



REPUBLIC OF KENYA

COMPETENCY BASED OCCUPATIONAL STANDARDS

FOR

SLAUGHTER HOUSE ATTENDANT

LEVEL 3



TVET CDACC
P.O. BOX 15745-00100
NAIROBI

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FOREWORD

The provision of quality education and training is fundamental to the Government's overall strategy for social economic development. Quality education and training will contribute to achievement Kenya's development blue print and sustainable development goals.

Reforms in the education sector are necessary for the achievement of Kenya Vision 2030 and meeting the provisions of the Constitution of Kenya 2010. The education sector had to be aligned to the Constitution and this resulted to the formulation of the Policy Framework for Reforming Education and Training (Sessional Paper No. 4 of 2016). A key feature of this policy is the radical change in the design and delivery of the TVET training. The policy document requires that training in TVET shall be competency based, curriculum development shall be industry led, certification shall be based on demonstration of competence and mode of delivery shall allow for multiple entry and exit in TVET programmes.

These reforms demand that Industry takes a leading role in curriculum development to ensure the curriculum addresses its competence needs. It is against this background that these Occupational Standards were developed for the purpose of developing a competency based curriculum for meat attendants. These Occupational Standards will also be the bases for assessment of an individual for competence certification.

It is my conviction that these Occupational Standards will play a great role towards development of competent human resource for the Meat sector's growth and sustainable development.

**PRINCIPAL SECRETARY, VOCATIONAL AND TECHNICAL TRAINING MINISTRY
OF EDUCATION**

PREFACE

Kenya Vision 2030 aims to transform the country into a newly industrializing, “middle-income country providing a high-quality life to all its citizens by the year 2030”. Kenya intends to create a globally competitive and adaptive human resource base to meet the requirements of a rapidly industrializing economy through life-long education and training. TVET has a responsibility of facilitating the process of inculcating knowledge, skills and attitudes necessary for catapulting the nation to a globally competitive country, hence the paradigm shift to embrace Competency Based Education and Training (CBET).

The Technical and Vocational Education and Training Act No. 29 of 2013 and the Sessional Paper No. 4 of 2016 on Reforming Education and Training in Kenya, emphasized the need to reform curriculum development, assessment and certification. This called for shift to CBET to address the mismatch between skills acquired through training and skills needed by industry as well as increase the global competitiveness of Kenyan labour force.

The TVET Curriculum Development, Assessment and Certification Council (TVET CDACC), in conjunction with meat Sector Skills Advisory Committee (SSAC) have developed these Occupational Standards for a meat attendant. These occupational standards will be the bases for development of competency-based curriculum for meat Level 6. These Standards will also be the bases for assessment of an individual for competence certification.

The occupational standards are designed and organized with clear performance criteria for each element of a unit of competency. These standards also outline the required knowledge and skills as well as evidence guide.

I am grateful to the Council Members, Council Secretariat, meat SSAC, expert workers and all those who participated in the development of these occupational standards.

**Prof. CHARLES M. M. ONDIEKI, PhD, FIET (K), Con. Eng. Tech.
CHAIRMAN, TVET CDACC**

ACKNOWLEDGMENT

These Occupational Standards were developed through combined effort of various stakeholders from private and public organizations. I am sincerely thankful to the management of these organizations for allowing their staff to participate in this course. I wish to acknowledge the invaluable contribution of industry players who provided inputs towards the development of these Standards.

I thank TVET Curriculum Development, Assessment and Certification Council (TVET CDACC) for providing guidance on the development of these Standards. My gratitude goes to the meat Sector Skills Advisory Committee (SSAC) members for their contribution to the development of these Standards. I thank all the individuals and organizations who participated in the validation of these Standards.

I acknowledge all other institutions which in one way or another contributed to the development of these Standards.

CHAIRMAN
MEAT SECTOR SKILLS ADVISORY COMMITTEE

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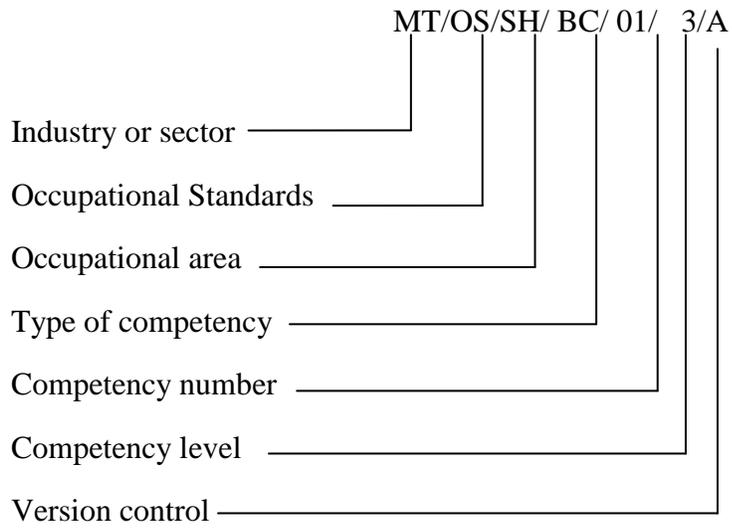
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ACRONYMS

AHITI	Animal Health and Industry Training Institute
ATVET	Agricultural Technical and Vocational Education and Training
AU - IBAR	African Union – Inter African Bureau for Animal Resources
CAADP	Comprehensive Africa Agricultural Development Programme
CBET	Competency Based Education and Training
CDACC	Curriculum Development Assessment and Certification Council
CEO	Chief Executive Officer
DACUM	Develop a Curriculum
DTI	Dairy Training Institute
DVS	Director of Veterinary Services
EMCA	Environmental Management and Conservation Act
EMS	Environmental Management Systems
GDP	Gross Domestic Product
GMP	Good Manufacturing Practices
HACCP	Hazard Analysis Critical Control Point
ICT	Information Communication Technology
KCSE	Kenya Certificate of Secondary Education
KNQA	Kenya National Qualifications Authority
KNQF	Kenya National Qualifications Framework
MoALF&I	Ministry of Agriculture, Livestock, Fisheries and Irrigation
MoE	Ministry of Education
MTI	Meat Training Institute

NEMA	National Environmental Management Authority
NEPAD	New Partnerships for African Development
NPCA	NEPAD Planning and Coordinating Agency
OIE	World Organization for Animal Health
OS	Occupational Standard
OSH	Occupational Safety and Health
PPE	Personal Protective Equipment
SOP	Standard Operation Procedures
TVET	Technical and Vocational Education and Training
TVETA	Technical and Vocational Education and Training Authority

KEY TO UNIT CODE



OVERVIEW

This course is designed to equip individuals with competencies for supervision of slaughterhouse activities. It entails Stunning meat animals, dressing meat animals, dispatching certified abattoir products, maintaining abattoir hygiene and preserving hides and skins.

This course consists of basic and core units of learning as indicated below:

BASIC UNITS OF COMPETENCY

UNIT OF COMPETENCY CODE	UNIT OF COMPETENCY TITLE
MT/OS/SH/BC/01/3	Demonstrate communication skills
MT/OS/SH/BC/02/3	Demonstrate numeracy skills
MT/OS/SH/BC/03/3	Demonstrate digital literacy
MT/OS/SH/BC/04/3	Demonstrate entrepreneurial skills
MT/OS/SH/BC/05/3	Demonstrate employability skills
MT/OS/SH/BC/06/3	Demonstrate environmental literacy
MT/OS/SH/BC/07/3	Demonstrate occupational safety and health practices

CORE UNITS OF COMPETENCY

UNIT OF COMPETENCY CODE	UNIT OF COMPETENCY TITLE
MT/OS/SH/CR/01/3	Stun meat animals
MT/OS/SH/CR/02/3	Dress meat animals
MT/OS/SH/CR/03/3	Dispatch certified edible abattoir products
MT/OS/SH/CR/04/3	Maintain abattoir hygiene
MT/OS/SH/CR/05/3	Preserve hides and skins

BASIC UNITS OF LEARNING

DEMONSTRATE COMMUNICATION SKILLS

UNIT CODE: MT/OS/SH/BC/01/3

UNIT DESCRIPTION

This unit covers the competencies required to gather, interpret and convey information in response to workplace requirements.

