and cost price or selling price
- 6.4. convert between currencies
- 6.5. calculate VAT such as GCT payable on goods and services
- 6.6. solve worded problems with discounts, percentage discount, initial price and discounted price
- 6.7. solve problems involving wages, salaries, overtime pay, commissions, taxes and personal tax allowance
- 6.8. perform calculations relating to hire purchase
- 6.9. manipulate the variables in simple and compound depreciation and appreciation obtaining percentages, depreciated values, appreciated values or initial values of assets
- 6.10. determine rates applicable in arriving at the sums payable on bills (utilities bills)
- 6.11. develop proficiency in the use of an electronic calculator

### **Content**

To include but is not limited to:

- Calculation involving;

- actual profit or loss, percentage profit or loss, cost price or selling price
- actual discounts, percentage discount, initial or discounted price
- valued added tax including GCT on good and services
- currency conversion
- Solution of worded problems involving:
  - simple and compound interest – actual interest, percentage interest, time and accumulated balance
  - simple and compound depreciation/appreciation - actual depreciation/appreciation, percentage depreciation, initial value and depreciated/appreciated value of asset
- Performance/Calculation relating to hire purchase:
  - deposit and percentage deposit
  - balance with or without interest
  - duration
  - value of each installment
- Wages/emoluments
  - regular weekly wage
  - overtime pay
  - commission
  - personal tax allowance applicable
  - taxable income and tax payable
  - labour cost and analysis
- Observing/Detecting proficiency in the use of an electronic calculator:
  - observation
  - based on class work
  - in marking quizzes and tests
- Determination of rates;
  - mileage – miles per gallon
  - cost per mile
  - wage bill per week

- rate applicable in arriving at – utility bills
- Development of proficiency in using the calculator:
  - observation
  - inspection of class work
  - reviewing calculation pertaining to test

---

## INSTRUCTIONAL METHODS

- Lectures
- Demonstrations
- Discussions
- Simulations
- Project(s)
- Presentations

## ASSESSMENT PROCEDURES

<b>Course work Requirements</b>	<b>60%</b>
· Oral Assignment/presentations	5%
· Written Assignment	8%
· Mid-semester test/quizzes	15%
· Group Project	30%
<b>Final Assessment</b>	<b>40%</b>
· Written	30%
· Practical Assessment	10%
<b>Total</b>	<b>100%</b>

## ASSESSMENT PROCEDURES

Students will take responsibility for their own academic achievement. Students will demonstrate their commitment to their own goal of educational advancement by attending classes, completing

assigned work, and complying with existing copyright legislations. To successfully complete this course, a student must pass **ALL** the different components of the course.

#### ASSESSMENT:

Course Work      40%

Practical          20%

Final Work        40%

On-going Assessment Requirements			
No.	Suggested Unit/Unit Cluster	Assessment Strategy	Weight
1		Two in-course tests	20%
2		Practical Assignments/Projects	20%
3		Field/Laboratory/Practical Activities	40%
4		End of Semester Examination	20%
<b>Total</b>			<b>100%</b>

#### FEEDBACK

Students will be given rubrics and grading schemes within the first contact period of the course. Each student will also be given written and oral feedback. Feedback will be immediate and no longer than one week after a task is assessed. Feedback may be documented on assessment evidence.

## **FACULTY OF BUSINESS AND PROFESSIONAL SERVICES**

**PROGRAMME:** OCCUPATIONAL ASSOCIATE DEGREE  
BUSINESS PROCESS OUTSOURCING

**COURSE NAME:** APPLYING CONVERSATIONAL SPANISH

**COURSE CODE:**

**COURSE HOURS:** 45

**CREDIT VALUE:** 3

**PREREQUISITES:**

**YEAR/SEM.:** YEAR 1, SEMESTER 2

**APPROVED BY:** CENTRE OF OCCUPATIONAL STUDIES

### **COURSE DESCRIPTION**

This course is planned for students with little or no familiarity to Spanish, and wishes to be able to converse in the language about day-to-day situations at a basic to intermediate level. It therefore introduces students to the communicative functions and structures of the Spanish language through developing the four skills of listening, speaking, reading and writing, as well as exposure to different aspects of Hispanic culture. It is prearranged around 4 units that facilitate the use of the target language to identify, describe and characterize people, objects, places and events, and expressions of feelings and ideas. Classes will include situational role-play and responses, reporting, mini-dialogues, memorizing short poems, songs, games etc. and preparing simple materials in the target language. In addition, there will be the use of authentic materials, magazines, brochures, videos, DVDs, cassettes, broadcasts from Spanish television stations and access to interactive online programmes.

## LEARNING OUTCOMES AND INSTRUCTIONAL OBJECTIVES

Upon completion of this course, students will be able to relate to concepts, theories and techniques, which are studied; develop and practice a range of technical competencies, personal competencies and social competencies; identify and develop career paths within their industry. It will also encourage students to develop important employability skills, make contacts with potential employers and construct work experience profiles commensurate with the demands of future employers and explore entrepreneurial opportunities.

Upon completion of this course, students are competent when they are able to:

1. converse meaningfully on a variety of topics in Spanish;
2. respond appropriately to written material such as short statements, notices, signs and e-mails related to their lives and experiences;
3. write simple dialogues relevant to their lives and experiences
4. enact simple dialogues relevant to their lives and experiences;
5. present information on a variety of topics delivered in Spanish;
6. participate in planned activities of the Spanish culture in the Caribbean and Latin America.

