



**REPUBLIC OF KENYA**

**NATIONAL OCCUPATIONAL STANDARDS  
FOR  
SUPPLY CHAIN MANAGER  
LEVEL 5**



**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 of Kenya's development blueprint 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 TVET training. This policy document requires that training in TVET be competency based, curriculum development be industry led, certification be based on demonstration of competence and mode of delivery allows 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 have been developed.

It is my conviction that these Occupational Standards will play a great role towards development of competent human resource for the supply chain management Sector's growth and development.

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

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## **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 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 a 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 labor force.

TVET Curriculum Development, Assessment and Certification Council (TVET CDACC) in conjunction with Supply Chain Sector Skills Advisory Committee (SSAC) have developed these Occupational standards.

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, Supply Chain 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**

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## **ACKNOWLEDGMENT**

These Occupational Standards has been designed for competency-based training and has independent units of learning that allow the trainee flexibility in entry and exit. In developing the occupational standards, significant involvement and support was received from various organizations.

I recognize with appreciation the role of the Supply Chain Sector Skills Advisory Committee (SSAC) in ensuring that competencies required by the industry are addressed in the Occupational Standards. I also thank all stakeholders in the Supply Chain sector for their valuable input and all those who participated in the process of developing this occupational standard.

I am convinced that these Occupational Standards will go a long way in ensuring that workers in Supply Chain Sector acquire competencies that will enable them to perform their work more efficiently.

**DR. LAWRENCE GUANTAI M'ITONGA, PhD**  
**COUNCIL SECRETARY/CEO**  
**TVET CDACC**



## **ACRONYMS**

CDACC	Curriculum Development Assessment and Certification Council
CU	Curriculum
BC	Basic Competency
CC	Core Competency
CO	Common Units
KCSE	Kenya Certificate of Secondary Education
KNQA	Kenya National Qualifications Authority
OSHA	Occupation Safety and Health Act
PPE	Personal Protective Equipment
SSAC	Sector Skills Advisory Committee
TVET	Technical and Vocational Education and Training
FIFO	First in First Out
LIFO	Last in First Out
LSO	Local Service order
LPO	Local Purchase order

## KEY TO UNIT CODE

**BUS / OS/SC/ BC/CO/ CR /01/ 3**

Industry or sector	
Curriculum	
Occupational area	
Type of competency	
Type of competency	
Type of competency	
Competency number	
Competence level	

## OVERVIEW

### Description

The **Supply Chain Management Level Five (5) qualification** consists of competencies that a person must achieve to procure organizations' goods and services, warehouse procured goods, distribute stored goods, participate in procurement contracts management, participate in organizational assets disposal, conduct market survey and handle organizations goods within the institution's/organizations acceptable standard operating procedures (SOPs).

### Units of Learning

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

### Basic Competencies

1. Demonstrate communication skills
2. Demonstrate occupational safety and health practices
3. Demonstrate numeracy skills
4. Demonstrate digital literacy
5. Demonstrate entrepreneurial skills
6. Demonstrate employability skills
7. Demonstrate environmental literacy

## **Core Competencies**

1. Procure organizations' goods and services
2. Warehouse procured goods
3. Distribute stored goods
4. Participate in procurement contracts Management
5. Participate organizational assets Disposal
6. Conduct market survey
7. Handle organizations materials

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## **BASIC UNITS OF COMPETENCY**

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## DEMONSTRATE COMMUNICATION SKILLS

UNIT CODE: BUS/OS/SC/BC/01/5

### Unit Description

This unit covers the competencies required to use specialized communication skills to meet specific needs of internal and external clients, conduct interviews, facilitate discussion with groups and contribute to the development of communication strategies.

### ELEMENTS AND PERFORMANCE CRITERIA

<b>Element</b> <i>These describe the key outcomes which make up workplace function</i>	<b>Performance Criteria</b> <i>These are assessable statements which specify the required level of performance for each of the elements. <b>Bold and italicized terms are elaborated in the Range</b></i>
1. Meet communication needs of clients and colleagues	1.1 Specific communication needs of clients and colleagues are identified and met 1.2 Different approaches are used to meet communication needs of clients and colleagues 1.3 Conflict is addressed promptly and in a timely way and in a manner, which does not compromise the standing of the organization

<b>Element</b> <i>These describe the key outcomes which make up workplace function</i>	<b>Performance Criteria</b> <i>These are assessable statements which specify the required level of performance for each of the elements.</i> <b><i>Bold and italicized terms are elaborated in the Range</i></b>
2. Contribute to the development of communication strategies	2.1 Strategies for internal and external dissemination of information are developed, promoted, implemented and reviewed as required 2.2 Channels of communication are established and reviewed regularly 2.3 Coaching ineffective communication is provided 2.4 Work related network and relationship are maintained as necessary 2.5 Negotiation and conflict resolution strategies are used where required 2.6 Communication with clients and colleagues is appropriate to individual needs and organizational objectives
3. Conduct interviews	<b>3.1</b> A range of appropriate communication strategies are employed in <b><i>interview situations</i></b> 3.2 Records of interviews are made and maintained in accordance with

<b>Element</b> <i>These describe the key outcomes which make up workplace function</i>	<b>Performance Criteria</b> <i>These are assessable statements which specify the required level of performance for each of the elements.</i> <b><i>Bold and italicized terms are elaborated in the Range</i></b>
	organizational procedures 3.3 Effective questioning, listening and nonverbal communication techniques are used to ensure that required message is communicated

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<p>4. Facilitate group discussions</p>	<p>4.1 Mechanisms which enhance effective group interaction is defined and implemented</p> <p>4.2 Strategies which encourage all group members to participate are used routinely</p> <p>4.3 Objectives and agenda for meetings and discussions are routinely set and followed</p> <p>4.4 Relevant information is provided to group to facilitate outcomes</p> <p>4.5 Evaluation of group communication strategies is undertaken to promote participation of all parties</p> <p>4.1 Specific communication needs of individuals are identified and addressed</p>
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<b>Element</b> <i>These describe the key outcomes which make up workplace function</i>	<b>Performance Criteria</b> <i>These are assessable statements which specify the required level of performance for each of the elements.</i> <b><i>Bold and italicized terms are elaborated in the Range</i></b>
5. Represent the organization	5.1 When participating in internal or external forums, presentation is relevant, appropriately researched and presented in a manner to promote the organization 5.2 Presentation is clear and sequential and delivered within a predetermined time 5.3 Utilize appropriate media to enhance presentation 5.4 Differences in views are respected 5.5 Written communication is consistent with organizational standards 5.6 Inquiries are responded in a manner consistent with organizational standard

## **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.

<b>Variable</b>	<b>Range</b> <b>May include but not limited to:</b>
1. Communication strategies	1.1 Language switch 1.2 Comprehension check 1.3 Repetition 1.4 Asking confirmation 1.5 Paraphrase 1.6 Clarification request 1.7 Translation 1.8 Restructuring 1.9 Approximation 1.10 Generalization
2. Effective group interaction	2.1 Identifying and evaluating what is occurring within an interaction in a nonjudgmental way 2.2 Using active listening 2.3 Making decision about appropriate words, behavior 2.4 Putting together response which is culturally appropriate 2.5 Expressing an individual perspective 2.6 Expressing own philosophy, ideology and background and exploring impact with relevance to communication 2.7 Openness and flexibility in

Variable	Range May include but not limited to:
	communication
3. Situations	3.1 Establishing rapport 3.2 Eliciting facts and information 3.3 Facilitating resolution of issues 3.4 Developing action plans 3.5 Diffusing potentially difficult situations

## 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:

- Effective communication process
- Active listening
- Giving/receiving feedback
- Interpretation of information
- Role boundaries setting
- Negotiation
- Establishing empathy
- Openness and flexibility in communication
- Communication skills required to fulfill job roles as specified by the organization

## **Required Knowledge**

The individual needs to demonstrate knowledge of:

- Communication process
- Dynamics of groups and different styles of group leadership
- Communication skills relevant to client groups
- Flexibility in communication
- Communication skills relevant to client groups

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## DEMONSTRATE NUMERACY SKILLS

UNIT CODE: BUS/OS/SC/BC/02/5

### Unit Description

This unit covers the competencies required to perform numerical functions. The person who is competent in this unit shall be able to: calculate with whole numbers and familiar fractions, decimals and percentages for work; estimate, measure, and calculate with routine metric measurements for work; use routine maps and plans for work; interpret, draw and construct 2D and 3D shapes for work; interpret routine tables, graphs and charts for work; collect data and construct routine tables and graphs for work; and use basic functions of calculator.