ELEMENTS AND PERFORMANCE CRITERIA

ELEMENT	PERFORMANCE CRITERIA
These describe the key outcomes which make up workplace function	These are assessable statements which specify the required level of performance for each of the elements. <i>Bold and italicized terms are elaborated in the Range</i>
1. Obtain and convey workplace information	1.1 Specific and relevant information is accessed from <i>appropriate sources</i> 1.2 Effective questioning, active listening and speaking skills are used to gather and convey information 1.3 Appropriate <i>medium</i> is used to transfer information and ideas 1.4 Appropriate non- verbal communication is used 1.5 Appropriate lines of communication with supervisors and colleagues are identified and followed 1.6 Defined workplace procedures for the location and <i>storage</i> of information are used 1.7 Personal interaction is carried out clearly and concisely
2. Speak English at a basic operational level	2.1 Simple conversations on familiar topics with work colleagues is participated 2.2 Simple verbal instructions or requests are responded to according to workplace guidelines 2.3 Simple requests are made in accordance with workplace procedure 2.4 Routine procedures are described in accordance with workplace policy 2.5 Likes, dislikes and preferences are expressed 2.6 Different forms of expression in English are identified
3. Participate in workplace meetings and discussions	3.1 Team meetings are attended on time 3.2 Own opinions are clearly expressed and those of others are listened to without interruption 3.3 Meeting inputs are consistent with the meeting purpose and

	<p>established <i>protocols</i></p> <p>3.4 Workplace interactions are conducted in a courteous manner</p> <p>3.5 Questions about simple routine workplace procedures and matters concerning working conditions of employment are asked and responded to</p> <p>3.6 Meetings outcomes are interpreted and implemented</p>
4. Complete relevant work-related documents	<p>4.1 Range of forms relating to conditions of employment are completed accurately and legibly</p> <p>4.2 Workplace data is recorded on standard workplace forms and documents</p> <p>4.3 Basic mathematical processes are used for routine calculations</p> <p>4.4 Errors in recording information on forms/ documents are identified and properly acted upon</p> <p>4.5 Reporting requirements to supervisor are completed according to organizational guidelines</p>

RANGE

This section provides work environment and conditions to which the performance criteria apply. It allows for different work environment and situations that will affect performance.

Variable	Range
1. Appropriate Sources include but not limited to:	<p>1.1 Various department heads</p> <p>1.2 Organization documents</p>
2. Medium include but not limited to:	<p>2.1 Physical media</p> <p>2.2 Mechanical media (everything that is not No. 1)</p>
3. Routine procedures include but not limited to:	<p>3.1 Day to day activities</p>
4. Protocols include but not limited to:	<p>4.1 Procedures for doing a task</p>
5. Workplace interactions include but not limited to:	<p>4.2 Official inter relations</p>

REQUIRED SKILLS AND KNOWLEDGE

This section describes the skills and knowledge required for this unit of competency.

Required Skills

The individual needs to demonstrate the following skills:

- Analytical
- Listening
- Attention to detail
- Communication
- Report writing
- Interpretation
- Basic Information Technology (IT)

Required Knowledge

The individual needs to demonstrate knowledge of:

- Minutes
- Meetings
- Report writing

EVIDENCE GUIDE

This provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge and range.

1. Critical aspects of Competency	Assessment requires evidence that the candidate: 1.1 Prepared written communication following standard format of the organization 1.2 Accessed information using communication equipment 1.3 Spoke English at a basic operational level 1.4 Made use of relevant terms as an aid to transfer information effectively 1.5 Conveyed information effectively adopting the formal or informal communication
2. Resource Implications	2.1 Telephone 2.2 Writing materials 2.3 Internet
3. Methods of Assessment	3.1 Direct Observation 3.2 Oral interview and written test
4. Context of Assessment	Competency may be assessed individually in the actual workplace or through accredited institution
5. Guidance information for assessment	Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended.

DEMONSTRATE NUMERACY SKILLS

UNIT CODE: MT/OS/SH/BC/02/3

UNIT DESCRIPTION:

This unit covers the competencies required to identify and undertake simple numerical processes. The person who is competent in this unit shall be able to use/work with whole numbers and money up to one hundred thousand; Locate, compare and use highly familiar measurement; Use highly familiar maps and diagrams; Identify and use some common 2D shapes; and Locate specific Information in highly familiar tables, graphs and charts for work.

ELEMENTS AND PERFORMANCE CRITERIA

ELEMENT These describe the key outcomes which make up workplace function	PERFORMANCE CRITERIA These are assessable statements which specify the required level of performance for each of the elements. <i>Bold and italicized terms are elaborated in the Range</i>
1. Use whole numbers and money up to one hundred thousand for work	1.1 Whole numbers and money amounts up to 100,000 in highly familiar workplace documents and tasks are named and read 1.2 Understanding of place value and the role of zero is demonstrated 1.3 Halves are recognised and understood in workplace 1.4 Whole numbers and money amounting up to 100,000 are organised in size order and are compared 1.5 Counting done in number groups 1.6 Addition and subtraction of whole numbers and money up to 100,000 done in accordance with workplace requirement 1.7 Links between operations of addition and subtraction are clearly described 1.8 Reasonableness of outcome with prompting and support is checked 1.9 Numerical information is recorded and the result of the task is communicated using informal language and symbolism

<p>2. Locate, compare and use highly familiar measurement for work</p>	<p>2.1 Measurements in highly familiar workplace documents and tasks are located 2.2 Different units of measurements and their uses are identified 2.3 The comparative relationship between the units of measurement identified 2.4 Understanding of conservation of amounts is demonstrated 2.5 Informal language is used to compare measurements 2.6 Digital time is well read and am and pm used in reference to time 2.7 Calendar used appropriately to record information 2.8 Basic measurement information is well read and recorded 2.9 Additions and subtraction of simple quantities done in workplace</p>
<p>3. Use highly familiar maps and diagrams for work</p>	<p>3.1 Familiar items or places are located in highly familiar maps and diagrams 3.2 Simple symbols and pictorial representations are identify in highly familiar maps and diagrams 3.3 Simple oral directions are given to locate objects 3.4 Simple oral directions followed to locate objects 3.5 Understanding of informal directional language is demonstrated</p>
<p>4. Identify and use some common 2D shapes for work</p>	<p>4.1 Familiar two dimensional shapes are identified and named 4.2 Common objects are described in terms of size and shape 4.3 Common, every day, informal language is used to compare objects 4.4 Common objects are grouped based on shape, size, colour and features</p>
<p>5. Locate specific Information in highly familiar tables, graphs and charts for work</p>	<p>5.1 Features of simple tables are identified 5.2 Specific numerical information is located in highly familiar tables using grid movement (up and down columns and across rows) and key 5.3 Numerical information and data in highly familiar tables is compared using appropriate informal language 5.4 Information related to relevant workplace tasks 5.5 Features of simple graphs and charts identified 5.6 Specific numerical information located in highly familiar graphs and charts 5.7 Numerical information and data compared using appropriate informal language</p>

RANGE

This section provides work environments and conditions to which the performance criteria apply. It allows for different work environments and situations that will affect performance.

Variable	Range
1. Measuring instruments	May include but not limited to: 1.1 Rulers 1.2 Watches/clocks 1.3 Scales 1.4 Thermometers 1.5 AVO meter
2. Common two - dimensional shapes	May include but not limited to: 2.1 Round/circle 2.2 Square 2.3 Rectangular 2.4 Triangle

REQUIRED SKILLS AND KNOWLEDGE

This section describes the skills and knowledge required for this unit of competency.

Required Skills

The individual needs to demonstrate the following skills:

- Applying fundamental operations (addition, subtraction, division, multiplication)
- Using calculator
- Using different measuring tools

Required knowledge

The individual needs to demonstrate knowledge of:

- Types of common shapes
- Differentiation between two dimensional shapes / objects
- Formulae for calculating area and volume
- Types and purpose of measuring instruments
- Units of measurement and abbreviations
- Fundamental operations (addition, subtraction, division, multiplication)
- Rounding techniques
- Types of fractions
- Different types of tables and graphs
- Meaning of graphs, such as increasing, decreasing, and constant value

- Preparation of basic data, tables & graphs

EVIDENCE GUIDE

This provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge and range.

1. Critical Aspects of Competency	Assessment requires evidence that the candidate: 1.1 Measured objects or materials as per job requirements 1.2 Used calculator to perform the four fundamental operations 1.3 Performed calculations involving money up to one hundred thousand 1.4 Performed conversions between hours, minutes and seconds 1.5 Calculated area and volume of regular shapes 1.6 Created tables and graphs to represent and interpret information
2. Resource Implications	2.1 Calculator 2.2 Basic measuring instruments
3. Methods of Assessment	Competency may be assessed through: 3.1 Written Test 3.2 Interview/Oral Questioning 3.3 Demonstration
4. Context of Assessment	Competency may be assessed in an off the job setting
5. Guidance information for assessment	Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended.