### UNIT I: GREET CLIENTS

**8 Hours**

#### Specific Objectives

Upon completion of this unit, students are competent when they are able to:

- 1.1 recite greetings/welcome.
- 1.2 greet/welcome individuals
- 1.3 bid farewell to different individuals.
- 1.4 introduce self and others
- 1.5 respond to introductions, paying attention to name, age, address and nationality

#### Content

The content should include but is not limited to:

- Forms of welcoming and greeting

- Forms of salutation
- Introductions of self, co-workers, staff
- Name, age, date of birth: months, days and year
- Address and nationality
- Pronunciation of the Spanish alphabet

## **UNIT II: DESCRIBE SELF AND OTHERS**

**6 Hours**

### **Specific Objectives**

Upon completion of this unit, students are competent when they are able to:

- 2.1 introduce self, giving name, and other pertinent details
- 2.2 describe occupations and business interest.
- 2.3 exchange information
- 2.4 prepare information about the geriatric care program

### **Content**

The content should include but is not limited to:

- Physical description and personal trait
- Occupations and businesses
- Components of a fitness program

## **UNIT III: DESCRIBE SCHOOL AND DAILY ROUTINE**

**8 Hours**

### **Specific Objectives**

Upon completion of this unit, students are competent when they are able to:

- 3.1 discuss various subjects taken at school.
- 3.2 exchange opinions or information on teachers and school environment
- 3.3 compare a typical day in their lives

### **Content**

The content should include but is not limited to:

- Subjects done at school



- The teacher and the school environment
- A typical day at school/daily life

## **UNIT IV: DESCRIBE OCCUPATIONS; PROFESSIONS & FUTURE PLANS**

### **8 Hours**

#### **Specific Objectives**

Upon completion of this unit, students are competent when they are able to:

- 4.1 exchange information about occupations and professions
- 4.2 communicate in a simple language about occupations, careers and future plans
- 4.3 listen to interviews and conversations related to various occupations, careers and future plans
- 4.4 express basic ideas and opinions about various professions and future plans

#### **Content**

The content should include but is not limited to:

- Occupation/profession
- Future plans
- Career preferences

---

### **INSTRUCTIONAL METHODS**

- Lecture/Demonstration
- Role Play
- Group work

### **ASSESSMENT PROCEDURES**

Students will take responsibility for their own academic achievement. Students will demonstrate their commitment to their own goal of educational advancement by attending classes, completing assigned work, and complying with existing copyright legislations. To successfully complete this course, a student must pass **ALL** the different components of the course.

On-going Assessment Requirements			
No.	Suggested Unit/Unit Cluster	Assessment Strategy	Weight
1		Oral Assignment	20%
2		Written Assignment	20%
3		Group Project	20%
4		Final Assessment	40%
<b>Total</b>			<b>100%</b>

## FEEDBACK

Students will be given analytic rubric within the first contact period of the course. Each student will also be given written and oral feedback. Feedback will be immediate and no longer than one week after a task is assessed. Feedback may be documented on assessment evidence.

## RESOURCE

1. Britton, J., Haylett, C., & Leacock, M., et.al. (2007). *Que Hay*. Book 1. Nelson Thornes Publishers
2. Carter, S. (2001). *Functional Spanish for Caribbean students*. Ian Randle Publishers.
3. Garcia, N. A. & McMinn, J. T. (2006). *TratoHecho: Spanish for real life*. 3<sup>rd</sup> edition. New Jersey: Prentice Hall.
4. Lebrede, J. (1981). *Basic Spanish grammar workbook*. Heath & Co.: Toronto
5. Lewis, M.J.; Nelson- Springer, Y. & Padmore, E. (2003). *Dime*. Macmillan Caribbean
6. Lewis, M.J.; Nelson- Springer, Y. & Padmore, E. (2003). *Dime mucho*. Macmillan Caribbean.
7. Nassi, R. J. & Levy, S.L. (2001). *Spanish two years*. Workbook Edition. New York. Amsco School Publications.
8. Smith, R. (2010). *Hablemos CXC Spanish oral examination manual*. Jamaica.

## **FACULTY OF BUSINESS AND PROFESSIONAL SERVICES**

PROGRAMME:	OCCUPATIONAL ASSOCIATE DEGREE
	BUSINESS PROCESS OUTSOURCING
COURSE NAME:	USING MULTIPLE APPLICATIONS AND INFORMATION SYSTEMS
COURSE CODE:	
COURSE HOURS:	45
CREDIT VALUE:	1
PREREQUISITES:	
YEAR/SEM.:	YEAR 1, SEMESTER 2
APPROVED BY:	CENTRE OF OCCUPATIONAL STUDIES

### **COURSE DESCRIPTION**

This course deals with the knowledge, skills and attitudes required to develop word processing skills with speed and accuracy using touch-typing techniques. It applies to individuals operating in a range of environments who are required to enter text and data with speed and accuracy. Individuals may provide administrative support within an organisation, or may be technical/knowledge experts responsible for production of their own word processed documents. The course also describes the skills and knowledge required to use multiple information systems to research information and records, and to maintain up-to-date customer information.

### **LEARNING OUTCOMES AND INSTRUCTIONAL OBJECTIVES**

Upon completion of this course, students are competent when they are able to:

1. identify and develop word processing skills
2. check accuracy of documents
3. access a range of information systems
4. process customer information using multiple information systems

5. identify and rectify information system and processing errors

## **UNIT I - IDENTIFY AND DEVELOP WORD PROCESSING SKILLS**

**12 Hours**

### **Specific Objectives**

Upon completion of this unit, students are competent when they are able to:

- 1.1. use the various keyboard functions
- 1.2. apply touch-typing technique to complete tasks
- 1.3. develop speed and accuracy in accordance with workplace requirements for level of responsibility
- 1.4. use word processing skills to create a document with speed and accuracy

### **Content**

To include but is not limited to:

- Start and shut down the computer
- Start the word processing application
- Create and save a document within a particular folder/storage medium
- Touch-typing – keyboard configuration (QWERTY, numeric keypad, Shift, Alt, Ctrl, Tab, Caps Lock, Num Lock, Insert, Home, End, PgUp, PgDn, Backspace, Delete, Esc, Function keys, Arrow keys, Enter), typing at a speed required for the level of responsibility
- Formatting a document – Text formatting (alignment, bold, underline, italics, font style, font size, font color, cut/copy and paste, line spacing within and between paragraphs, indentation, bullets and numbering), page formatting (margins, orientation, page size, page numbering, header/footer, breaks-page/section), creating a professional letter
- Tables (rows, column, border, shading, insert, delete)
- Insert images/charts
- Exit the word processing application

## **UNIT II - CHECK ACCURACY OF DOCUMENTS**

**6 Hours**

### **Specific Objectives**

Upon completion of this unit, students are competent when they are able to:

- 2.1. proofread document to identify errors
- 2.2. amend document based on errors identified

## **Content**

To include but is not limited to:

- Proofreading
- Spell check – correct spelling and grammatical errors
- Find and replace
- Synonyms
- Correcting formatting errors

## **UNIT III – ACCESSING INFORMATION SYSTEMS**

**12 Hours**

### **Specific Objectives**

Upon completion of this unit, students are competent when they are able to:

- 3.1. log-on to information systems.
- 3.2. navigate screens efficiently to locate displays and information relevant to role.
- 3.3. use a database management system (DBMS) to control data access, enforce data integrity, manage concurrency, and access information.
- 3.4. manage the use of information systems efficiently, according to organisational requirements

## **Content**

To include but is not limited to:

- Logon may include: complying with information technology security protocols, logging into telephone system, opening most frequently used applications, username and passwords to access information systems
- Information systems may include: billing systems, databases, telephone systems, company specific
- Spreadsheet systems: terms include: row, column, cell, actions include: formulas and functions (sum, min, max, average, count), copy and paste (relative and absolute cell referencing), sorting, formatting cells, charts
- Database management systems: terms include: file, record, field, primary key, foreign

key, relational database, table/file, actions include: create and save a database, create a table, manipulate a table (modify table structure, add records, change/remove records), relationship between two tables, query (select), forms (wizard), reports (wizard).

## **UNIT IV - PROCESS CUSTOMER INFORMATION USING MULTIPLE INFORMATION SYSTEMS    6 Hours**

### **Specific Objectives**

Upon completion of this unit, students are competent when they are able to:

- 4.1 analyse customer enquiry to identify information needs
- 4.2 identify information systems required to satisfy information needs
- 4.3 use information systems according to organisational processes to complete customer enquiry or transaction
- 4.4 record customer information in information systems to complete customer enquiry or transaction
- 4.5 use the shortest reasonable pathways to navigate multiple and within information systems
- 4.6 maintain contact and communication with customer while information systems
- 4.7 verify information with customer to complete transaction

### **Content**

To include but is not limited to:

- Information systems may include: billing systems, databases, telephone systems, company specific
- Manage the use of information systems may include use of: bookmarks, decision support system, office automation system, transaction processing systems, note pad

## **UNIT V - IDENTIFY AND RECTIFY INFORMATION SYSTEM AND PROCESSING ERRORS    9 Hours**

## **Specific Objectives**

Upon completion of this unit, students are competent when they are able to:

- 5.1. identify errors in information system, relevant to role
- 5.2. identify source of errors, where possible
- 5.3. analyse errors for impact on information system and customers
- 5.4. consult with stakeholders to identify actions to rectify errors
- 5.5. arrange rectification and confirm that amendments are accurate
- 5.6. inform customers of errors and take necessary action
- 5.7. identify information system faults and notify relevant personnel according to organizational policy
- 5.8. recommend procedural change according to organizational policy

## **Content**

To include but is not limited to:

- Errors may include: corrupt data, data in incorrect fields, inaccurate data, untimely entry of data

---

## **INSTRUCTIONAL METHODS**

- Lab
- Simulation
- Practical Demonstrations
- Workplace document exercises
- Project
- Direct observation
- Oral/written questioning

## **ASSESSMENT PROCEDURES**

Students will take responsibility for their own academic achievement. Students will demonstrate their commitment to their own goal of educational advancement by attending classes, completing

assigned work, and complying with existing copyright legislations. To successfully complete this course, a student must pass **ALL** the different components of the course.

<b>Continuous Assessment</b>	<b>100%</b>
• Speed Test	5%
• Lab Exercises	70%
• Group Project	25%
<b>Total</b>	<b>100%</b>

## FEEDBACK

Students will be given analytic rubric within the first contact period of the course. Each student will also be given written and oral feedback. Feedback will be immediate and no longer than one week after a task is assessed. Feedback may be documented on assessment evidence.

## RESOURCES

1. Vermaat, M. et. Al. Microsoft Office 2010. Shelly Cashman. KY: Course Technology Publishing



## **FACULTY OF BUSINESS AND PROFESSIONAL SERVICES**

PROGRAMME:	OCCUPATIONAL ASSOCIATE DEGREE
	BUSINESS PROCESS OUTSOURCING
COURSE NAME:	CONDUCTING A TELEMARKETING CAMPAIGN
COURSE CODE:	
COURSE HOURS:	45
CREDIT VALUE:	3
PREREQUISITES:	
YEAR/SEM.:	YEAR 1, SEMESTER 2
APPROVED BY:	CENTRE OF OCCUPATIONAL STUDIES

### **COURSE DESCRIPTION**

This unit deals with the knowledge, skills and attitudes required to prepare, conduct and review a telemarketing campaign, which may involve both inbound and outbound calls. is relevant to individuals who would be required to apply a broad range of competencies in a varied BPO work context, using consistent discretion and judgment while applying relevant theoretical knowledge, and who may need to provide technical advice and support to a team.