### ELEMENTS AND PERFORMANCE CRITERIA

<b>Element</b> <i>These describe the key outcomes which make up workplace function</i>	<b>Performance Criteria</b> <i>These are assessable statements which specify the required level of performance for each of the elements.</i> <b><i>Bold and italicized terms are elaborated in the Range</i></b>
1. Calculate with whole numbers and familiar fractions, decimals and percentages for work	1.1 Mathematical information that may be partly embedded in routine workplace tasks and texts is selected and interpreted 1.2 Whole numbers and routine or familiar fractions, decimals and percentages including familiar rates

<p><b>Element</b></p> <p><i>These describe the key outcomes which make up workplace function</i></p>	<p><b>Performance Criteria</b></p> <p><i>These are assessable statements which specify the required level of performance for each of the elements.</i></p> <p><b><i>Bold and italicized terms are elaborated in the Range</i></b></p>
	<p>are interpreted and comprehended</p> <p>1.3 Calculations which may involve a number of steps are perform</p> <p>1.4 Calculations done with whole numbers and routine or familiar fractions, decimals and percentages</p> <p>1.5 Conversion between equivalent forms of fractions, decimals and percentages is done</p> <p>1.6 Order of operations is applied to solve multi-step calculations</p> <p>1.7 Problem solving strategies are appropriately applied</p> <p>1.8 Estimations are made to check reasonableness of problem solving process, outcome and its appropriateness to the context and task</p> <p>1.9 Formal and informal mathematical language and symbolism are used to communicate the result of the task</p>

<p><b>Element</b></p> <p><i>These describe the key outcomes which make up workplace function</i></p>	<p><b>Performance Criteria</b></p> <p><i>These are assessable statements which specify the required level of performance for each of the elements.</i></p> <p><b><i>Bold and italicized terms are elaborated in the Range</i></b></p>
<p>2. Estimate, measure, and calculate with routine metric measurements for work</p>	<p>2.1 Measurement information in workplace tasks and texts are selected and interpreted in accordance with workplace requirements</p> <p>2.2 Appropriate routine measuring equipment are identified and selected in accordance with workplace requirements</p> <p>2.3 Measurements are estimated and made using correct units</p> <p>2.4 Estimations and calculations done using routine measurements</p> <p>2.5 Conversions performed between routinely used metric units</p> <p>2.6 Problem solving processes are used to undertake the tasks</p> <p>2.7 Estimations are made to check reasonableness of problem solving process, outcome and its appropriateness to the context and task</p>



<b>Element</b> <i>These describe the key outcomes which make up workplace function</i>	<b>Performance Criteria</b> <i>These are assessable statements which specify the required level of performance for each of the elements.</i> <b><i>Bold and italicized terms are elaborated in the Range</i></b>
	2.8 Information is recorded using mathematical language and symbols appropriate to discuss the task
3. Use routine maps and plans for work	3.1 Features are identified in routine maps and plans 3.2 Symbols and keys in routine maps and plans are clearly explained 3.3 Orientation of map to North is identified and interpreted 3.4 Understanding of direction and location is clearly demonstrated 3.5 Simple scale is applied to estimate length of objects, or distance to location or object 3.6 Directions are given and received using both formal and informal language

4. Interpret, draw and construct 2D and 3D shapes for work	4.1 Two dimensional shapes and routine three-dimensional shapes identified in everyday objects and in different orientations
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<p><b>Element</b>  <i>These describe the key outcomes which make up workplace function</i></p>	<p><b>Performance Criteria</b>  <i>These are assessable statements which specify the required level of performance for each of the elements.</i>  <b><i>Bold and italicized terms are elaborated in the Range</i></b></p>
	<p>4.2 The use and application of shapes elaborately explained</p> <p>4.3 Formal and informal mathematical language and symbols used to describe and compare the features of two dimensional shapes and routine three-dimensional shapes</p> <p>4.4 Common angles identified</p> <p>4.5 Common angles in everyday objects are appropriately estimated</p> <p>4.6 Formal and informal mathematical language are used to describe and compare common angles</p> <p>4.7 Common geometric instruments used to draw two dimensional shapes</p> <p>4.8 Routine three dimensional objects constructed from given nets</p>

5. Interpret routine tables, graphs and charts for work	5.1 Routine tables, graphs and charts identified in predominately familiar texts and contexts 5.2 Common types of graphs and their different uses identified
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<p><b>Element</b></p> <p><i>These describe the key outcomes which make up workplace function</i></p>	<p><b>Performance Criteria</b></p> <p><i>These are assessable statements which specify the required level of performance for each of the elements.</i></p> <p><b><i>Bold and italicized terms are elaborated in the Range</i></b></p>
	<p>5.3 Features of tables, graphs and charts identified</p> <p>5.4 Information in routine tables, graphs and charts located and interpreted</p> <p>5.5 Calculations are performing to interpret information</p> <p>5.6 How statistics can inform and persuade interpretations is explained</p> <p>5.7 Misleading statistical information is identified</p> <p>5.8 Information relevant to the workplace is discussed</p>

<p>6. Collect data and construct routine tables and graphs for work</p>	<p>6.1 Features of common tables and graphs identified</p> <p><b>6.2</b> Uses of <b>different tables and graphs</b> identified</p> <p>6.3 Data and variables to be collected are determined</p> <p>6.4 The audience is determined</p> <p>6.5 Method of data collection is select</p> <p>6.6 Data is collected</p> <p>6.7 Information is collated in a table</p>
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<p><b>Element</b></p> <p><i>These describe the key outcomes which make up workplace function</i></p>	<p><b>Performance Criteria</b></p> <p><i>These are assessable statements which specify the required level of performance for each of the elements.</i></p> <p><b><i>Bold and italicized terms are elaborated in the Range</i></b></p>
	<p>6.8 Suitable scale and axes determined</p> <p>6.9 Graph to present information is drafted and drawn</p> <p>6.10 Data checked to ensure that it meets the expected results and context</p> <p>6.11 Information is reported or discussed using formal and informal mathematical language</p>
<p>7. Use basic functions of calculator</p>	<p><b>7.1</b> Keys are identified and used for <b>basic functions on a calculator</b></p> <p>7.2 Calculation done using whole numbers, money and routine decimals and percentages</p> <p>7.3 Calculation done with routine fractions and percentages</p> <p>7.4 Order of operations is applied to solve multi-step calculations</p> <p>7.5 Results are interpreted, displayed and recorded</p> <p>7.6 Estimations are made to check reasonableness of problem solving process, outcome and its</p>

<p><b>Element</b> <i>These describe the key outcomes which make up workplace function</i></p>	<p><b>Performance Criteria</b> <i>These are assessable statements which specify the required level of performance for each of the elements.</i> <b><i>Bold and italicized terms are elaborated in the Range</i></b></p>
	<p>appropriateness to the context and task 7.7 Formal and informal mathematical language and appropriate symbolism and conventions used to communicate the result of the task</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.

<b>Variable</b>	<b>Range</b> <i>May include but not limited to:</i>
1. Simple fractions, decimals and percentages	1.1 Fraction 1.2 Decimals 1.3 Percentages
2. Common 2D shapes and common 3D shapes	2.1 Round 2.2 Square 2.3 Rectangular 2.4 Triangle



<b>Variable</b>	<b>Range</b> <i>May include but not limited to:</i>
	2.5 Sphere 2.6 Cylinder 2.7 Cube 2.8 Polygons 2.9 Cuboids
3. Symbols and keys in routine maps and plans	3.1 Charts 3.2 Maps 3.3 Graphs
4. Use basic functions of calculator	4.1 Addition 4.2 Multiplication 4.3 Calculate ratios 4.4 Conversion of ratios into percentages
5. Routine tables, graphs and charts for work	5.1 Bar Graphs 5.2 Flow Charts 5.3 Pie Charts 5.4 Pictograph 5.5 Line Graphs 5.6 Time Series Graphs 5.7 Stem and Leaf Plot 5.8 Histogram 5.9 Dot Plot 5.10 Scatter plot

## **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 and graphs

## 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"><li>1.1 Calculated correctly with whole numbers and routine or familiar fractions, decimals and percentages</li><li>1.2 Estimated, measured and calculated with routine metric measurements</li><li>1.3 Applied simple scale to estimate length of objects or distance to location or object</li><li>1.4 Used formal and informal mathematical language to describe and compare common angles</li><li>1.5 Used common geometric instruments to draw two dimensional shapes</li><li>1.6 Collected data and constructed routine tables and graphs</li></ul>
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	1.7 Used basic functions of calculator correctly
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 Context of Assessment information for assessment	Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended.