DEMONSTRATE DIGITAL LITERACY

UNIT CODE: MT/OS/SH/BC/03/3

UNIT DESCRIPTION

This unit covers the competencies required to effectively demonstrate digital literacy in a working environment. It entails identifying and using digital devices such as smartphones, tablets, laptops and desktop computers for purposes of communication and performing work related tasks at the work place.

ELEMENTS AND PERFORMANCE CRITERIA

ELEMENT These describe the key outcomes which make up workplace function	PERFORMANCE CRITERIA These are assessable statements which specify the required level of performance for each of the elements. <i>Bold and italicized terms are elaborated in the Range</i>
1. Identify computer software and hardware	1.1 <i>Computer software</i> are identified according to manufacturer's specification 1.2 <i>Appropriate computer hardware</i> are identified according to manufacturer's specification
2. Apply security measures to data, hardware, software	2.1 <i>Data security and privacy are classified</i> in accordance with the technological situation 2.2 <i>Security and control measures</i> are applied in accordance with laws governing protection of ICT 2.3 Computer threats and crimes are detected. 2.4 Protection against computer crimes is undertaken in accordance with laws governing protection of ICT
3. Apply computer software in solving tasks	3.1 Basic <i>word processing concepts</i> are applied in resolving workplace tasks 3.2 <i>Word processing utilities</i> are applied in accordance with workplace procedures 3.3 Data is manipulated on worksheet in accordance with office procedures
4. Apply internet and email in communication at workplace	4.1 Electronic mail is applied in workplace communication in accordance with office procedures 4.2 Office internet functions are defined and executed in accordance with office procedures 4.3 <i>Network configuration</i> and uses are determined in accordance with

RANGE

This section provides work environments and conditions to which the performance criteria apply. It allows for different work environments and situations that will affect performance.

Range	Variable
1 <i>Computer software</i> may include but not limited to:	1.1 A collection of instructions that enable the user to interact with a <i>computer</i> , its hardware or perform tasks 1.2 Computer tools that will help <i>computer</i> users interact with the hardware in a <i>computer</i> .
2 <i>Computer hardware</i> may include but not limited to:	2.1 Collection of physical parts of a computer system. This includes the computer case, monitor, keyboard, and mouse and all the parts inside the computer case, such as the hard disk drive, motherboard, video card
3 <i>Data security and privacy</i> may include but not limited to:	3.1 Confidentiality 3.2 Cloud computing 3.3 Confidentiality 3.4 Cyber terrorism 3.5 Integrity -but-curious data serving
4 <i>Security and control measures</i> may include but not limited to:	4.1 Countermeasures and risk reduction 4.2 Cyber threat issues 4.3 Risk management
5 <i>Word processing concepts</i> may include but not limited to:	5.1 Using a special program to create, edit, and print documents
6 <i>Network configuration</i> may include but not limited to:	6.1 Organizing and maintaining information on the components of a computer network

REQUIRED SKILLS AND KNOWLEDGE

This section describes the skills and knowledge required for this unit of competency.

Required Skills

The individual needs to demonstrate the following skills:

- Analytical skills
- Interpretation

- Typing
- Communication
- Computing (applying fundamental operations such as addition, subtraction, division and multiplication)
- Using calculator
- Basic ICT skills

Required Knowledge

The individual needs to demonstrate knowledge of:

- Input and output devices
- Central processing Unit (CPU)
- Peripherals
- Storage Media
- Software concept
- Types of concept
- Function of computer software
- Data security and privacy
- Security threats and control measures
- Computer crimes
- Detection and protection of computer crimes
- Laws governing protection of ICT
- Word processing;
 - ✓ Functions and concepts of word processing.
 - ✓ Documents and tables creation and manipulations
 - ✓ Mail merging
 - ✓ Word processing utilities
- Spread sheet;
 - ✓ Meaning, formulae, function and charts, uses, layout, data manipulation and application to cell
- Networking and Internet;
 - ✓ Meaning, functions and uses of networking and internet.
 - ✓ Electronic mail and world wide web
- Emerging trends and issues in ICT;
 - ✓ Identify and apply emerging trends and issues in ICT
 - ✓ Challenges posed by emerging trends and issues

EVIDENCE GUIDE

This provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge and range.

<p>1. Critical Aspects of Competency</p>	<p>Assessment requires evidence that the candidate:</p> <ul style="list-style-type: none"> 1.1 Identified input, output, CPU and storage media devices of computers in accordance with computer specification 1.2 Identified concepts, types and functions of computer software according to operation manual 1.3 Identified and controlled security threats 1.4 Detected and protected computer crimes 1.5 Applied word processing in office tasks 1.6 Prepared work sheet and applied data to the cells in accordance to workplace procedures 1.7 Used Electronic Mail for office communication as per workplace procedure 1.8 Applied internet and World Wide Web for office tasks in accordance with office procedures 1.9 Applied laws governing protection of ICT
<p>2. Resource Implications</p>	<ul style="list-style-type: none"> 2.1 Smartphones 2.2 Tablets 2.3 Laptops 2.4 Desktop computers 2.5 Calculators 2.6 Internet 2.7 Operation Manuals
<p>3. Methods of Assessment</p>	<p>Competency may be assessed through:</p> <ul style="list-style-type: none"> 3.1 Written Test 3.2 Demonstration 3.3 Practical assignment 3.4 Interview/Oral Questioning 3.5 Demonstration
<p>4. Context of Assessment</p>	<p>Competency may be assessed in an off and on the job setting</p>
<p>5. Guidance information for assessment</p>	<p>Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended.</p>

DEMONSTRATE ENTREPRENEURIAL SKILLS

UNIT CODE: MT/OS/SH/BC/04/3

UNIT DESCRIPTION

This unit covers the competencies required to start, operate and grow a micro/small-scale enterprise.

ELEMENTS AND PERFORMANCE CRITERIA

ELEMENT These describe the key outcomes which make up workplace function.	PERFORMANCE CRITERIA These are assessable statements which specify the required level of performance for each of the elements. Bold and italicized terms are elaborated in the Range
1. Develop entrepreneurial culture	1.1 Entrepreneurship terminologies are defined following established procedures. 1.2 Contribution of entrepreneurship towards national development is identified in accordance to national development goals 1.3 Self-employment benefit are identified and emphasized to help create a positive attitude 1.4 Cultural factors that promote or inhibit entrepreneurial development are identified and emphasis made on entrepreneurial promotion 1.5 Ways of managing factors that inhibit development of entrepreneurial culture are identified in accordance with cultural background and national social economic situation
2. Identify entrepreneurial opportunities	2.1 Myths associated with entrepreneurship, types of entrepreneurs and characteristics of entrepreneurship are determine in accordance with the set procedures 2.2 Identification of sources of business ideas , generation of business ideas is undertaken in accordance with the existing procedure 2.3 Evaluation of business opportunities is undertaken according to prevailing office procedures 2.4 Competencies are matched with business opportunities in accordance with business practices.

<p>3. Start a small business</p>	<p>3.1 Factors to consider when starting a small business are identified according to business sector.</p> <p>3.2 Forms of business ownership are identified and procedure of starting a small business stipulated according to relevant legal requirements</p> <p>3.3 Procedure of starting a small business is identified as per the legal requirements</p> <p>3.3 Challenges faced when starting a small business are identified and mitigating factors provided for in accordance prevailing legal and regulatory requirement</p> <p>3.4 Resource requirement for a small business are specified according to nature of business</p> <p>3.5 Business life cycle is projected as per the nature of business and national social economic situation</p>
<p>4. Operate a small business</p>	<p>4.1 Relevant terms are defined in accordance with the set rules</p> <p>4.2 Small business record is maintained in accordance with office procedures</p> <p>4.3 Business support services are set up in accordance with the nature and size of business</p> <p>4.4 Marketing activities are effected according to the nature and size of business</p> <p>4.5 Small enterprise business plan is prepared depending on the size and nature of business and the client specification</p> <p>4.6 Small business resources are run for efficiency and profitability</p> <p>4.7 Small business records are kept for decision making purposes</p> <p>4.8 Word processing concepts are applied in the management of small business according to office procedures</p> <p>4.9 Basic computer application software and emerging trends and concerns are applied in small business management in accordance with office procedures</p>
<p>5. Grow a small business</p>	<p>5.1 Methods of growing/expanding a small business are identified and implemented in accordance with growth schedule</p> <p>5.2 Resources for growing small business are identified and implementing</p> <p>5.3 Small business growth plans are prepare according to growth schedule</p> <p>5.4 ICT and small business growth schedule is prepared in</p>

	<p>accordance with office procedures</p> <p>5.5 Use of computers and technology is incorporated in small scale business growth schedule in accordance with technological trends</p> <p>5.6 Social media is used for business growth and profitability</p> <p>5.7 Emerging issues and trends are considered in accordance with business growth schedule and activities</p> <p>5.8 Community interest is built in product/service according to growth plan</p> <p>5.9 Business communication is enhance according to business communication plan and profitability</p> <p>5.10 Basic business growth strategies are identified and implemented for increased profitability</p> <p>5.11 Word processing concepts are applied in growing of small business according to office procedures</p> <p>5.12 Basic computer application software, programming and emerging trends and concerns are applied in small business growth in accordance with office procedures for growth and profitability</p>
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RANGE

This section provides work environments and conditions to which the performance criteria apply. It allows for different work environments and situations that will affect performance.