### **LEARNING OUTCOMES AND INSTRUCTIONAL OBJECTIVES**

Upon completion of this course, students are competent when they are able to:

1. carry out preparation for telemarketing campaign
2. execute planned telemarketing activity
3. appropriately address negative customer responses
4. execute and finalize a sales transaction
5. document telemarketing campaign results

## **UNIT I - CARRY OUT PREPARATION FOR TELEMARKETING CAMPAIGN**

**12 Hours**

### **Specific Objectives**

Upon completion of this unit, students are competent when they are able to

- 1.1. identify specific features and benefits of product or service being marketed
- 1.2. analyze telemarketing campaign details and engagement guides with team members
- 1.3. discuss operational boundaries and targets with relevant personnel
- 1.4. achieve proficiency in using relevant technology
- 1.5. develop strategies to achieve sales targets
- 1.6. display a clear understanding of fulfilment processes
- 1.7. ensure campaign and engagement guides meet relevant legislation, codes, regulations and standards

### **Content**

To include but is not limited to:

- Knowledge of organisational policies and procedures may include:
  - adherence to scheduling
  - scope of the services to be provided
  - financial and decision-making delegations
  - referral and escalation pat
- Identify specific sources of information that will provide information on specific features and benefits of products or services being marketed. These will include the use of:
  - brochures and pamphlets
  - campaign briefs
  - internet and intranet
  - instruction or product manuals

## **UNIT II - EXECUTE PLANNED TELEMARKETING ACTIVITY**

**6 Hours**

### **Specific Objectives**

Upon completion of this unit, students are competent when they are able to:

- 2.1 relate to customer appropriately in accordance with organizational standard.
- 2.2 engage customer according to engagement guide, and organizational policies and procedures
- 2.3 address customer queries with professional responses
- 2.4 demonstrate features and benefits of products or services to customers
- 2.5 apply engagement guide content appropriately to enhance customer needs
- 2.6 convert sales responses from customers into sales opportunities
- 2.7 confirm sales opportunities
- 2.8 refer customer queries to the relevant authority according to organizational standard

### **Content**

To include but is not limited to:

- Organizational standards for customers
- Engagement guides
- Addressing customer queries
- Sales responses to sales opportunities

## **UNIT III - APPROPRIATELY ADDRESS NEGATIVE CUSTOMER RESPONSES 12**

### **Hours**

### **Specific Objectives**

Upon completion of this unit, students are competent when they are able to:

- 3.1. apply negative customer responses to product, service or organization with positive features and benefits
- 3.2. communicate respectfully to negative customer responses
- 3.3. demonstrate organization's standards of handling negative customers challenges
- 3.4. direct negative customer responses appropriately in accordance with organizational standards
- 3.5. demonstrate strategies to solve negative customer responses and remain positive for next engagement

### **Content**

To include but is not limited to:

- Addressing negative responses
- Negative responses to positive features and benefits
- Strategies to solve negative customer responses

#### **UNIT IV - EXECUTE AND FINALIZE A SALES TRANSACTION**

**6 Hours**

##### **Specific Objectives**

Upon completion of this unit, students are competent when they are able to:

- 4.1. prepare sales transactions according to organization standards
- 4.2. demonstrate payment arrangements with customer according to organisational standards
- 4.3. inform customer of payment procedures
- 4.4. prepare credit card transaction with customer according to organisational standard
- 4.5. demonstrate delivery arrangements with customer
- 4.6. apply procedures to complete sale

##### **Content**

To include but is not limited to:

- Sale Transactions
- Payment Arrangements
- Payment Procedures
- Credit Card Transactions
- Delivery Arrangements
- Finalizing Sales

#### **UNIT V - DOCUMENT TELEMARKETING CAMPAIGN RESULTS**

**9 Hours**

##### **Specific Objectives**

Upon completion of this unit, students are competent when they are able to:

- 5.1. produce records according to organisational standards
- 5.2. prepare documents of challenging situation
- 5.3. analyze performance against agreed targets to improve future outcome

#### 5.4. solve databases errors

### Content

To include but is not limited to:

- Producing Records
- Documents for challenging situation
- Analyzing performance
- Database Errors

---

### INSTRUCTIONAL METHODS

- Lab
- Simulation
- Practical Demonstrations
- Workplace document exercises
- Project
- Direct observation
- Oral/written questioning

### ASSESSMENT PROCEDURES

Students will take responsibility for their own academic achievement. Students will demonstrate their commitment to their own goal of educational advancement by attending classes, completing assigned work, and complying with existing copyright legislations. To successfully complete this course, a student must pass **ALL** the different components of the course.

<b>Continuous Assessment</b>	<b>100%</b>
• Speed Test	5%
• Lab Exercises	70%
• Group Project	25%
<b>Total</b>	<b>100%</b>

## FEEDBACK

Students will be given analytic rubric within the first contact period of the course. Each student will also be given written and oral feedback. Feedback will be immediate and no longer than one week after a task is assessed. Feedback may be documented on assessment evidence.

## RESOURCES

1. Jones, P.M. (2018). *Exactly How to Sell: The Sales Guide for Non-Sales Professionals Hardcover*
2. Walkup, R. & McKee, S. (2010). *Selling to Anyone Over the Phone Paperback*

## **FACULTY OF BUSINESS AND PROFESSIONAL SERVICES**

PROGRAMME:	OCCUPATIONAL ASSOCIATE DEGREE IN BUSINESS PROCESS OUTSOURCING
COURSE NAME:	MANAGING CUSTOMER ACCOUNT PROCESS
COURSE CODE:	
COURSE HOURS:	45
CREDIT VALUE:	3
PREREQUISITES:	
YEAR/SEM.:	YEAR 1, SEMESTER 2
APPROVED BY:	CENTRE OF OCCUPATIONAL STUDIES

### **COURSE DESCRIPTION**

This course deals with the knowledge, skills and attitudes required to handle credit applications or arrangements for customers with no or poor credit rating, and negotiation of various outcomes with customers. The course also deals with the knowledge, skills and attitudes required handling difficult engagements relating to customer billing and accounting, primarily where the customer is defaulting. It applies to individuals who utilize a broad range of competencies in a varied work context, using some discretion and judgment and relevant theoretical knowledge, and who may provide technical advice and support to a team.