## DEMONSTRATE DIGITAL LITERACY

UNIT CODE: BUS/OS/SC/BC/03/5

### Unit Description

This unit covers the competencies required to effectively use digital devices such as smartphones, tablets, laptops and desktop PCs. It entails identifying and using digital devices such as smartphones, tablets, laptops and desktop PCs for purposes of communication, work performance and management at the work place.

### ELEMENTS AND PERFORMANCE CRITERIA

<b>Element</b> <i>These describe the key outcomes which make up workplace function</i>	<b>Performance Criteria</b> <i>These are assessable statements which specify the required level of performance for each of the elements. <b>Bold and italicized terms are elaborated in the Range</b></i>
1. Identify appropriate computer software and hardware	1.1 Concepts of ICT are determined in accordance with computer equipment 1.2 Classifications of computers are determined in accordance with manufacturers specification <b>1.3 Appropriate computer software</b> are identified according to manufacturer's specification

<b>Element</b> <i>These describe the key outcomes which make up workplace function</i>	<b>Performance Criteria</b> <i>These are assessable statements which specify the required level of performance for each of the elements. <b>Bold and italicized terms are elaborated in the Range</b></i>
	<p><b>1.4 Appropriate computer hardware</b> are identified according to manufacturer’s specification</p> <p>1.5 Functions and commands of operating system are determined in accordance with manufacturer’s specification</p>
<p>2. Apply security measures to data, hardware, software in automated environment</p>	<p>2.1 <b>Data security and privacy are classified</b> in accordance with the prevailing technology</p> <p>2.2 <b>Security threats</b> are identified, <b>and control measures</b> are applied in accordance with laws governing protection of ICT</p> <p>2.3 Computer threats and crimes are detected.</p> <p>2.4 Protection against computer crimes is undertaken in accordance with laws governing protection of ICT</p>

<p><b>Element</b></p> <p><i>These describe the key outcomes which make up workplace function</i></p>	<p><b>Performance Criteria</b></p> <p><i>These are assessable statements which specify the required level of performance for each of the elements.</i></p> <p><b><i>Bold and italicized terms are elaborated in the Range</i></b></p>
<p>3. Apply computer software in solving tasks</p>	<p>3.1 <b><i>Word processing concepts</i></b> are applied in resolving workplace tasks, report writing and documentation</p> <p>3.2 <b><i>Word processing utilities</i></b> are applied in accordance with workplace procedures</p> <p>3.3 Worksheet layout is prepared in accordance with work procedures</p> <p>3.4 Worksheet is built, and data manipulated in the worksheet in accordance with workplace procedures</p> <p>3.5 Continuous data manipulated on worksheet is undertaken in accordance with work requirements</p> <p>3.6 Database design and manipulation is undertaken in accordance with office procedures</p> <p>3.7 Data sorting, indexing, storage, retrieval and security is provided</p>

<p><b>Element</b></p> <p><i>These describe the key outcomes which make up workplace function</i></p>	<p><b>Performance Criteria</b></p> <p><i>These are assessable statements which specify the required level of performance for each of the elements.</i></p> <p><b><i>Bold and italicized terms are elaborated in the Range</i></b></p>
	<p>in accordance with workplace procedures</p>
<p>4. Apply internet and email in communication at workplace</p>	<p>4.1 Electronic mail addresses are opened and applied in workplace communication in accordance with office policy</p> <p>4.2 Office internet functions are defined and executed in accordance with office procedures</p> <p>4.3 <b><i>Network configuration</i></b> is determined in accordance with office operations procedures</p> <p>4.4 <b>Official</b> World Wide Web is installed and managed according to workplace procedures</p>



<p>5. Apply desktop publishing in official assignments</p>	<p>5.1 Desktop publishing functions and tools are identified in accordance with manufactures specifications</p> <p>5.2 Desktop publishing tools are developed in accordance with work requirements</p>
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<b>Element</b> <i>These describe the key outcomes which make up workplace function</i>	<b>Performance Criteria</b> <i>These are assessable statements which specify the required level of performance for each of the elements. <b>Bold and italicized terms are elaborated in the Range</b></i>
	5.3 Desktop publishing tools are applied in accordance with workplace requirements 5.4 Typeset work is enhanced in accordance with workplace standards
6. Prepare presentation packages	6.1 Types of presentation packages are identified in accordance with office requirements 6.2 Slides are created and formulated in accordance with workplace procedures 6.3 Slides are edited and run in accordance with work procedures 6.4 Slides and handouts are printed according to work 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.

<b>Variable</b>	<b>Range</b> <i>May include but not limited to:</i>
1. Appropriate Computer Software	A collection of instructions or computer tools that enable the user to interact with a <i>computer</i> , its hardware, or perform tasks.
2. Appropriate Computer Hardware	Collection of physical parts of a computer system such as; 2.1 Computer case, monitor, keyboard, and mouse 2.2 All the parts inside the computer case, such as the hard disk drive, motherboard and video card
3. Data Security and Privacy	3.1 Confidentiality of data 3.2 Cloud computing 3.3 Integrity -but-curious data surfing
4. Security and Control Measures	4.1 Counter measures against cyber terrorism 4.2 Risk reduction 4.3 Cyber threat issues 4.4 Risk management 4.5 Pass wording
5. Security Threats	5.1 Cyber terrorism 5.2 Hacking

<b>Variable</b>	<b>Range</b> <i>May include but not limited to:</i>
6. Word Processing Concepts	Using a special program to create, edit and print documents
7. Network Configuration	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 software concept
- Functions of computer software and hardware
- Data security and privacy
- Computer security threats and control measures
- Technology underlying cyber-attacks and networks
- Cyber terrorism
- 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 sheets;
  - Meaning, formulae, function and charts, uses and layout
  - Data formulation, manipulation and application to cells
- Database;
  - Database design, data manipulation, sorting, indexing, storage retrieval and security
- Desktop publishing;
  - Designing and developing desktop publishing tools

- Manipulation of desktop publishing tools

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- Enhancement of typeset work and printing documents
- Presentation Packages;
  - Types of presentation Packages
  - Creating, formulating, running, editing, printing and presenting slides and handouts
- Networking and Internet;
  - Computer networking and internet.
  - Electronic mail and world wide web
- Emerging trends and issues in ICT;
  - Identify and integrate 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> <p>1.1 Identified and controlled security threats</p> <p>1.2 Detected and protected computer crimes</p> <p>1.3 Applied word processing in office tasks</p>
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	<p>1.4 Designed, prepared work sheet and applied data to the cells in accordance to workplace procedures</p> <p>1.5 Opened electronic mail for office communication as per workplace procedure</p> <p>1.6 Installed internet and World Wide Web for office tasks in accordance with office procedures</p> <p>1.7 Integrated emerging issues in computer ICT applications</p> <p>1.8 Applied laws governing protection of ICT</p>
<p>2. Resource Implications</p>	<p>2.1 Tablets</p> <p>2.2 Laptops</p> <p>2.3 Desktop PCs</p> <p>2.4 Desktop computer</p> <p>2.5 Calculator</p> <p>2.6 Internet</p> <p>2.7 Smartphone</p> <p>2.8 Operation manuals</p>
<p>3. Methods of Assessment</p>	<p>Competency may be assessed through:</p> <p>3.1 Written Test</p> <p>3.2 Demonstration</p> <p>3.3 Practical assignment</p> <p>3.4 Interview/oral questioning</p>



	3.5 Demonstration
4. Context of Assessment	Competency may be assessed in an off and on the job setting
5. Guidance information for assessment	Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended.

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**DEMONSTRATE ENTREPRENEURIAL SKILLS**  
**UNIT CODE: BUS/OS/SC/BC/04/5**

**Unit Description**

This unit covers the outcomes required to build and develop the enterprise to be more competitive within a changing business environment, specifically responding to consumer demands while maintaining product quality and accessibility, building a customer base and employee motivation.