Range	Variable
1 Entrepreneurship terminologies include but not limited to:	<p>1.1 Entrepreneurship</p> <p>1.2 Enterprise</p> <p>1.3 Business vision. Mission, core values, objectives</p>
2 Sources of business ideas include but not limited to:	<p>2.1 Brainstorming</p> <p>2.2 Personal hobbies</p> <p>2.3 Newspapers, magazines,</p> <p>2.4 Friends and relatives</p> <p>2.5 Accounting/Administrative work</p> <p>2.6 Modern trends and concerns</p>
3 Forms of business ownership include but not limited to:	<p>3.1 Sole proprietorship</p> <p>3.2 Partnership</p> <p>3.3 Limited Company</p> <p>3.4 Unlimited Company</p>

4 Resource requirement include but not limited to:	4.1 Human, equipment, finance
5 Business life cycle include but not limited to:	5.1 Start-up, growth, expansion and decline of a business
6 Relevant terms include but not limited to:	6.1 Seed capital, business startup

REQUIRED SKILLS AND KNOWLEDGE

This section describes the skills and knowledge required for this unit of competency.

Required Skills

The individual needs to demonstrate the following skills:

- Individual marketing skills
- Using basic advertising (posters/ tarpaulins, flyers, social media,
- Basic bookkeeping/ accounting skills
- Communication skills

Required Knowledge

The individual needs to demonstrate knowledge of:

- Public relations concepts
- Basic product promotion strategies
- Basic market and feasibility studies
- Basic business ethics
- Building customer relations
- Business models and strategies
- Types and categories of businesses
- Business internal controls
- Relevant national and local legislation and regulations
- Basic quality control and assurance concepts
- Building relations with customer and employees
- Building competitive advantage of the enterprise

EVIDENCE GUIDE

This section describes the required skills which supports performance. These skills will need to be considered in the learning and assessment process.

1. Critical aspects of Competency	<p>Assessment requires evidence that the candidate:</p> <ul style="list-style-type: none"> 1.1 Demonstrated basic entrepreneurial skills 1.2 Demonstrated ability to conceptualize and plan a micro/small enterprise 1.3 Demonstrated ability to manage/operate a micro/small-scale business 1.4 Demonstrated basic marketing skills
2. Resource Implications	<p>The following resources should be provided:</p> <ul style="list-style-type: none"> 2.1 Case problems on micro/small-scale enterprises 2.2 Materials and location relevant to the proposed activity and tasks
3. Methods of Assessment	<p>Competency in this unit may be assessed through:</p> <ul style="list-style-type: none"> 3.1 Case problems 3.2 Oral Questioning 3.3 Portfolio
4. Context of Assessment	<ul style="list-style-type: none"> 4.1 Competency may be assessed in workplace or in a simulated workplace setting 4.2 Assessment shall be observed while tasks are being undertaken whether individually or in-group

DEMONSTRATE EMPLOYABILITY SKILLS

UNIT CODE: MT/OS/SH/BC/05/3

UNIT DESCRIPTION

This unit covers competencies required to demonstrate employability skills. It involves competencies for exuding self-awareness and dealing with everyday life challenges; applying critical safe work habits and working harmoniously in a team; participating in planning and organizing work activities; applying learning, creativity and innovativeness in workplace functions; pursuing professional growth and managing time effectively in the workplace.

ELEMENTS AND PERFORMANCE CRITERIA

ELEMENT These describe the key outcomes which make up workplace function	PERFORMANCE CRITERIA These are assessable statements which specify the required level of performance for each of the elements. <i>Bold and italicized terms are elaborated in the Range</i>
1. Develop self-awareness and ability to deal with life challenges	1.1 Personal goals and objectives are written based on potential and in relation to organization objectives. 1.2 Emotions are handled as per workplace requirement. 1.3 Thoughts, feelings and beliefs are shared with superiors in direct and honest ways in line with organization policy. 1.4 Assertiveness is developed and maintained based on the requirements of the job. 1.5 Individual performance is recorded and monitored according to the agreed targets. 1.6 Ideas that generate excitement, interest and commitment are shared with immediate supervisors in line with workplace policy. 1.7 Accountability for assigned duties is demonstrated. 1.8 Self-esteem and a positive self-image are developed and demonstrated based on job requirements.

<p>2. Demonstrate critical safe work habits for employees</p>	<p>2.1 Stress is handled at the workplace in accordance with standard procedures.</p> <p>2.2 Punctuality and time consciousness is demonstrated in line with organization policy.</p> <p>2.3 Personal objectives are integrated with organization objectives in accordance with organization’s policy.</p> <p>2.4 Resources are effectively and efficiently utilized in accordance with workplace policy.</p> <p>2.5 Work activities are prioritized based on standard operating procedures.</p> <p>2.6 Task objectives are met in according to workplace procedures.</p> <p>2.7 Individual performance targets are set in line with organization objectives.</p> <p>2.8 Performance targets are met based on targets agreed as per workplace policy.</p> <p>2.9 Assertiveness is demonstrated based on the requirements of the job.</p> <p>2.10 Leisure time is used positively and productively in line with workplace policy.</p> <p>2.11 Abstinance from drug and substance abuse is demonstrated as per workplace policy.</p> <p>2.12 Awareness of HIV and AIDS is demonstrated in line with workplace policy and requirements of the job.</p> <p>2.13 Emerging issues are dealt with in accordance with organization policy.</p>
<p>3. Demonstrate workplace teamwork</p>	<p>3.1 Roles and objectives of the team are identified in accordance organization policy.</p> <p>3.2 Team parameters and relationships are identified according to workplace policy.</p> <p>3.3 Individual activities are identified and followed through in line with job requirements.</p> <p>3.4 Effective and appropriate forms of communication in a team are used according to workplace policy.</p> <p>3.5 Resolution of conflicts between team members is sought promptly in line with organization.</p> <p>3.6 Ability to work in a team with gender diversity is demonstrated in accordance with workplace policy.</p> <p>3.7 Basic human rights are identified, sought after and adhered</p>

	<p>to in line with workplace policy.</p> <p>3.8 Respect for team members' human rights is demonstrated in accordance with existing protocol.</p> <p>3.9 Healthy <i>relationships</i> are established and maintained for harmonious co-existence in line with workplace policy.</p>
4. Plan and organize work	<p>4.1 Work schedules for given tasks are adhered to within the set time lines and based on workplace policy.</p> <p>4.2 Punctuality and time consciousness are demonstrated based on workplace policy.</p> <p>4.3 Assignment goals/objectives and deliverables are identified and achieved based on instructions from superiors and organizations' policy.</p> <p>4.4 Resources are identified and utilized to meet assignment goals and deliverables as per workplace policy.</p> <p>4.5 Work records are kept and maintained in line with workplace policy.</p> <p>4.6 Situations that require consultation with superiors are identified and consultations made in accordance with workplace policy.</p> <p>4.7 Operational decisions are made and applied based on the requirements of the job.</p> <p>4.8 Problems arising in the course of working are identified and solved or reported according the workplace policies and procedures.</p> <p>4.9 Situations that require negotiation are identified and negotiations done to create win-win situations.</p> <p>4.10 Negotiation techniques are demonstrated to meet <i>client's</i> satisfaction and organizations' objectives.</p>
5. Maintain professional growth and development in the workplace	<p>5.1 Personal training needs are assessed and outlined based on requirements of the job.</p> <p>5.2 Career progression opportunities are identified and pursued based on job requirements.</p> <p>5.3 Sponsorship for training for career progression is sought based on organization policy.</p> <p>5.4 Licensees and certifications relevant to job and career are obtained and renewed based on standard operating procedures.</p> <p>5.5 Personal growth is pursued towards improving the qualifications set for the profession in line with organization</p>