### **LEARNING OUTCOMES AND INSTRUCTIONAL OBJECTIVES**

Upon completion of this course, students are competent when they are able to:

1. evaluate credit application
2. process credit application
3. negotiate credit application details
4. complete administrative arrangements
5. receive and review a customer default enquiry or case
6. negotiate payment with defaulting customers
7. advise defaulting customers of cancellation
8. manage default actions according to organisational procedures

## **UNIT I - EVALUATE CREDIT APPLICATION**

**4 Hours**

### **Specific Objectives**

Upon completion of this unit, students are competent when they are able to:

- 1.1. review application to determine customer details and amount of credit required.
- 1.2. check existing customer records for payment history and credit status
- 1.3. obtain customer credit rating according to credit management procedures
- 1.4. establish customer's credit rating and ability to repay credit advances

### **Content**

To include but is not limited to:

- Credit application
- Payment history
- Credit rating
- Credit risks

## **UNIT II - PROCESS CREDIT APPLICATION**

**6 Hours**

### **Specific Objectives**

Upon completion of this unit, students are competent when they are able to:

- 2.1. approve or decline application according to organisational policy and relevant legislation, codes, regulations and standards
- 2.2. explain decision to the customer and discuss alternative arrangements as necessary if



an application has declined

2.3. advise customer of rights to appeal, where appeal provisions exist

### **Content**

To include but is not limited to:

- Approval/Decline of application
- Legislation/Codes/Regulations/Standards - Credit and finance accounts and codes, consumer credit code, Do Not Call Register, Equal employment opportunity and anti-discrimination legislation, freedom of information, hardship policies, industry specific codes, occupational health and safety legislation, Privacy Act, Trade Practices Act, Competition and Consumer Act
- Alternative arrangements
- Rights to appeal

## **UNIT III - NEGOTIATE CREDIT APPLICATION**

**12 Hours**

### **Specific Objectives**

Upon completion of this unit, students are competent when they are able to:

- 3.1. negotiate and agree on payment arrangements with customer where credit approval is granted
- 3.2. escalate difficulties experienced in customer negotiations according to organisational policy

### **Content**

To include but is not limited to:

- Payment arrangements - agreed instalments, cash, cheque, credit card, debit card, EFTPOS, electronic payment (e.g EBay)
- Escalation of process

**Specific Objectives**

Upon completion of this unit, students are competent when they are able to:

- 4.1. complete and forward appropriate documentation to customer
- 4.2. organise credit arrangements and record details according to organisational policy and legislative requirements
- 4.3. notify customer of payment arrangements according to organisational procedures
- 4.4. regularly monitor and follow up customer commitments
- 4.5. resolve outstanding issues relating to credit application in an efficient and timely manner

**Content**

To include but is not limited to:

- Call handling processes
- Internally developed guidelines

**UNIT V - RECEIVE AND REVIEW A CUSTOMER DEFAULT ENQUIRY OR CASE****9 Hours****Specific Objectives**

Upon completion of this unit, students are competent when they are able to:

- 5.1. receive and review customer enquiry to identify details of case
- 5.2. obtain additional information to assist in resolving case
- 5.3. review options to resolve case with other staff members, where appropriate
- 5.4. obtain specialist and team member advice, and escalate where necessary
- 5.5. consider eligibility for hardship program
- 5.6. observe relevant legislation, codes, regulations and standards
- 5.7. develop initial advice to be given to customer

**Content**

To include but is not limited to:

- Receiving customer enquiry may include: direct contact with customer, escalated enquiry, referred contact with customer, written enquiry by letter, email or facsimile
- Hardship programs may include: credit and finance Acts and codes, agreed position to avoid severance of service, extended payment arrangements, financial and budgeting counselling or advice, reduced payment arrangements, referral to financial counsellors
- Relevant legislation, codes, regulations and standards may include: credit and finance Acts, · Consumer Credit Code, equal employment opportunity and anti-discrimination legislation, freedom of information, industry-specific codes, regulations and legislation, occupational safety and health legislation, Privacy Act, Trade Practices Act, Unfair Competition Act, Consumer Protection Act
- Payment options may include: consideration of future payments due, extended payment due date, postponed payment, reasonable payment up front and extended terms, reduced payments over extended term

## **UNIT VI - NEGOTIATE PAYMENT WITH DEFAULTING CUSTOMERS    9 Hours**

### **Specific Objectives**

Upon completion of this unit, students are competent when they are able to:

- 6.1. consult with customer on suggested course of action and options
- 6.2. assess customer response to consultation
- 6.3. develop realistic settlement options giving consideration to policy, customer response and payment history
- 6.4. offer and agree on a payment option with customer according to organisational policy
- 6.5. record revised payment options as agreed with customer and according to organisational procedures

### **Content**

To include but is not limited to:

- Consultation plans for defaulting customers
- Settlement options for defaulting customers
- Recording revised payment options for defaulting customers

## **UNIT VII - ADVISE DEFAULTING CUSTOMERS OF CANCELLATION      9 Hours**

### **Specific Objectives**

Upon completion of this unit, students are competent when they are able to:

- 7.1. advise defaulting customers of service or product cancellation
- 7.2. negotiate successful product return with customer where appropriate
- 7.3. explain debt-recovery process to customer
- 7.4. initiate debt-recovery process