**ELEMENTS AND PERFORMANCE CRITERIA**

<p><b>Element</b>  <i>These describe the key outcomes which make up workplace function</i></p>	<p><b>Performance Criteria</b>  <i>These are assessable statements which specify the required level of performance for each of the elements.</i>  <b><i>Bold and italicized terms are elaborated in the Range</i></b></p>
<p>1. Develop business Innovative strategies</p>	<p>1.1 Business innovation strategies are determined in accordance with the organization strategies</p> <p>1.2 Business innovative strategies are implemented for the purpose of business growth</p> <p><b>1.3</b> Track record and normative capability profile of enterprise and similar businesses are reviewed and considered in setting <b><i>strategic directions</i></b></p>

<p><b>Element</b></p> <p><i>These describe the key outcomes which make up workplace function</i></p>	<p><b>Performance Criteria</b></p> <p><i>These are assessable statements which specify the required level of performance for each of the elements.</i></p> <p><b><i>Bold and italicized terms are elaborated in the Range</i></b></p>
	<p>1.4 Strengths, weaknesses, opportunities and threats are considered when developing new ideas, approaches, goals and directions</p> <p>1.5 Decisions about enterprise strategies/directions are made after careful consideration of all relevant information</p> <p>1.6 <b><i>Business/corporate plan</i></b> is developed that sets out tactics, resource implications, timeframes, production and sales target</p>
<p>2. Develop new products / markets</p>	<p>2.1 Alternative product/service offerings are canvassed and studied for feasibility</p> <p>2.2 Potential and new sources/sellers of supplies and raw materials are identified and canvassed.</p> <p>2.3 Target markets and buyers are identified and surveyed as to their preferences and brand loyalties.</p>

<p><b>Element</b></p> <p><i>These describe the key outcomes which make up workplace function</i></p>	<p><b>Performance Criteria</b></p> <p><i>These are assessable statements which specify the required level of performance for each of the elements.</i></p> <p><b><i>Bold and italicized terms are elaborated in the Range</i></b></p>
<p>3. Expand customers and product lines</p>	<p>3.1 Enterprise is built up and sustained through responsiveness to market demands and the regulatory environment.</p> <p>3.2 Competitive advantage of existing products and services is maintained/enhanced through responsive advocacies and strategies.</p> <p>3.3 Constant listening to stakeholder/client feedback is ensured to maintain loyal client base.</p>
<p>4. Motivate staff/workers</p>	<p>4.1 Regular dialogue is established and maintained in all levels and relevant sections of the enterprise</p> <p>4.2 Flow of communications in both directions is encouraged</p> <p>4.3 Helpful mechanisms and benefits are implemented</p> <p>4.4 Issues/problems are proactively resolved through win win</p>

<p><b>Element</b></p> <p><i>These describe the key outcomes which make up workplace function</i></p>	<p><b>Performance Criteria</b></p> <p><i>These are assessable statements which specify the required level of performance for each of the elements.</i></p> <p><b><i>Bold and italicized terms are elaborated in the Range</i></b></p>
	<p>solutions wherever practicable</p>
<p>5. Expand employed capital base</p>	<p>5.1 Capital employed in business is continuously reviewed as per the strategic plan</p> <p>5.2 Business share holdings are reviewed in accordance with the type of business</p> <p>5.3 Capital employed is expanded according to organization procedures</p> <p>5.4 Types of shares are determined according to strategic plan</p> <p>5.5 Shares diversification process is undertaken as per office procedures</p> <p>5.6 Role of shareholders is determined and implemented in accordance organization procedures</p>
<p>6. Undertake county/ regional business expansion</p>	<p>6.1 Regions for expansion are continuously reviewed in accordance with strategic plan and company's expansion plan</p>

<b>Element</b> <i>These describe the key outcomes which make up workplace function</i>	<b>Performance Criteria</b> <i>These are assessable statements which specify the required level of performance for each of the elements.</i> <b><i>Bold and italicized terms are elaborated in the Range</i></b>
	<p>6.2 County business regulations are reviewed and adhered to in accordance with set procedures</p> <p>6.3 Regional laws and regulations are adhered to in accordance with set procedures</p> <p>6.4 County/regional business expansion is undertaken in accordance with organization's growth/ expansion plan</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.

<b>Variable</b>	<b>Range</b> <b><i>May include but not limited to:</i></b>
1. Strategic Directions	1.1 Business continuity and succession 1.2 Resource access security 1.3 Core competencies development

<b>Variable</b>	<b>Range</b> <i>May include but not limited to:</i>
	1.4 New developments e.g. technological change, new products
2. Business / Corporate Plan	2.1 Action steps and responsibilities of departments and individual workers 2.2 Resource requirements and budget 2.3 Tactics and strategies to achieve objectives
3. Helpful Mechanisms	3.1 Wage and non-wage benefits 3.2 Employee awards and recognition systems 3.3 Employee rights and welfare policies 3.4 Full-disclosure / transparency policies

## **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:

- Assessing a range of alternative products and strategies
- Critically analyzing information, summarizing and making sense of previous and current market trends

- Identifying changing consumer preferences and demographics
- Thinking “outside the box”
- Ensuring quality consistency
- Reducing lead time to product/service delivery
- Managing operations/ production
- Using formal problem-solving procedures, e. g., root-cause analysis, six sigmas
- Communication skills
- Applying motivational principles, e. g., positive stroking, behavior modification
- Assessing range of alternatives rather than choosing the easiest option
- Achieving ownership and credibility for the enterprise vision
- Critically analyzing information, summarizing and making sense of previous and current market trends
- Developing solutions and practical strategies which are “outside the box”

### **Required Knowledge**

The individual needs to demonstrate knowledge of:

- Features and benefits of common operational practices, e. g., continuous improvement (kaizen), waste elimination,
- Conflict resolution
- Health, safety and environment (HSE) principles and



requirements

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- Public-relations strategies
- Basic cost-benefit analysis
- Basic financial management
- Business strategic planning
- Impact of change on individuals, groups and industries
- Employee assistance
- Government and regulatory processes
- Local and international market trends
- Product promotion strategies
- Mechanisms in the enterprise
- Market and feasibility studies
- Local and global supply chains Business models and strategies
- Government and regulatory processes
- Local and international business environment
- Concepts of change management
- Relevant developments in other industries
- Capital employed
- Regional/ County business expansion
- Innovation in business

## **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"> <li>1.1 Demonstrated ability to maintain a profitable and stable enterprise as shown by stakeholder feedback, employee testimonies and company financial statements</li> <li>1.2 Demonstrated ability to conceptualize and plan a micro/small enterprise</li> <li>1.3 Demonstrated ability to manage/operate a micro/small-scale business</li> <li>1.4 Demonstrated basic marketing skills</li> </ul>
<p>2. Resource Implications</p>	<p>The following resources should be provided:</p> <ul style="list-style-type: none"> <li>2.1 Interview guide for entrepreneurs</li> <li>2.2 Enterprise workers and third parties</li> <li>2.3 Materials and location relevant to the proposed activity and tasks</li> </ul>
<p>3. Methods of Assessment</p>	<ul style="list-style-type: none"> <li>3.1 Case problems</li> <li>3.2 Interview</li> <li>3.3 Portfolio</li> <li>3.4 Third part reports</li> </ul>

<p>4. Context of Assessment</p>	<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>
<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>

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**DEMONSTRATE EMPLOYABILITY SKILLS UNIT CODE:**  
**BUS/OS/SC/BC/05/5**

**UNIT DESCRIPTION**

This unit covers competencies required to demonstrate employability skills. It involves conducting self-management, demonstrating interpersonal communication, critical safe work habits, leading small teams, planning and organizing work, maintaining professional growth and development, demonstrating workplace learning, problem solving skills and workplace ethics.

**ELEMENTS AND PERFORMANCE CRITERIA**

<b>ELEMENT</b>	<b>PERFORMANCE CRITERIA</b>
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><b>Bold and italicized terms are elaborated in the Range</b></i>
1. Conduct self-management	1.1 Personal vision, mission and goals are formulated based on potential and in relation to organization objectives 1.2 Emotions are managed as per workplace requirements 1.3 Individual performance is evaluated and monitored according to the agreed targets.