	<p>policy.</p> <p>5.6 Available training opportunities are embraced and completed within allowed time limits.</p> <p>5.7 Recognitions for prior learning are sought as proof of career advancement.</p> <p>5.8 Mentorship and coaching programs are attended regularly based on availability and workplace policy.</p>
6. Demonstrate learning, creativity and innovativeness in the workplace	<p>6.1 Time and effort is invested in learning new skills based on job requirements and workplace policy.</p> <p>6.2 Willingness to learn under different context is demonstrated based on available learning opportunities arising in the workplace.</p> <p>6.3 Application of learning is demonstrated in both technical and non-technical aspects based on requirements of the job.</p> <p>6.4 Ability to apply a range of basic Information Technology skills is demonstrated based on requirements of the job.</p> <p>6.5 Application of Occupational Health and Safety procedures in use of technology is demonstrated in the workplace.</p> <p>6.6 Initiative is taken to use more effective and efficient processes and procedures in line with job requirements.</p> <p>6.7 Ability to adapt to new systems is demonstrated in accordance with the requirements of the job.</p> <p>6.8 Recognition and support of innovative and creative ideas is demonstrated in the workplace.</p> <p>6.9 Opportunities to carryout functions better are identified and exploited in line with organization objectives.</p> <p>6.10 Ability to discuss new ideas and get consensus is demonstrated in line with job requirements.</p> <p>6.11 Awareness of personal role in workplace innovation is demonstrated.</p>

RANGE

This section provides work environment and conditions to which the performance criteria apply. It allows for different work environment and situations that will affect performance.

Variable	Range
<i>1 Drug and substance abuse</i> includes but	Commonly abused; 1.1 Alcohol

not limited to:	<ul style="list-style-type: none"> 1.2 Tobacco 1.3 Miraa 1.4 Over-the-counter drugs 1.5 Cocaine 1.6 Bhang 1.7 Glue
2 <i>Feedback includes but not limited to:</i>	<ul style="list-style-type: none"> 2.1 Verbal 2.2 Written 2.3 Informal 2.4 Formal
3 <i>Clients includes but not limited to:</i>	<ul style="list-style-type: none"> 3.1 New clients 3.2 Existing clients 3.3 Internal clients 3.4 External clients
4 <i>Relationships includes but not limited to:</i>	<ul style="list-style-type: none"> 4.1 Man/Woman 4.2 Trainer/trainee 4.3 Employee/employer 4.4 Client/service provider 4.5 Husband/wife 4.6 Boy/girl 4.7 Parent/child 4.8 Sibling relationships
5 <i>Communication methods includes but not limited to:</i>	<ul style="list-style-type: none"> 5.1 Written 5.2 Talk/presentation 5.3 Video 5.4 Audio 5.5 Graphical 5.6 Modeling
6 <i>Team includes but not limited to:</i>	<ul style="list-style-type: none"> 6.1 Small work group 6.2 Staff in a section/department 6.3 Inter-agency group
7 <i>Personal growth includes but not limited to:</i>	<ul style="list-style-type: none"> 1.1 Growth in the job 1.2 Career mobility 1.3 Gains and exposure the job gives 1.4 Net workings 1.5 Benefits that accrue to the individual as a result of noteworthy performance
8 <i>Personal objectives includes but not</i>	<ul style="list-style-type: none"> 8.1 Long term 8.2 Short term

<i>limited to:</i>	8.3 Broad 8.4 Specific
9 <i>Trainings and career opportunities includes but not limited to</i>	9.1 Participation in training programs <ul style="list-style-type: none"> ○ Technical ○ Supervisory ○ Managerial ○ Continuing Education 9.2 Serving as Resource Persons in conferences and workshops
10 <i>Resource include but not limited to:</i>	10.1 Human 10.2 Financial 10.3 Technology <ul style="list-style-type: none"> ○ Hardware ○ Software
11 <i>Innovation include but not limited to:</i>	11.1 New ideas 11.2 Original ideas 11.3 Different ideas 11.4 Methods/procedures 11.5 Processes 11.6 New tools
12 <i>Emerging issues include but not limited to:</i>	12.1 Terrorism 12.2 Social media 12.3 National cohesion 12.4 Open offices

REQUIRED SKILLS AND KNOWLEDGE

This section describes the skills and knowledge required for this unit of competency.

Required Skills

The individual needs to demonstrate the following skills:

- Appropriate practice of personal hygiene
- Intra and Interpersonal skills
- Communication skills
- Knowledge management
- Interpersonal skills
- Critical thinking skills
- Observation skills
- Organizing skills
- Record keeping skills

- Negotiation skills
- Problem solving skills
- Decision Making skills
- Resource utilization skills

Required Knowledge

The individual needs to demonstrate knowledge of:

- Work values and ethics
- Company policies
- Occupational Safety and Health
- Company operations, procedures and standards
- Fundamental rights at work
- Personal hygiene practices
- Workplace communication
- Concept of time
- Building relationships
- Training needs assessment
- Time management
- Decision making
- Types of resources
- Work planning
- Record keeping
- Resources and allocating resources
- Organizing work
- Workplace problems areas and how to deal with them
- Negotiation
- Assertiveness
- Team work
- Gender
- HIV and AIDS
- Drug and substance abuse
- Leadership
- Safe work habits
- Professional growth and development
- Technology in the workplace
- Learning
- Creativity

- Innovation
- Emerging issues
 - Social media
 - Terrorism
 - National cohesion

EVIDENCE GUIDE

This provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge and range

<p>1. Critical aspects of Competency</p>	<p>Assessment requires evidence that the candidate:</p> <ul style="list-style-type: none"> 1.1 Attained job targets within key result areas. 1.2 Maintained punctuality and time consciousness. 1.3 Maintained intra- and inter-personal relationship in the course of managing oneself. 1.4 Completed trainings and career progression opportunities within time limits. 1.5 Acquired and maintained licenses and/or certifications required for the job. 1.6 Planned and organized resources to achieve assigned goals and objectives. 1.7 Identified and solved a problem in a particular problem situation. 1.8 Displayed critical safe work habits in carrying out work functions. 1.9 Innovatively made work processes and procedures more effective and efficient. 1.10 Worked harmoniously with people of diverse gender in the workplace. 1.11 Participated effectively in team activities. 1.12 Demonstrated awareness of HIV and AIDS. 1.13 Abstained from drug and substance abuse. 1.14 Participated in mentorship and coaching programs. 1.15 Demonstrated safety consciousness. 1.16 Maintained work records. 1.17 Demonstrated ability to cope with emerging issues
<p>2. Resource</p>	<p>The following resources should be provided:</p>

Implications	<p>2.1 Workplace or assessment location</p> <p>2.2 Case studies/scenarios</p>
3. Methods of Assessment	<p>Competency in this unit may be assessed through:</p> <p>3.1 Oral Interviews</p> <p>3.2 Observation</p> <p>3.3 Third Party Reports</p> <p>3.4 Written tests</p>
4. Context of Assessment	<p>4.1 Competency may be assessed in workplace or in a simulated workplace setting.</p> <p>4.2 Assessment shall be observed while tasks are being undertaken whether individually or in-group.</p>
5. Guidance information for assessment	<p>Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended.</p>

DEMONSTRATE ENVIRONMENTAL LITERACY

UNIT CODE: MT/OS/SH/BC/06/3

UNIT DESCRIPTION

This unit specifies the competencies required to follow procedures for environmental hazard control, follow procedures for environmental pollution control and comply with workplace sustainable resource use.