### **Content**

To include but is not limited to:

- Service or product cancellation may include: recall of product or equipment, termination of service, such as electricity or mobile phone service
- Credit-management procedures may include: call-handling processes, escalation processes, financial delegation and authorisation limits, hardship policies, internally developed guidelines, referral to specialist groups

## **UNIT VIII - MANAGE DEFAULT ACTIONS ACCORDING TO ORGANISATIONAL PROCEDURES      9 Hours**

### **Specific Objectives**

Upon completion of this unit, students are competent when they are able to:

- 8.1. follow up payment, debt recovery or product returns to ensure completion of case
- 8.2. amend customer records according to organisational procedures
- 8.3. follow organisational default and credit-management procedures

### **Content**

To include but is not limited to:

- Follow up
- Amendments
- Following procedures

---

## INSTRUCTIONAL METHODS

- Lab
- Simulation
- Practical Demonstrations
- Workplace document exercises
- Project
- Direct observation
- Oral/written questioning

## ASSESSMENT PROCEDURES

Students will take responsibility for their own academic achievement. Students will demonstrate their commitment to their own goal of educational advancement by attending classes, completing assigned work, and complying with existing copyright legislations. To successfully complete this course, a student must pass **ALL** the different components of the course.

<b>Continuous Assessment</b>	<b>100%</b>
• Test	10%
• Simulation Exercises	60%
• Group Project	30%
<b>Total</b>	<b>100%</b>

## FEEDBACK

Students will be given analytic rubric within the first contact period of the course. Each student will also be given written and oral feedback. Feedback will be immediate and no longer than one week after a task is assessed. Feedback may be documented on assessment evidence.

## RESOURCES

1. Duening, T. N. (2205). *Essentials of Business Process Outsourcing*

DRAFT

## **FACULTY OF BUSINESS AND PROFESSIONAL SERVICES**

PROGRAMME:	OCCUPATIONAL ASSOCIATE DEGREE IN BUSINESS PROCESS OUTSOURCING
COURSE NAME:	APPLYING CRITICAL THINKING TECHNIQUES
COURSE CODE:	
COURSE HOURS:	45
CREDIT VALUE:	3
PREREQUISITES:	
YEAR/SEM.:	YEAR 1, SEMESTER 2
APPROVED BY:	CENTRE OF OCCUPATIONAL STUDIES

### **COURSE DESCRIPTION**

Within the Business Process Outsourcing (BPO) workers are faced with many challenges as it relates analyzing the quality of information they interface with on a daily basis. To analyze the information it is important for workers within the industry to have training in the use of critical thinking techniques. The course is therefore, designed to include areas of critical thinking techniques that is relevant in understanding the essential principles involved in the practice of reasoned decision-making. Learners will therefore learn techniques aligned in reviewing and constructing arguments, and analyzing problems in complex systems.

### **LEARNING OUTCOMES AND INSTRUCTIONAL OBJECTIVES**

Upon completion of this course, students are competent when they are able to:

1. demonstrate an understanding in the use of inductive and deductive reasoning
2. understand basic formal and informal fallacies of language and thought

3. demonstrate an understanding of the various components of an argument
4. demonstrate the ability to use verbal and written forms to create complex argument structures
5. demonstrate an ability to read, listen and write critically
6. demonstrate an ability to separate bad information from good information

## **UNIT 1 – UNDERSTANDING CRITICAL THINKING**

**8 Hours**

Upon completion of this unit, students are competent when they are able to:

- 1.1 define critical thinking
- 1.2 assess methods to develop and improve critical thinking skills
- 1.3 research the origins of critical thinking
- 1.4 outline the components of strong thinking skills
- 1.5 use critical thinking methods to evaluate educational videos

### **Content:**

To include but is not limited to:

- Definition of critical thinking
- How to develop and improve critical thinking skills
- Origins of critical thinking: Plato & Socrates
- Components of strong thinking skills

## **UNIT 11 – ASSESSING THE VIEWS OF THE WORLD**

**4 Hours**

Upon completion of this unit, students are competent when they are able to:

- 2.1 define the term “world view”
- 2.2 assess the impact world views on the processes within a BPO organization
- 2.3 judge a situation for good or bad reasoning
- 2.4 discuss the relationship between culture and the world view
- 2.5 discuss different belief systems
- 2.6 evaluate the impact of belief systems on decisions within the BPO industry

### **Content:**



To include but is not limited to:

- Definition of the term “worldview”
- Impact of culture on worldviews
- Impact of worldview on an organization
- Good and Bad Reasoning
- Ordered sense of reality
- How belief systems influences social perception structures?
- How belief systems influence management decisions?

### **UNIT III – UNDERSTANDING THE RELATIONSHIP BETWEEN CRITICAL THINKING AND THE BRAIN 6 Hours**

Upon completion of this unit, students are competent when they are able to:

- 3.1 discuss the how the human brain works
- 3.2 outline the activities in the left and right brain
- 3.3 analyze how the brain responds in casual versus professional situations
- 3.4 outline links between perception and critical thinking
- 3.5 discuss at least 10 situations in which perceptions influences management decisions

#### **Content:**

To include but is not limited to:

- The right and left brain
- How the brain works
- The biology of knowing
- Perception and the brain
- Perception and critical thinking
- How perception influences management decisions

### **UNIT IV - CONSTRUCTING KNOWLEDGE 8 Hours**

Upon completion of this unit, students are competent when they are able to:

- 4.1 define the terms “truth” and “knowledge”

- 4.2 decode the truth from a situation
- 4.3 define the term “learning organization”
- 4.4 evaluate different definitions of the term “learning organization”
- 4.5 discuss Peter Senge’s concept of the learning organization
- 4.6 evaluate different ways in which new knowledge can contribute to the growth of organizations
- 4.7 present the importance of using evidence in arguments and business presentations
- 4.8 outline six categories of questions