	<p>1.4 Assertiveness is developed and maintained based on the requirements of the job.</p> <p>1.5 Accountability and responsibility for own actions are demonstrated.</p> <p>1.6 Self-esteem and a positive self-image are developed and maintained.</p> <p>1.7 Time management, attendance and punctuality are observed as per the organization policy.</p> <p>1.8 Goals are managed as per the organization's objective</p> <p>1.9 Self-strengths and weaknesses are identified as per <i>personal objectives</i></p> <p>1.10 Critics are managed as per personal objectives</p>
<p>2. Demonstrate interpersonal communication</p>	<p>2.1 Listening and understanding is demonstrated as per communication policy</p> <p>2.2 Writing to the needs of the audience is demonstrated as per communication policy</p> <p>2.3 Speaking, reading and writing is demonstrated as per communication policy</p> <p>2.4 Empathising is demonstrated as per the communication policy</p>

	<p>2.5 Internal and external customers' needs are identified and interpreted as per the communication policy</p> <p>2.6 Persuasion is demonstrated as per the communication policy</p> <p>2.7 Communication networks are established as per the SOPs</p> <p>2.8 Information is shared as per communication structure</p>
<p>3. Demonstrate critical safe work habits</p>	<p>3.1 Stress is managed in accordance with workplace procedures.</p> <p>3.2 Punctuality and time consciousness is demonstrated in line with workplace policy.</p> <p>3.3 Personal objectives are integrated with organization goals based on organization's strategic plan.</p> <p>3.4 Work priorities are set in accordance to workplace procedures.</p> <p>3.5 Leisure time is recognized in line with organization policy.</p> <p>3.6 Abstinence from <b><i>drug and substance abuse</i></b> is observed as per workplace policy.</p> <p>3.7 Awareness of HIV and AIDS is demonstrated in line with workplace requirements.</p>

	<p>3.8 Safety consciousness is demonstrated in the workplace based on organization safety policy.</p> <p>3.9 <b>Emerging issues</b> are dealt with in accordance with organization policy.</p>
<p>4. Lead small teams</p>	<p>4.1 Performance expectations for the <b>team</b> are set as per the organization objectives</p> <p>4.2 Tasks are assigned in accordance with the organization policy.</p> <p>4.3 Team performance indicators are identified according to set rules and regulations.</p> <p>4.4 <b>Forms of communication</b> in a team are established according to office policy.</p> <p>4.5 Communication is carried out as per workplace place policy and requirements of the job.</p> <p>4.6 <b>Feedback</b> on performance is collected and analyzed based on established team learning process</p> <p>4.7 <b>Gender mainstreaming</b> is undertaken in accordance with set regulations.</p>
<p>5. Plan and organize work</p>	<p>5.1 Task requirements are identified as per the workplace objectives</p>



	<p>5.2 Task is interpreted in accordance with safety (OHS ), environmental requirements and quality requirements</p> <p>5.3 Work activity is organized with other involved personnel as per the SOPs</p> <p>5.4 Resources are mobilized, allocated and utilized to meet project goals and deliverables.</p> <p>5.5 Work activities are monitored and evaluated in line with organization procedures.</p> <p>5.6 Job planning is documented in accordance with workplace requirements.</p> <p>5.7 Time is managed achieve workplace set goals and objectives.</p>
<p>6. Maintain professional growth and development</p>	<p>6.1 Personal training needs are identified and assessed in line with the requirements of the job.</p> <p>6.2 <b>Training and career opportunities</b> are identified and availed based on job requirements.</p> <p>6.3 Licenses and certifications relevant to job and career are obtained and renewed.</p> <p>6.4 <b>Personal growth</b> is pursued towards improving the qualifications set for the profession.</p>

	<p>6.5 Work priorities are identified based on requirement of the job and workplace policy.</p> <p>6.6 Recognitions are sought as proof of career advancement in line with professional requirements.</p>
<p>7. Demonstrate workplace learning</p>	<p>7.1 Own learning is managed as per workplace policy.</p> <p>7.2 Learning opportunities are sought and allocated based on job requirement and in line with organization policy.</p> <p>7.3 Contribution to the learning community at the workplace is carried out.</p> <p>7.4 <b>Range of media for learning</b> are identified as per the training need</p> <p>7.5 Application of learning is demonstrated in both technical and non-technical aspects based on requirements of the job</p> <p>7.6 Enthusiasm for ongoing learning is demonstrated</p> <p>7.7 Time and effort is invested in learning new skills-based job requirements</p> <p>7.8 Willingness to learn in different context is demonstrated based on available learning opportunities arising in the workplace.</p> <p>7.9 Opportunities for performance improvement are identified proactively in area of work.</p>

	7.10 Awareness of personal role in workplace <i>innovation</i> is demonstrated.
8. Demonstrate problem solving skills	<p>8.1 Problems are identified as per the context of data and circumstances</p> <p>8.2 Problem solutions are sought based on the problem</p> <p>8.3 Independence and initiative in identifying and solving problems is demonstrated.</p> <p>8.4 Team problems are solved as per the workplace guidelines</p> <p>8.5 Problem solving strategies are applied as per the workplace guidelines</p>
9. Demonstrate workplace ethics	<p>9.1 Policies and guidelines are observed as per the workplace requirements</p> <p>9.2 Self-worth and profession is exercised in line with personal goals and organizational policies</p> <p>9.3 Code of conduct is observed as per the workplace requirements</p> <p>9.4 Personal and professional integrity is demonstrated as per the personal goals</p> <p>9.5 Commitment to jurisdictional laws is demonstrated as per the workplace requirements</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.

<b>Range</b>	<b>Variable</b>
<i><b>Drug and substance abuse</b></i> include but not limited to:	Commonly abused <ul style="list-style-type: none"> <li>• Alcohol</li> <li>• Tobacco</li> <li>• Miraa</li> <li>• Over-the-counter drugs</li> <li>• Cocaine</li> <li>• Bhang</li> <li>• Glue</li> </ul>
<i><b>Feedback</b></i> includes but not limited to:	<ul style="list-style-type: none"> <li>• Verbal</li> <li>• Written</li> <li>• Informal</li> <li>• Formal</li> </ul>
<i><b>Relationships</b></i> includes but not limited to:	<ul style="list-style-type: none"> <li>• Man/Woman</li> <li>• Trainer/trainee</li> <li>• Employee/employer</li> <li>• Client/service provider</li> <li>• Husband/wife</li> <li>• Boy/girl</li> <li>• Parent/child</li> <li>• Sibling relationships</li> </ul>
<i><b>Forms of communication</b></i> include but not limited to:	<ul style="list-style-type: none"> <li>• Written</li> <li>• Visual</li> <li>• Verbal</li> <li>• Non verbal</li> </ul>

	<ul style="list-style-type: none"> <li>• Formal and informal</li> </ul>
<b>Team</b> includes but not limited to:	<ul style="list-style-type: none"> <li>• Small work group</li> <li>• Staff in a section/department</li> <li>• Inter-agency group</li> </ul>
<b>Personal growth</b> includes but not limited to:	<ul style="list-style-type: none"> <li>• Growth in the job</li> <li>• Career mobility</li> <li>• Gains and exposure the job gives</li> <li>• Net workings</li> <li>• Benefits that accrue to the individual as a result of noteworthy performance</li> </ul>
<b>Personal objectives</b> include but not limited to:	<ul style="list-style-type: none"> <li>• Long term</li> <li>• Short term</li> <li>• Broad</li> <li>• Specific</li> </ul>
<b>Trainings and career opportunities</b> includes but not limited to	<ul style="list-style-type: none"> <li>• Participation in training programs <ul style="list-style-type: none"> <li>○ Technical</li> <li>○ Supervisory</li> <li>○ Managerial</li> <li>○ Continuing Education</li> </ul> </li> <li>• Serving as Resource Persons in conferences and workshops</li> </ul>
<b>Resource</b> include but not limited to:	<ul style="list-style-type: none"> <li>• Human</li> <li>• Financial</li> <li>• Technology <ul style="list-style-type: none"> <li>○ Hardware</li> <li>○ Software</li> </ul> </li> </ul>

<p><b><i>Innovation</i></b> include but not limited to:</p>	<ul style="list-style-type: none"> <li>• New ideas</li> <li>• Original ideas</li> <li>• Different ideas</li> <li>• Methods/procedures</li> <li>• Processes</li> <li>• New tools</li> </ul>
<p><b><i>Emerging issues</i></b> include but not limited to:</p>	<ul style="list-style-type: none"> <li>• Terrorism</li> <li>• Social media</li> <li>• National cohesion</li> <li>• Open offices</li> </ul>
<p><b><i>Range of media for learning</i></b> include but not limited to:</p>	<ul style="list-style-type: none"> <li>• Mentoring</li> <li>• peer support and networking</li> <li>• IT and courses</li> </ul>

## 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:

- Personal hygiene practices
- Intra and Interpersonal skills
- Communication skills
- Knowledge management
- Interpersonal skills
- Critical thinking skills
- Observation skills

- Organizing skills
- Negotiation skills
- Monitoring skills
- Evaluation skills
- Record keeping skills
- Problem solving skills
- Decision Making skills
- Resource utilization skills
- Resource mobilization skills

### **Required Knowledge**

The individual needs to demonstrate knowledge of:

- Work values and ethics
- Company policies
- Company operations, procedures and standards
- Occupational Health and safety procedures
- Fundamental rights at work
- Personal hygiene practices
- Workplace communication
- Concept of time
- Time management
- Decision making
- Types of resources
- Work planning
- Resources and allocating resources
- Organizing work
- Monitoring and evaluation
- Record keeping