ELEMENTS AND PERFORMANCE CRITERIA

ELEMENT These describe the key outcomes which make up workplace function.	PERFORMANCE CRITERIA These are assessable statements which specify the required level of performance for each of the elements. <i>Bold and italicized terms are elaborated in the Range</i>
1. Control environmental hazard	1.1 <i>Storage and handling methods</i> for environmentally <i>hazardous</i> materials are strictly followed according to environmental regulations and OSHS. 1.2 <i>Disposal methods</i> of hazardous wastes are followed at all times according to environmental regulations and OSHS. 1.3 <i>PPE</i> is used according to OSHS.
2. Control environmental Pollution	2.1 <i>Environmental pollution control measures</i> are complied with following standard protocol. 2.2 Procedures for solid waste management are observed according Environmental Management and Coordination Act 1999 2.3 Methods for minimizing <i>noise pollution</i> complied following environmental regulations.
3. Demonstrate sustainable resource use	3.1 Methods for minimizing wastage are complied with. 3.2 <i>Waste management procedures</i> are employed following principles of 3Rs (Reduce, Reuse, Recycle) 3.3 Methods for economizing or reducing <i>resource</i> consumption are practiced.

RANGE

This section provides work environments and conditions to which the performance criteria apply. It allows for different work environments and situations that will affect performance.

Variable	Range
1. <i>PPE</i> may include but are not limited to:	1.1 Mask 1.2 Gloves 1.3 Goggles 1.4 Safety hat 1.5 Overall 1.6 Hearing protector
2. <i>Environmental pollution control measures</i> may include but are not limited to:	2.1 Methods for minimizing or stopping spread and ingestion of airborne particles 2.2 Methods for minimizing or stopping spread and ingestion of gases and fumes 2.3 Methods for minimizing or stopping spread and ingestion of liquid wastes
3 <i>Waste management procedures</i> may include but are not limited to:	3.1 Sorting 3.2 Storing of items 3.2 Recycling of items 3.3 Disposal of items
4 <i>Resources</i> may include but are not limited to:	4.1 Electric 4.2 Water 4.3 Fuel 4.3 Telecommunications 4.4 Supplies 4.5 Materials
5 <i>Workplace environmental hazards</i> may include but are not limited to:	5.1 Biological hazards 5.2 Chemical and dust hazards 5.3 Physical hazards

REQUIRED SKILLS AND KNOWLEDGE

This section describes the skills and knowledge required for this unit of competency.

Required Skills

The individual needs to demonstrate the following skills:

- Following storage methods of environmentally hazardous materials
- Following disposal methods of hazardous wastes
- Using PPE
- Practicing OSHS

- Complying environmental pollution control
- Observing solid waste management
- Complying methods of minimizing noise Pollution
- Complying methods of minimizing wastage
- Employing waste management procedures
- Economizing resource consumption

Required Knowledge

The individual needs to demonstrate knowledge of:

- Storage methods of environmentally hazardous materials
- Methods of disposing hazardous wastes
- Usage of PPE
- Environmental regulations
- OSHS
- Types of pollution
- Environmental pollution control measures
- Types of solid wastes
- Solid waste management
- Types of noise pollution
- Methods of minimizing noise pollution
- Solid Waste Act
- Methods of minimizing wastage
- Waste management procedures
- Economizing of resource consumption
- Principle of 3Rs

EVIDENCE GUIDE

This provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge and range.

1. Critical Aspects of Competency	Assessment requires evidence that the candidate: 1.1 Controlled environmental hazard 1.2 Controlled environmental pollution 1.3 Demonstrated sustainable resource use
2. Resource Implications	The following resources should be provided: 2.1 Workplace with storage facilities 2.2 Tools, materials and equipment relevant to the tasks (ex. Cleaning

	<p>tools, cleaning materials, trash bags, etc.)</p> <p>2.3 PPE</p> <p>2.4 Manuals and references</p>
3 Methods of Assessment	<p>Competency in this unit may be assessed through:</p> <p>3.1 Demonstration</p> <p>3.2 Oral questioning</p> <p>3.3 Written examination</p>
4 Context of Assessment	<p>Competency may be assessed on the job, off the job or a combination of these. Off the job assessment must be undertaken in a closely simulated workplace environment.</p>
5 Guidance information for assessment	<p>Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended.</p>

DEMONSTRATE OCCUPATIONAL SAFETY AND HEALTH PRACTICES

UNIT CODE: MT/OS/SH/BC/07/3

UNIT DESCRIPTION

This unit specifies the competencies required to practice and promote safety and health at work.

ELEMENTS AND PERFORMANCE CRITERIA

ELEMENT	PERFORMANCE CRITERIA
<p>These describe the key outcomes which make up workplace function.</p>	<p>These are assessable statements which specify the required level of performance for each of the elements.</p> <p><i>Bold and italicized terms are elaborated in the Range</i></p>
<p>1. Prepare to practice safety and health at work</p>	<p>1.1 Awareness of legislation that outlines the minimum standards for occupational safety and health requirements/ regulations are emphasized</p> <p>1.2 Benefits of implementing an occupational safety and health program are identified</p> <p>1.3 <i>Safety requirements/ regulations</i> of own work and of other workers are familiarized</p> <p>1.4 Workplace standards and procedures for incidents and Emergencies are determined</p> <p>1.5 <i>Prevention and control measures</i>, including use of <i>safety gears/PPE</i> (Personal Protective Equipment) to avoid accident, injuries and sickness are identified</p>
<p>2. Comply and promote compliance of workers to organization's occupational safety and health instructions and requirements</p>	<p>2.1 Safety instructions and safety signs are followed and disseminated to co-workers</p> <p>2.2 Safe handling of tools, equipment and materials is learned and shared with co-workers</p> <p>2.3 Execution of own work and of co-workers is monitored in according to safe work procedures</p> <p>2.4 Use of safe guards and safety devices is monitored</p> <p>2.5 Hazards, incidents, injuries and sickness in the workplace are reported properly following standards and procedures</p>

RANGE

This section provides work environments and conditions to which the performance criteria apply. It allows for different work environments and situations that will affect performance.

Variable	Range
1. <i>Safety requirements / regulations</i> may include but are not limited to:	1.1 Building code 1.2 Permit to Operate 1.3 Occupational Safety and Health Standards
2. <i>Incidents and emergencies</i> may include but are not limited to:	2.1 Chemical spills 2.2 Equipment/vehicle accidents 2.3 Explosion 2.4 Fire 2.5 Gas leak 2.6 Injury to personnel 2.7 Structural collapse 2.8 Toxic and/or flammable vapours emission.
3. <i>Prevention and control measures</i> may include but are not limited to:	3.1 Eliminate the hazard (i.e., get rid of the dangerous machine) 3.2 Isolate the hazard (i.e. keep the machine in a closed room and operate it remotely; barricade an unsafe area off) 3.3 Substitute the hazard with a safer alternative (i.e., replace the machine with a safer one) 3.4 Use administrative controls to reduce the risk (i.e. give trainings on how to use equipment safely; OSH-related topics, issue warning signages, rotation/shifting work schedule) 3.5 Use engineering controls to reduce the risk (i.e. use safety guards to machine) 3.6 Use personal protective equipment 3.7 Safety, Health and Work Environment Evaluation 3.8 Periodic and/or special medical examinations of workers

<p>4. Safety devices/ PPEs (personal protective equipment) May include but are not limited to:</p>	<p>5.1 Arm/Hand guard, gloves 5.2 Eye protection (goggles, shield) 5.3 Hearing protection (ear muffs, ear plugs) 5.4 Hair Net/cap/bonnet 5.5 Hard hat 5.6 Face protection (mask, shield) 5.7 Apron/Gown/coverall/jump suit 5.8 Anti-static suits 5.9 High-visibility reflective vest</p>
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REQUIRED SKILLS AND KNOWLEDGE

This section describes the skills and knowledge required for this unit of competency.

Required Skills

The individual needs to demonstrate the following skills:

- Communication skills
- Knowledge management
- Interpersonal skills
- Troubleshooting skills
- Critical thinking skills
- Observation skills
- Monitoring skills
- Reporting skills

Required Knowledge

The individual needs to demonstrate knowledge of:

- Elements of an effective occupational safety and health program
- Benefits of implementing an occupational safety and health program
- Safety requirements of own work and of other workers
- Standard emergency plan and procedures in the workplace
- Different OSH control measures
- General OSH principles
- Work standards and procedures
- Safe handling procedures of tools, equipment and materials
- Standard emergency plan and procedures in the workplace
- Different OSH control measures
- Standard accident and illness reporting procedures in the workplace
- Monitoring system on compliance to work safety and health

EVIDENCE GUIDE

This provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge and range.