**Content:**

To include but is not limited to:

- What is truth?
- What is knowledge?
- New knowledge and organization development
- Knowledge vs. truth
- Asking questions to discover truth
- Asking Questions Using the Socratic Method
- Categories of questions
- The learning organization
- Evidence based arguments
- What Kind of Evidence is Trustworthy

**UNIT V1 – EVALUATING ERRONEOUS THINKING**

**4 Hours**

Upon completion of this unit, students are competent when they are able to:

- 6.1. define logic
- 6.2. find examples of flawed reasoning in newspapers, advertisements, and other sources
- 6.3. evaluate whether an argument is erroneous

- 6.4. evaluate critically and transcend from the "weak" and toward the "strong" end of the continuum
- 6.5. detect arguments/reasoning that is logically inconsistent
- 6.6. create an argument that evades the use of misjudgments/fallacies and makes a plausible case for a position on an issue.
- 6.7. solve problems in the BPO industry using logic
- 6.8. assess logical statements from discussions

**Content:**

To include but is not limited to:

- Define the term “fallacy”?
- Fallacious Reasoning
- What is logic?
- Logic and argument
- Erroneous Arguments/Reasoning and logic
- ad Hominem Fallacy
- Inductive and deductive reasoning

**UNIT VII - CREATING ROBUST ARGUMENTS**

**4 Hours**

Upon completion of this unit, students are competent when they are able to:

- 7.1 criticize the quality of two competing explanations
- 7.2 predict the issue arising out of a disagreement
- 7.3 deduce whether an argument's conclusion follows with certainty or only with probability from its premises [i.e., distinguish deductive validity from inductive strength]
- 7.4 locate the argument in a passage
- 7.5 create a plausible argument that defends a different (or the opposite) conclusion from a given argument on a controversial issue
- 7.6 prepare an argumentative essay.
- 7.7 locate the point and purpose in an argument

**Content:**

To include but is not limited to:

- Language and critical thinking
- Living language
- Management and language
- The power of satire
- The power of humor in critical thinking
- Rules for building arguments
- Purpose for arguments

**UNIT VIII - THE INFLUENCE OF PUBLIC OPINION****6 Hours**

Upon completion of this unit, students are competent when they are able to:

- 8.1 use critical thinking techniques to review and answer questions on various probing articles
- 8.2 evaluate the difference between propaganda and public relations
- 8.3 review different news articles for propaganda and public relations
- 8.4 evaluate how public opinion can influence business decisions

**Content:**

To include but is not limited to:

- The Media & Its Influence
- Recognizing Propaganda & PR
- Public opinion and business decisions

**UNIT IX – DEVELOPING REASONING SKILLS USING THE SCIENTIFIC METHOD****4 Hours**

Upon completion of this unit, students are competent when they are able to:

- 9.1 define the scientific method
- 9.2 analyze how the scientific method of reasoning works
- 9.3 compare and contrast the different theories in the scientific method

**Content:**

To include but is not limited to:

- What is the scientific method
- How the scientific method of reasoning works
- Science in action
  - Richard Dawkins, Trust Science
  - Feynman, Scientific Method
  - The future of science and organizational growth
  - Cause and effects

**INSTRUCTIONAL METHODS**

- Group presentations
- Puzzle Solving
- Mind games
- Independent Work
- Guest speakers
- Videos

**ASSESSMENT PROCEDURES**

Students will take responsibility for their own academic achievement. Students will demonstrate their commitment to their own goal of educational advancement by attending classes, completing assigned work, and complying with existing copyright legislations. To successfully complete this course, a student must pass **ALL** the different components of the course.

**Continuous Assessment**

Unit	Instructional Method	Assignment	Weighting

I	In Class Group Presentation	Plato & Socrates contribution to critical thinking	10%
4	1In-Class Group Presentation	Constructing Knowledge: Standards of Evidence	20%
6	In-Class Group Presentation	Problem Solving Group Assignment	10%
7	Individual Research Paper	The role of Language in Critical Thinking	20%
9	In-Class Group Presentation	Critical Thinking and Management Decisions	40%
<b>Total</b>			<b>100%</b>

## FEEDBACK

Students will be given analytic rubric within the first contact period of the course. Each student will also be given written and oral feedback. Feedback will be immediate and no longer than one week after a task is assessed. Feedback may be documented on assessment evidence.

## RESOURCES

1. Carter, P. (2005). *The IQ Workout Series THE COMPLETE BOOK OF INTELLIGENCE TESTS*. Retrieved [http://elibrary.bsu.az/books\\_rax/N\\_357.pdf](http://elibrary.bsu.az/books_rax/N_357.pdf)

## ONLINE RESOURCES

1. Dowden, B.H. (2011). *Logical Reasoning*. Retrieved <https://www.csus.edu/indiv/d/dowdenb/4/logical-reasoning.pdf>
2. <http://www.trufax.org/general/beliefsystems.html>

## **FACULTY OF BUSINESS AND PROFESSIONAL SERVICES**

PROGRAMME:	OCCUATIONAL ASSOCIATE DEGREE IN BUSINESS PROCESS OUTSOURCING
COURSE NAME:	USING COMMUNICATION SKILLS II
COURSE CODE:	<b>GCCOM108S2</b>
COURSE HOURS:	45 HOURS
CREDIT VALUE:	3
PREREQUISITES:	NONE
YEAR/SEM.:	YEAR 1, SEMESTER 2
APPROVED BY:	CENTRE OF OCCUPATIONAL STUDIES

### **COURSE DESCRIPTION**

This course aims to enhance students' communicative competence in the world of work. It includes a detailed look at the communication process, examining the intricacies of technical writing and promotes critical thinking skills that will allow the students to engage in informative discourse that would be beneficial to their field of expertise and by extension the wider society.