- Workplace problems and how to deal with them
- Negotiation
- Assertiveness
- Team work
- Gender mainstreaming
- 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

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## 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: <ul style="list-style-type: none"> <li>1.1 Conducted self-management</li> <li>1.2 Demonstrated interpersonal communication</li> </ul>
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	<p>1.3 Demonstrated critical safe work habits</p> <p>1.4 Led small teams</p> <p>1.5 Planned and organized work</p> <p>1.6 Maintained professional growth and development</p> <p>1.7 Demonstrated workplace learning</p> <p>1.8 Demonstrated problem solving skills</p> <p>1.9 Demonstrated workplace ethics</p>
2. Resource Implications	<p>The following resources should be provided:</p> <p>2.1 Case studies/scenarios</p>
3. Methods of Assessment	<p>Competency in this unit may be assessed through:</p> <ul style="list-style-type: none"> <li>• Oral Interview</li> <li>• Observation</li> <li>• Third Party Reports</li> <li>• Written</li> </ul>
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: BUS/OS/SC/BC/06/5**

**Unit Description**

This unit specifies the competencies required to follow procedures for environmental hazard control, follow procedures for environmental pollution control, comply with workplace sustainable resource use, evaluate current practices in relation to resource usage, develop and adhere to environmental protection principles/strategies/guidelines.

**ELEMENTS AND PERFORMANCE CRITERIA**

<p><b>Element</b></p> <p><i>These describe the key outcomes which make up workplace function</i></p>	<p><b>Performance Criteria</b></p> <p><i>These are assessable statements which specify the required level of performance for each of the elements. <b>Bold and italicized terms are elaborated in the Range</b></i></p>
<p>1. Control Environmental Hazard</p>	<p>1.1 <b>Storage methods</b> for environmentally <b>hazardous</b> materials are strictly followed according to environmental regulations and OSHS.</p> <p>1.2 <b>Disposal methods</b> of hazardous wastes are followed always according to environmental regulations and OSHS.</p> <p>1.3 <b>PPE</b> is used according to OSHS.</p>

<b>Element</b> <i>These describe the key outcomes which make up workplace function</i>	<b>Performance Criteria</b> <i>These are assessable statements which specify the required level of performance for each of the elements. <b>Bold and italicized terms are elaborated in the Range</b></i>
2. Control Environmental Pollution Control	2.1 Environmental pollution <b>control measures</b> are compiled following standard protocol. 2.2 Procedures for solid waste management are observed according to Environmental Management and Coordination Act 1999 2.3 Methods for minimizing <b>noise pollution</b> complied following environmental regulations.
3. Demonstrate Sustainable Resource Use	3.1 Methods for minimizing wastage are complied with. 3.2 Waste management procedures are employed following principles of 3Rs (Reduce, Reuse, Recycle) 3.3 Methods for economizing or reducing resource consumption are practiced.

4. Evaluate current practices in relation to	4.1 Information on resource efficiency <b>systems and procedures</b> are collected and provided to the work
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<b>Element</b> <i>These describe the key outcomes which make up workplace function</i>	<b>Performance Criteria</b> <i>These are assessable statements which specify the required level of performance for each of the elements.</i> <b><i>Bold and italicized terms are elaborated in the Range</i></b>
resource usage	group where appropriate. 4.2 Current resource usage is measured and recorded by members of the work group. 4.3 Current purchasing strategies are analyzed and recorded according to industry procedures. 4.4 Current work processes to access information and data is analyzed following enterprise protocol.
5. Identify Environmental Legislations / Conventions for Environmental Concerns	5.1 Environmental <b><i>legislations/conventions</i></b> and local ordinances are identified according to the different <b><i>environmental aspects/impact</i></b> 5.2 <b><i>Industrial standard/environmental practices</i></b> are described according to the different environmental concerns
6. Implement Specific Environmental	6.1 Programs/Activities are identified according to organizations policies and guidelines.

<b>Element</b> <i>These describe the key outcomes which make up workplace function</i>	<b>Performance Criteria</b> <i>These are assessable statements which specify the required level of performance for each of the elements.</i> <b><i>Bold and italicized terms are elaborated in the Range</i></b>
Programs	6.2 Individual roles/responsibilities are determined and performed based on the activities identified. 6.3 Problems/constraints encountered are resolved in accordance with organizations' policies and guidelines 6.4 Stakeholders are consulted based on company guidelines
7. Monitor Activities on Environmental Protection / Programs	7.1 Activities are periodically monitored and evaluated according to the objectives of the environmental Program 7.2 Feedback from stakeholders are gathered and considered in proposing enhancements to the program based on consultations 7.3 Data gathered are analyzed based on evaluation requirements 7.4 Recommendations are submitted based on the findings 7.5 Management support systems are

<b>Element</b> <i>These describe the key outcomes which make up workplace function</i>	<b>Performance Criteria</b> <i>These are assessable statements which specify the required level of performance for each of the elements. <b>Bold and italicized terms are elaborated in the Range</b></i>
	<p>set/established to sustain and enhance the program</p> <p>7.6 Environmental incidents are monitored and reported to concerned/proper authorities</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.

<b>Variable</b>	<b>Range</b> <i>May include but not limited to:</i>
1. PPE	<p>1.1 Mask</p> <p>1.2 Gloves</p> <p>1.3 Goggles</p> <p>1.4 Safety hat</p> <p>1.5 Overall</p> <p>1.6 Hearing protector</p> <p>1.7 Safety boots</p>

<b>Variable</b>	<b>Range</b> <i>May include but not limited to:</i>
2. Environmental Pollution Control Measures	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. Waste Management Procedures	3.1 Sorting 3.2 Storing of items 3.3 Recycling of items 3.4 Disposal of items
4. Resources	4.1 Electric 4.2 Water 4.3 Fuel 4.4 Telecommunications 4.5 Supplies 4.6 Materials
5. Workplace Environmental Hazards	5.1 Biological hazards 5.2 Chemical and dust hazards 5.3 Physical hazards
6. Organizational Systems and Procedures	6.1 Supply chain, procurement and purchasing quality assurance



Variable	Range <i>May include but not limited to:</i>
	6.2 Making recommendations and seeking approvals

## 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	<p>Assessment requires evidence that the candidate:</p> <ul style="list-style-type: none"> <li>1.1 Controlled environmental hazard</li> <li>1.2 Controlled environmental pollution</li> <li>1.3 Demonstrated sustainable resource use</li> <li>1.4 Evaluated current practices in relation to resource usage</li> <li>1.5 Demonstrated knowledge of environmental legislations and local ordinances according to the different environmental issues /concerns.</li> <li>1.6 Described industrial standard environmental practices according to the different environmental issues/concerns.</li> </ul>
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	<p>1.7 Resolved problems/ constraints encountered based on management standard procedures</p> <p>1.8 Implemented and monitored environmental practices on a periodic basis as per company guidelines</p> <p>1.9 Recommended solutions for the improvement of the Program</p> <p>1.10 Monitored and reported to proper authorities any environmental incidents</p>
<p>2. Resource Implications</p>	<p>The following resources should be provided:</p> <p>2.1 Workplace with storage facilities</p> <p>2.2 Tools, materials and equipment relevant to the tasks (ex. Cleaning tools, cleaning materials, trash bags, etc.)</p> <p>2.3 PPE</p> <p>2.4 Manuals and references</p> <p>2.5 Legislation, policies, procedures, protocols and local ordinances relating to environmental protection</p> <p>2.6 Case studies/scenarios relating to environmental Protection</p>

<p>3. Methods of Assessment</p>	<p>Competency in this unit may be assessed through:</p> <ul style="list-style-type: none"> <li>3.1 Demonstration</li> <li>3.2 Oral questioning</li> <li>3.3 Written examination</li> <li>3.4 Interview/Third Party Reports</li> <li>3.5 Portfolio (citations/awards from GOs and NGOs, certificate of training – local and abroad)</li> <li>3.6 Simulations and role-plays</li> </ul>
<p>4. Context of Assessment</p>	<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>
<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 OCCUPATIONAL SAFETY AND HEALTH PRACTICES

UNIT CODE: BUS/OS/SC/BC/07/5

## Unit Description

This unit specifies the competencies required to lead the implementation of workplace's safety and health program, procedures and policies/guidelines.