1. Critical Aspects of Competency	Assessment requires evidence that the candidate: 1.1 Emphasizes awareness of OSH legislations 1.2 Identifies benefits of implementing OSH program 1.3 Identifies safety requirements of own work and of co-workers 1.4 Identifies and shares with co-workers OSH control measures and emergency plan in the workplace 1.5 Identifies and shares with co-workers the control measures to prevent accident, injuries and sickness 1.6 Follows and disseminate to co-workers the safety instructions and safety signs at work 1.7 Learns safe handling of tools, equipment and materials and shares with co-workers 1.8 Monitors safe execution of own work and of co-workers 1.9 Monitors compliance to safety measures 1.10 Reports hazards, incidents, injuries and sickness following workplace procedures
2. Resource Implications	The following resources should be provided: 2.1 Facilities, materials, tools and equipment necessary for the activity
3. Methods of Assessment	Competency in this unit may be assessed through: 3.1 Observation/Demonstration with oral questioning 3.2 Third party report
4. Context of Assessment	Competency may be assessed on the job, off the job or a combination of these. Off the job assessment must be undertaken in a closely simulated workplace environment.
5. Guidance information for assessment	Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended.

CORE UNITS OF LEARNING

STUN THE MEAT ANIMAL

UNIT CODE: MT/OS/SH/CR/01/3

UNIT DESCRIPTION

This unit specifies the competencies required to: - Prepare the stunning equipment, position the meat animals and stun the meat animal.

ELEMENT These describe the key outcomes which make up workplace function.	PERFORMANCE CRITERIA These are assessable statements which specify the required level of performance for each of the elements. <i>Bold and italicized terms are elaborated in the Range</i>
Prepare the stunning equipment	<ul style="list-style-type: none"> • <i>Tools, equipment</i> and <i>PPEs</i> identified and assembled as per the task requirements and work place procedures • <i>Personnel</i> identified and assembled as per the task requirements • Stunning equipment prepared as per the task requirements
Position the meat animals	<ul style="list-style-type: none"> • The meat animals are assembled as per the task requirements • The meat animal is positioned for stunning based on the species and legal requirements
Stun the meat animal	<ul style="list-style-type: none"> • <i>Meat animal</i> stunned as per the species, <i>SOPs</i> and work place procedures

RANGE

This section provides work environments and conditions to which the performance criteria apply. It allows for different work environments and situations that will affect performance.

Variable	Range
PPE's include but not limited to:	White gumboots, white plastic aprons, white dust coat, white caps, white helmets, masks, heavy cold room clothing, steel chain gloves, disposable gloves
Tools and equipment include but not limited to:	Captive bolt pistol, electric stunner, knives
Personnel include but not limited to:	Slaughter house attendants, meat inspector, meat grader, operations supervisor, operations manager
Meat animals include but not limited to:	Cattle, sheep, goat, pig, poultry, camel, donkey, ostrich, rabbit, crocodiles

Standard operating Procedure(SOPs) include but not limited to:	Hazard Analysis Critical Control Point (HACCP) and Good manufacturing Practices (GMP), Good Agricultural Practices, ISO 22000 food standards, SPS, work place procedures
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REQUIRED SKILLS AND KNOWLEDGE

This section describes the skills and knowledge required for this unit of competency.

Required Skills

The individual needs to demonstrate the following skills:

- Decision making
- Observation
- Problem solving
- Time management
- Public relations
- Conflict resolution
- Weighing
- Numeracy
- First aid
- Communication

Required Knowledge

The individual needs to demonstrate knowledge of:

- Types of tools, equipment and PPEs
- Occupational safety and precautions
- Animal behavior
- Animal welfare
- Animal restraining techniques
- Objectives of stunning
- Stunning methods

EVIDENCE GUIDE

This provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge and range.

Critical Aspects of Competency	<p>Assessment requires evidence that the candidate:</p> <ul style="list-style-type: none"> • Stunning equipment prepared as per the task requirements • Meat animals positioned for stunning based on the species • Meat animals stunned as per the species requirements
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Resource Implications	<p>The following resources must be provided:</p> <ul style="list-style-type: none"> • Workplace or assessment location • PPEs • Materials, tools, and equipment • Meat animals
Methods of Assessment	<p>Competency may be assessed through:</p> <ul style="list-style-type: none"> • Observation • Oral presentation/ questioning • Written tests
Context of Assessment	<p>Competency may be assessed on the job, off the job or a combination of these. Off the job assessment must be undertaken in a closely simulated workplace environment.</p>
Guidance information for assessment	<p>Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended.</p>

DRESS THE MEAT ANIMAL

UNIT CODE: MT/OS/SH/CR/02/3

UNIT DESCRIPTION

This unit specifies the competencies required to: - Bleed the meat animal, flay / de-feather/ de-hair the meat animal, eviscerate the meat animal, clean the meat animal carcass and offals and dispatch the meat animal.

ELEMENT These describe the key outcomes which make up workplace function.	PERFORMANCE CRITERIA These are assessable statements which specify the required level of performance for each of the elements. <i>Bold and italicized terms are elaborated in the Range</i>
Bleed the meat animal	<ul style="list-style-type: none"> • <i>Tools, equipment</i> and <i>PPEs</i> identified and assembled as per the task requirements and work place procedures • <i>Personnel</i> identified and assembled as per the legal and task requirement • Stunned animal severed and bled according to the <i>SOPs</i> and animal species
Flay / de-feather/ de-hair the meat animal	<ul style="list-style-type: none"> • Bled meat animals flayed/de-haired/de-feathered based on the species and <i>work place procedures</i>
Eviscerate the meat animal	<ul style="list-style-type: none"> • Bled animals eviscerated as per the species and task requirements
Clean the meat animal carcass and offals	<ul style="list-style-type: none"> • Meat carcass split and cleaned based on the species and work place procedures

RANGE

This section provides work environments and conditions to which the performance criteria apply. It allows for different work environments and situations that will affect performance.

Variable	Range
PPE's include but not limited to:	White gumboots, white plastic aprons, white dust coat, white caps, white helmets, masks, disposable gloves
Tools and equipment include but not limited to:	Flaying knives, electric de-hider, cradle, chain block, gambrel, spreader, hook and rollers, weighing scales, butchers cleavers

Work place procedure include but not limited to:	Rules, regulations ,service charters, code of conduct
Species include but not limited to:	Cattle, sheep, goat, pig, poultry, camel, donkey, ostrich, rabbit, crocodiles
Standard operating procedure(SOPs) include but not limited to:	Hazard Analysis Critical Control Point (HACCP) and Good manufacturing Practices (GMP), Good Agricultural Practices, ISO 22000 food standards, SPS, work place procedures
Organs include but not limited to:	Liver, lungs, heart, intestines, spleen etc

REQUIRED SKILLS AND KNOWLEDGE

This section describes the skills and knowledge required for this unit of competency.

Required Skills

The individual needs to demonstrate the following skills:

- Decision making
- Observation
- Problem solving
- Time management
- Public relations
- Conflict resolution
- Weighing
- Numeracy
- Communication

Required Knowledge

The individual needs to demonstrate knowledge of:

- Types of tools, equipment and PPEs
- Hygiene procedures
- Effects of bleeding on meat carcass
- Carcass dressing techniques
- Legal requirement in animal carcass dressing

EVIDENCE GUIDE

This provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge and range.

Critical Aspects of Competency	Assessment requires evidence that the candidate: Bled meat animals as per the SOPs and species requirements Dressed the meat animal as per the species and work place procedures
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	Dispatched the animal meat as per the work place procedure and market requirements
Resource Implications	The following resources must be provided: <ul style="list-style-type: none"> • Workplace or assessment location • PPEs • Materials, tools, and equipment • Livestock
Methods of Assessment	Competency may be assessed through: <p>Observation</p> <p>Oral presentation/ questioning</p> <p>Written tests</p>
Context of Assessment	Competency may be assessed on the job, off the job or a combination of these. Off the job assessment must be undertaken in a closely simulated workplace environment.
Guidance information for assessment	Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended.

DISPATCH CERTIFIED EDIBLE ABATTOIR PRODUCTS

UNIT CODE: MT/OS/SH/CR/03/3

UNIT DESCRIPTION

This unit specifies the competencies required to: Portioning meat animal carcass, weighing the certified edible abattoir products, loading the certified edible abattoir products.