### **LEARNING OUTCOMES AND INSTRUCTIONAL OBJECTIVES:**

Upon completion of this course, students competent when they are able to:

1. communicates clearly, concisely and correctly within the requirements of the environment and context
2. responds to written, spoken or visual messages in a manner that ensures effective communication

3. makes independent choices and solves routine communication problems with keen attention to ethical practices
4. demonstrates tolerance and temperance when interacting with others
5. empathizes and makes informed decisions

## **UNIT I: USE ORGANIZATION'S COMMUNICATION SYSTEMS**

**15 Hours**

### **Specific Objectives:**

Upon completion of this unit, students are competent when they are able to:

- 1.1. explain the importance of ethical behavior in communicating
- 1.2. assess own role in workplace communication
- 1.3. explain the importance of communication flow within an organization
- 1.4. demonstrate sensitivity to diverse audience when communicating
- 1.5. use communication systems and procedures
- 1.6. interpret communication policies

### **Content**

The content should include but is not limited to:

- Copyright /intellectual property (digital, print, audio)
- Use of company property for personal use (photocopier, printer, computer, phone, stationery, social media accounts etc.)
- Collection, storage, retrieval and disposal of confidential information
- Interpersonal abuse (physical violence, sexual harassment, emotional abuse, abuse of one's position, racism, and sexism)
- External communication – purpose, advantages and disadvantages of (Networking, negotiating, sharing of ideas)
- Internal communication – purpose, advantages and disadvantages of (Hierarchy, downward flow, upward flow, lateral/horizontal communication, diagonal communication, grapevine/informal communication)
- The rights of individual/groups to religious, ethnic, political, and cultural beliefs and practices
- The rights of disabled individuals/groups in the workplace



- The effects of discrimination in the workplace (gender, age, education, social status, sexual orientation)
- The advantages and disadvantages of diversity in the workplace

## **UNIT II: BUILD PROFESSIONAL IMAGE**

**3 Hours**

### **Specific Objectives:**

Upon completion of this unit, students are competent when they are able to:

- 2.1. explain the importance of building professional image
- 2.2. justify the need for maintaining a professional image
- 2.3. adhere to work place etiquette
- 2.4. maintain professionalism
- 2.5. pursue personal development

### **Content**

To include but not limited to:

- Work place etiquette – (the opening of a door for somebody, waiting for someone to come out of an elevator before going in, social etiquette etc), managing your emotions
- Professionalism - Tattoos, adornments, inappropriate dressing, grooming, inappropriate conversation, conduct when representing the organization
- Personal Development

## **UNIT III: PREPARE BUSINESS DOCUMENTS**

**2 Hours**

### **Specific Objectives:**

Upon completion of this unit, students are competent when they are able to:

- 3.1. produce quality written information
- 3.2. complete commonly used business forms

### **Content:**

The content should include but is not limited to:

- Reports (accident, technical), letters (request, complaint, apology, job application), e-mails, Forms, notices, schedules, logs used in the related industry

#### **UNIT IV: Prepare Correspondences for Meetings**

**6 Hours**

##### **Specific Objectives:**

Upon completion of this unit, students are competent when they are able to:

- 4.1. produce documents for business meetings
- 4.2. conduct a business meeting

##### **Content:**

The content should include but is not limited to:

- Memo, agenda, minutes
- Action plan

#### **UNIT V: COMMUNICATE ORAL**

**9 Hours**

##### **Specific Objectives:**

Upon completion of this unit, students are competent when they are able to:

- 5.1. conduct professional presentation
- 5.2. communicate effectively

##### **Content**

The content should include but is not limited to:

- Tone, intonation, pitch, rhythm, body language, attire, etc.
- Important elements of public speaking.
  - Audience analysis
  - Presentation purpose
  - Language correctness
  - Stage presence
  - Proper use of stage & props

.....

## ASSESSMENT PROCEDURES

Students will take responsibility for their own academic achievement. Students will demonstrate their commitment to their own goal of educational advancement by attending classes, completing assigned work, and complying with existing copyright legislations. To successfully complete this course, a student must pass **ALL** the different components of the course.

Course Work      40%

Practical          20%

Theory Work      40%

On-going Assessment Requirements			
No.	Suggested Unit/Unit Cluster	Assessment Strategy	Weight
1		Two in-course tests	20%
2		Practical Assignments/Projects	20%
3		Field/Laboratory/Practical Activities	40%
4		End of Semester Examination	20%
Total			100%

## FEEDBACK

Students will be given rubrics and grading schemes within the first contact period of the course. Each student will also be given written and oral feedback. Feedback will be immediate and no longer than one week after a task is assessed. Feedback may be documented on assessment evidence.

## INSTRUCTIONAL METHODS

This course will be taught using a combination of:

- Formal lectures
- Discussions

- Geriatric Care Facilities
- Presentations.

## RESOURCES

1. Zeuschner, R. (2003). *Communicating Today: The Essentials*. California State University Pearson Education, Inc.
2. Verlinden, J., W (2005). *Critical Thinking and Everyday Argument*. Cengage learning



MINISTRY OF EDUCATION,  
YOUTH & INFORMATION



**Centre of Occupational Studies**  
DEVELOPING. ALIGNING. SUSTAINING. ADVANCING.  
THE FUTURE IS HERE

**Offices Located at:**

37 East Street,  
Down Town, Kingston,  
Jamaica, W.I.

**Copyright © 2017 Centre of Occupational Studies in  
the Ministry of Education Youth and Information.**

*All rights reserved. No part of this document may be reported in any form or by any means without the  
prior permission the publishers.*