## ELEMENTS AND PERFORMANCE CRITERIA

<b>Element</b> <i>These describe the key outcomes which make up workplace function</i>	<b>Performance Criteria</b> <i>These are assessable statements which specify the required level of performance for each of the elements. <b>Bold and italicized terms are elaborated in the Range</b></i>
1. Identify workplace hazards and risk	1.1 <b>Hazards</b> in the workplace and/or its <b>indicators</b> of its presence, are identified 1.2 <b>Evaluation and/or work environment</b> measurements of OSH hazards/risk existing in the workplace is conducted by Authorized personnel or agency 1.3 <b>OSH issues and/or concerns</b> raised by workers are gathered

<p><b>Element</b></p> <p><i>These describe the key outcomes which make up workplace function</i></p>	<p><b>Performance Criteria</b></p> <p><i>These are assessable statements which specify the required level of performance for each of the elements.</i></p> <p><b><i>Bold and italicized terms are elaborated in the Range</i></b></p>
<p>2. Identify and implement appropriate control measures</p>	<p>2.1 Prevention <b><i>and control measures</i></b>, including use of <b><i>safety gears / PPE (personal protective equipment)</i></b> for specific hazards identified and implemented</p> <p>2.2 Appropriate <b><i>risk controls</i></b> based on result of OSH hazard evaluation is recommended.</p> <p>2.3 <b><i>Contingency measures</i></b>, including <b><i>emergency procedures</i></b> during workplace <b><i>incidents and emergencies</i></b> are recognized and established in accordance with organization procedures.</p>
<p>3. Implement OSH Programs, Procedures and Policies/ Guidelines</p>	<p>3.1 Information to work team about company OSH program, procedures and policies/guidelines are provided</p> <p>3.2 Implementation of OSH procedures and policies/ guidelines are participated</p> <p>3.3 Team members are trained and advised on OSH standards and</p>

<p><b>Element</b> <i>These describe the key outcomes which make up workplace function</i></p>	<p><b>Performance Criteria</b> <i>These are assessable statements which specify the required level of performance for each of the elements.</i> <b><i>Bold and italicized terms are elaborated in the Range</i></b></p>
	<p>procedures 3.4 Procedures for maintaining <b><i>OSH-related records</i></b> are implemented</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.

<b>Variable</b>	<b>Range</b> <b><i>May include but are not limited to:</i></b>
1. Hazards	<p>1.1 Physical hazards – impact, illumination, pressure, noise, vibration, extreme temperature, radiation</p> <p>1.2 Biological hazards- bacteria, viruses, plants, parasites, mites, molds, fungi, insects</p> <p>1.3 Chemical hazards – dusts, fibers, mists, fumes, smoke, gasses, vapors</p> <p>1.4 Ergonomics</p>

<b>Variable</b>	<b>Range</b> <i>May include but are not limited to:</i>
	<ul style="list-style-type: none"> <li>• Psychological factors – over exertion/ excessive force Awkward / static positions, fatigue, direct pressure, varying metabolic cycles</li> <li>• Physiological factors – monotony, personal relationship, work out cycle</li> </ul> <p>1.5 Safety hazards (unsafe workplace condition) – confined space, excavations, falling objects, gas leaks, electrical, poor storage of materials and waste, spillage, waste and debris</p> <p>1.6 Unsafe workers’ act (Smoking in off-limited areas, Substance and alcohol abuse at work)</p>
2. Indicators	<p>2.1 Increased of incidents of accidents, injuries</p> <p>2.2 Increased occurrence of sickness or health complaints/ symptoms</p> <p>2.2 Common complaints of workers related to OSH</p> <p>2.3 High absenteeism for work-related reasons</p>

<b>Variable</b>	<b>Range</b> <i>May include but are not limited to:</i>
3. Evaluation and/or Work Environment Measurements	3.1 Health Audit 3.2 Safety Audit 3.3 Work Safety and Health Evaluation 3.4 Work environment measurements of physical and chemical hazards
4. OSH Issues and/or Concerns	4.1 Workers' experience/observance on presence of work hazards 4.2 Unsafe/unhealthy administrative arrangements (prolonged work hours, no break time, constant overtime, scheduling of tasks) 4.3 Reasons for compliance/non-compliance to use of PPEs or other OSH procedures/policies/guidelines
5. Prevention and control measures	5.1 Eliminate the hazard (i.e., get rid of the dangerous machine) 5.2 Isolate the hazard (i.e. keep the machine in a closed room and operate it remotely; barricade an unsafe area off) 5.3 Substitute the hazard with a safer alternative (i.e., replace the machine with a safer one) 5.4 Use administrative controls to reduce the risk (i.e. give trainings on how to use equipment safely; OSH-



<b>Variable</b>	<b>Range</b> <i>May include but are not limited to:</i>
	<p>related topics, issue warning signage, rotation/shifting work schedule)</p> <p>5.5 Use engineering controls to reduce the risk (i.e. use safety guards to machine)</p> <p>5.6 Use personal protective equipment</p> <p>5.7 Safety, Health and Work Environment Evaluation</p> <p>5.8 Periodic and/or special medical examinations of workers</p>
6. Safety gears / PPE (Personal Protective Equipment)	<p>6.1 Arm/Hand guard, gloves</p> <p>6.2 Eye protection (goggles, shield)</p> <p>6.3 Hearing protection (ear muffs, ear plugs)</p> <p>6.4 Hair Net/cap/bonnet</p> <p>6.5 Hard hat</p> <p>6.6 Face protection (mask, shield)</p> <p>6.7 Apron/Gown/coverall/jump suit</p> <p>6.8 Anti-static suits</p> <p>6.9 High-visibility reflective vest</p>
7. Appropriate Risk Controls	<p>Appropriate risk controls in order of impact are as follows:</p> <p>7.1 Eliminate the hazard altogether (i.e., get rid of the dangerous machine)</p>

<b>Variable</b>	<b>Range</b> <i>May include but are not limited to:</i>
	<p>7.2 Isolate the hazard from anyone who could be harmed (i.e., keep the machine in a closed room and operate it remotely; barricade an unsafe area off)</p> <p>7.3 Substitute the hazard with a safer alternative (i.e., replace the machine with a safer one)</p> <p>7.4 Use administrative controls to reduce the risk (i.e., train workers how to use equipment safely; train workers about the risks of harassment; issue signage)</p> <p>7.5 Use engineering controls to reduce the risk (i.e., attach guards to the machine to protect users)</p> <p>7.6 Use personal protective equipment (i.e., wear gloves and goggles when using the machine)</p>
8. Contingency measures	<p>8.1 Evacuation</p> <p>8.2 Isolation</p> <p>8.3 Decontamination</p> <p>8.4 (Calling designed) emergency personnel</p>
9. Emergency procedures	<p>9.1 Fire drill</p> <p>9.2 Earthquake drill</p>

<b>Variable</b>	<b>Range</b> <i>May include but are not limited to:</i>
	9.3 Basic life support/CPR 9.4 First aid 9.5 Spillage control 9.6 Decontamination of chemical and toxic 9.7 Disaster preparedness/management 9.8 Use of fire-extinguisher
10. Incidents and Emergencies	10.1 Chemical spills 10.2 Equipment/vehicle accidents 10.3 Explosion 10.4 Fire 10.5 Gas leak 10.6 Injury to personnel 10.7 Structural collapse 10.8 Toxic and/or flammable vapors emission.
11. OSH-related Records	11.1 Medical/Health records 11.2 Incident/accident reports 11.3 Sickness notifications/sick leave application 11.4 OSH-related trainings obtained

## **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
- Listing of resources used
- Measuring current usage of resources
- Identifying and reporting workplace environmental hazards
- Conveying all environmental issues
- Following environmental regulations
- Identifying environmental regulations
- Assessing procedures for assessing compliance
- Collecting information on environmental and resource efficiency systems and procedures and providing information to the work group
- Measuring and recording current resource usage
- Analyzing and recording current purchasing strategies.