ELEMENT These describe the key outcomes which make up workplace function.	PERFORMANCE CRITERIA These are assessable statements which specify the required level of performance for each of the elements. <i>Bold and italicized terms are elaborated in the Range</i>
Portion meat animal carcass	<ul style="list-style-type: none"> • <i>Tools, equipment and PPEs</i> identified and assembled as per the task requirements and work place procedures • Personnel identified and assembled as per the legal and task requirement • Animal carcass portioned based on the species
Weigh the certified edible abattoir products	<ul style="list-style-type: none"> • Carcass/ organs weighed as per the work place procedures
Loading the certified edible abattoir products	<ul style="list-style-type: none"> • Carcass portions / organs/ heads loaded for transportation as per the work place procedures

RANGE

This section provides work environments and conditions to which the performance criteria apply. It allows for different work environments and situations that will affect performance.

Variable	Range
PPE's include but not limited to:	White gumboots, white plastic aprons, white dust coat, white caps, white helmets, masks, heavy cold room clothing, steel chain gloves, disposable gloves
Tools and equipment include but not limited to:	Knives, hook and rollers, weighing scales, buckets

REQUIRED SKILLS AND KNOWLEDGE

This section describes the skills and knowledge required for this unit of competency.

Required Skills

The individual needs to demonstrate the following skills:

- Decision making
- Observation
- Problem solving
- Time management
- Public relations
- Conflict resolution
- Weighing
- Numeracy
- Communication

Required Knowledge

The individual needs to demonstrate knowledge of:

- Types of tools, equipment and PPEs
- Hygiene procedures
- Legislation in dispatching animal meat

EVIDENCE GUIDE

This provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge and range.

Critical Aspects of Competency	Assessment requires evidence that the candidate: <ul style="list-style-type: none">• Portioned meat animal carcass based on the species and work place procedures• Weighed the portioned meat as per the task requirements• Loaded the certified meat/ organs as per the work place procedures and task requirements
Resource Implications	The following resources must be provided: <ul style="list-style-type: none">• Workplace or assessment location• PPEs• Materials, tools, and equipment• Meat animals
Methods of Assessment	Competency may be assessed through: <ul style="list-style-type: none">• Observation• Oral presentation / questioning

	<ul style="list-style-type: none">• Written tests
Context of Assessment	Competency may be assessed on the job, off the job or a combination of these. Off the job assessment must be undertaken in a closely simulated workplace environment.
Guidance information for assessment	Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended.

MANAGE ABATTOIR HYGIENE

UNIT CODE: MT/OS/SH/CR/04/3

UNIT DESCRIPTION

This unit specifies the competencies required to: Maintain personnel hygiene, maintain facility hygiene, maintain equipment hygiene and maintain environmental hygiene.

ELEMENT	PERFORMANCE CRITERIA
These describe the key outcomes which make up workplace function.	These are assessable statements which specify the required level of performance for each of the elements. <i>Bold and italicized terms are elaborated in the Range</i>
Maintain personnel hygiene	<ul style="list-style-type: none"> • <i>Tools, equipment</i> and PPEs identified and assembled as per the task requirements and work place procedures • Personnel trained on hygiene practices as per the task requirements • Personnel hygiene observed as per the task requirements and work place procedures
Maintain facility hygiene	<ul style="list-style-type: none"> • <i>Facility</i> cleaned/washed according to the SOPs and work place procedures
Maintain equipment hygiene	<ul style="list-style-type: none"> • Tools and equipment cleaned as per the SOPs and task requirements • Tools and equipment disinfected/ sterilized as per the SOPs and work place procedures
Maintain environmental hygiene	<ul style="list-style-type: none"> • Solid and liquid wastes collected as per the work place procedures • <i>Environmental</i> wastes managed as per the legal requirements and work place procedures • Compound cleared according to work place procedures

RANGE

This section provides work environments and conditions to which the performance criteria apply. It allows for different work environments and situations that will affect performance.

Variable	Range
Tools and equipment include but not limited to:	Knives, hook and rollers, weighing scales, buckets
Facility include but not limited to:	Slaughter hall, condemnation room, stomachs and intestines cleaning area, stunning area, cold room etc
Environment include but not limited to:	The slaughter house compound, lagoons, condemnation pit blood tanks, drainage systems etc

REQUIRED SKILLS AND KNOWLEDGE

This section describes the skills and knowledge required for this unit of competency.

Required Skills

The individual needs to demonstrate the following skills:

- Decision making
- Observation
- Problem solving
- Time management
- Public relations
- Conflict resolution
- Communication

Required Knowledge

The individual needs to demonstrate knowledge of:

- Types of tools, equipment and PPEs
- Hygiene protocols
- Environmental management
- Types of wastes
- Waste management

EVIDENCE GUIDE

This provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge and range.

Critical Aspects of Competency	Assessment requires evidence that the candidate: <ul style="list-style-type: none">• Maintained personnel, facility, equipment and environmental hygiene according to the task requirements
Resource Implications	The following resources must be provided: <ul style="list-style-type: none">• Workplace or assessment location• PPEs• Materials, tools, and equipment
Methods of Assessment	Competency may be assessed through: <ul style="list-style-type: none">• Observation• Oral presentation / questioning• Written tests
Context of Assessment	Competency may be assessed on the job, off the job or a combination of these. Off the job assessment must be undertaken in a closely simulated workplace environment.
Guidance information for	Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended.

assessment	
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PRESERVE HIDES AND SKINS

UNIT CODE: MT/OS/SH/CR/05/3

UNIT DESCRIPTION

This unit specifies the competencies required to collect meat animal hides and skins, transfer meat animal hides and skins to the store, preserve meat animal hides and skins, dispatch meat animal hides and skin and record keeping and documentation.

ELEMENT These describe the key outcomes which make up workplace function.	PERFORMANCE CRITERIA These are assessable statements which specify the required level of performance for each of the elements. <i>Bold and italicized terms are elaborated in the Range</i>
Collect meat animal hides and skins	<ul style="list-style-type: none"> • <i>Tools, equipment</i> and <i>PPEs</i> identified and assembled as per the task requirements and work place procedures • Personnel identified and assembled as per the legal and task Requirement • Meat animal hides and skins collected as per task requirement work place procedures
Transfer meat animal hides and skins to the store	<ul style="list-style-type: none"> • Collected hides and skins sorted based on species as per work place procedures • Collected hides and skins transferred to the store as per the work place procedures
Preserve meat animal hides and skins	<ul style="list-style-type: none"> • Hides and skins arranged and preserved as per the work place procedures • Preserved hides and skins stored as per the work place procedures • Rodents and pests controlled as per the task requirements
Dispatch meat animal hides and skin	<ul style="list-style-type: none"> • Preserved hides and skins loaded for transportation as per the task requirements • Hides and skin transported to tanneries based on the market and legal requirements
Record keeping and documentation.	<ul style="list-style-type: none"> • Hides and skin records maintained as per the work place procedures • Records and documents managed according to the work place requirements

RANGE

This section provides work environments and conditions to which the performance criteria apply. It allows for different work environments and situations that will affect performance.

Variable	Range
PPE's include but not limited to:	White gumboots, white plastic aprons, white dust coat, white caps, white helmets, masks, heavy cold room clothing, steel chain gloves, disposable gloves
Tools and equipment include but not limited to:	Flaying knives, fleshing knives, hook and rollers, weighing scales, wheel barrows

REQUIRED SKILLS AND KNOWLEDGE

This section describes the skills and knowledge required for this unit of competency.

Required Skills

The individual needs to demonstrate the following skills:

- Decision making
- Observation
- Problem solving
- Time management
- Public relations
- Conflict resolution
- Communication

Required Knowledge

The individual needs to demonstrate knowledge of:

- Types of tools, equipment and PPEs
- Preservation of hides and skins
- Legislation relating to hides and skin transportation
- Record keeping and documentation

EVIDENCE GUIDE

This provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge and range.

Critical Aspects of Competency	<p>Assessment requires evidence that the candidate:</p> <ul style="list-style-type: none"> • Collected hides and skins as per task requirement and work place procedures • Transferred meat animal hides and skins to the store as per the task requirements • Preserved hides and skins as per the task requirements and work place procedures
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	<ul style="list-style-type: none"> • Dispatched hides and skin based on market and legal requirements • Maintained records and documentation as per the task requirements
Resource Implications	<p>The following resources must be provided:</p> <ul style="list-style-type: none"> • Workplace or assessment location • PPEs • Materials, tools, and equipment
Methods of Assessment	<p>Competency may be assessed through:</p> <ul style="list-style-type: none"> • Observation • Oral presentation/ questioning • Written tests
Context of Assessment	<p>Competency may be assessed on the job, off the job or a combination of these. Off the job assessment must be undertaken in a closely simulated workplace environment.</p>
Guidance information for assessment	<p>Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended.</p>