- Analyzing current work processes to access information and data and Assisting identifying areas for improvement
- Analyzing resource flow
- Determining efficiency of use/conversion of resources
- Determining causes of low efficiency of use
- Developing plans for increasing the efficiency of resource use
- Checking resource use plans
- Complying to regulations/licensing requirements
- Determining benefit/cost of plans
- Ranking proposals based on benefit/cost compared to limited resources
- Checking proposals meet regulatory requirements
- Monitoring implementation
- Adjusting plan and implementation
- checking new resource usage

### **Required Knowledge**

The individual needs to demonstrate knowledge of:

- Storage methods of environmentally hazardous materials
- Disposal methods of hazardous wastes
- Usage of PPE Environmental regulations
- OSHS
- Types of pollution
- Environmental pollution control measures
- Different solid wastes
- Solid waste management

- Different noise pollution
- Methods of minimizing noise pollution
- Solid Waste Act
- Methods of minimizing wastage
- Waste management procedures
- Economizing of resource consumption
- 3Rs principle
- Types of resources
- Techniques in measuring current usage of resources
- Calculating current usage of resources
- Types of workplace environmental hazards
- Environmental regulations
- Environmental regulations applying to the enterprise.
- Procedures for assessing compliance with environmental regulations.
- Collection of information on environmental and resource efficiency systems and procedures,
- Measurement and recording of current resource usage
- Analysis and recording of current purchasing strategies.
- Analysis current work processes to access information and data Analysis of data and information
- Identification of areas for improvement
- Resource consuming processes
- Determination of quantity and nature of resource consumed
- Analysis of resource flow of different parts of the resource flow process

- Use/conversion of resources

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- Causes of low efficiency of use
- Increasing the efficiency of resource use
- Inspection of resource use plans
- Regulations/licensing requirements
- Determine benefit/cost for alternative resource sources
- Benefit/costs for different alternatives
- Components of proposals
- Criteria on ranking proposals
- Regulatory requirements
- Proposals for improving resource efficiency
- Implementation of resource efficiency plans
- Procedures in monitor implementation
- Adjustments of implementation plan
- Inspection of new resource usage



## **CORE UNITS OF COMPETENCY**

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**PROCURE ORGANIZATIONS’ GOODS AND SERVICES  
UNIT CODE: BUS/OS/SC/CR/01/5**

**Unit Description**

This unit specifies the competencies required to procure organizations’ goods and services. It involves procurement of goods and services, and administration of the same until they are finally consumed by the organization.

**ELEMENTS AND PERFORMANCE CRITERIA**

<p><b>Element</b> <i>These describe the key outcomes which make up workplace function</i></p>	<p><b>Performance Criteria</b> <i>These are assessable statements which specify the required level of performance for each of the elements.</i> <b><i>Bold and italicized terms are elaborated in the Range</i></b></p>
<p>1. Plan for procurement of organizations’ goods, works and services</p>	<p>1.1 Availability of funds is established based of the organizations’ budget.  <b><i>1.2 Requirements of the organization</i></b> are established based on organizations’ work plan.  1.3 <b><i>Procurement plan</i></b> is prepared based on requirements of the organization.  1.4 Procurement plan is approved as per organizations policy and available funds.</p>

<p><b>Element</b></p> <p><i>These describe the key outcomes which make up workplace function</i></p>	<p><b>Performance Criteria</b></p> <p><i>These are assessable statements which specify the required level of performance for each of the elements.</i></p> <p><b><i>Bold and italicized terms are elaborated in the Range</i></b></p>
<p>2. Procure organizations' goods, works and services</p>	<p>2.1 Prequalification of suppliers is developed as per standard operating procedures.</p> <p>2.2 <b><i>Specifications</i></b> are developed based on organization policy and laid down regulations.</p> <p>2.3 Market price survey is conducted as per standards operating procedures</p> <p>2.4 Procurement <b><i>bids</i></b> are invited based on requirements of the organization.</p> <p>2.5 Procurement bids are subjected to various <b><i>levels of evaluation</i></b> based on the specifications as per standard operating procedures.</p> <p>2.6 Procurement bids are awarded to the most responsive bidder based on evaluation report and <b><i>negotiations</i></b></p> <p>2.7 Procurement contracts are developed between the organization and the awarded bidder-based agreement as per standard operating procedures.</p>

<p><b>Element</b></p> <p><i>These describe the key outcomes which make up workplace function</i></p>	<p><b>Performance Criteria</b></p> <p><i>These are assessable statements which specify the required level of performance for each of the elements.</i></p> <p><b><i>Bold and italicized terms are elaborated in the Range</i></b></p>
	<p>2.8 Procurement contract is signed as per standard operating procedures.</p> <p>2.9 The contract is managed by both parties as per contract agreement.</p>
<p>3. Take charge of procured goods</p>	<p>3.1 Procured supplies are inspected and accepted or rejected based on specifications as per SOPs.</p> <p>3.2 <b><i>Delivery documents</i></b> are verified and forwarded for payment as per standard operating procedures.</p> <p>3.3 Goods are received based on delivery documents as per standard operating procedures.</p> <p>3.4 Procured goods are recorded in respective ledgers cards as per standard operating procedures.</p> <p>3.5 Goods are stored based on their respective storage conditions or dispatched to the user departments as per standard operating procedures</p> <p>3.6 Payment is followed up as per the organizations policy.</p>

<b>Element</b> <i>These describe the key outcomes which make up workplace function</i>	<b>Performance Criteria</b> <i>These are assessable statements which specify the required level of performance for each of the elements.</i> <b><i>Bold and italicized terms are elaborated in the Range</i></b>
4. Issue procured goods	4.1 Approved requisitions for goods are received and verified as per workplace policy. 4.2 Issued goods are systematically recorded as per workplace policy. 4.3 Issued goods are signed for as per workplace policy.

## **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.

<b>Variables</b>	<b>Range</b>
1. Requirements of the organization	1.1 Infrastructure 1.2 Computers 1.3 Furniture 1.4 MROs
2. Procurement plan	2.1 Departmental plan 2.2 procurement consolidated plan

3. Specifications	3.1 Quantity 3.2 quality
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<b>Variables</b>	<b>Range</b>
	3.3 dimensions 3.4 service levels 3.5 TORs and brand
4. Bids	4.1 RFQ -Request for quotations 4.2 Tender 4.3 RFP – request for proposals 4.4 Expression of interests
5. Levels of Evaluation	5.1 Qualification 5.2 Technical 5.3 Financial
6. Negotiations	6.1 On terms and conditions
7. Delivery documents	7.1 Delivery notes 7.2 Goods receipt 7.3 Invoice 7.4 Duplicated LSO or LPO

## **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:

- Organizing skills
- Analytical skills
- Negotiation skills
- Interpersonal skills
- Communication skills

- Evaluation skills
- Problem solving
- Critical thinking

### **Required Knowledge**

The individual needs to demonstrate knowledge of:

- Development of procurement plan
- Evaluation of vendors
- Preparation of contracts
- Standards procurement documents
- Goods inspection
- Receiving of goods
- Taking-charge of goods
- Handling of goods
- Handling delivery documents

### **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"> <li>1.1 Established availability of funds</li> <li>1.2 Established requirements of the organization</li> <li>1.3 Prepared procurement plan</li> </ul>
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	<ul style="list-style-type: none"> <li>1.4 Developed a list prequalification of suppliers</li> <li>1.5 Developed specifications item to be procured</li> <li>1.6 Conducted market price survey</li> <li>1.7 Invited procurement bids</li> <li>1.8 Evaluated procurement bids</li> <li>1.9 Awarded Procurement bids to the most responsive bidder</li> <li>1.10 Developed Procurement contracts</li> <li>1.11 Inspected and accepted/rejected procured supplies</li> <li>1.12 Verified and forwarded delivery documents</li> <li>1.13 Received procured goods appropriately</li> <li>1.14 Recorded Procured goods accurately</li> <li>1.15 Stored procured goods under recommended conditions</li> <li>1.16 Dispatched goods to user departments appropriately</li> <li>1.17 Followed-up vendor's payment</li> <li>1.18 Received and verified approved requisitions for goods</li> <li>1.19 Systematically recorded the issuing of goods</li> </ul>
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	1.20 Facilitated signing for goods issued
2. Resource Implications	The following resources must be provided: 2.1 A functional procurement unit 2.2 A functional procurement entity with a warehouse
3. Methods of Assessment	Competency may be assessed through: 3.1 Written tests 3.2 Third party reports 3.3 Oral questioning 3.4 Interview 3.5 Observation
4. Context of Assessment	Assessment could be conducted: 4.1 On-the-job 4.2 Off-the-job 4.3 During industrial attachment
5. Guidance information for assessment	Holistic assessment with related units in the sector

**PERFORM WAREHOUSING OPERATIONS**  
**UNIT CODE: BUS/OS/SC/CR/02/5**

**Unit Description**

This unit specifies the competencies required to store procured goods. It involves receiving, arranging, handling stock taking and control as well as ensuring safety and security of procured goods.

**ELEMENTS AND PERFORMANCE CRITERIA**

<p><b>Element</b>  <i>These describe the key outcomes which make up workplace function</i></p>	<p><b>Performance Criteria</b>  <i>These are assessable statements which specify the required level of performance for each of the elements.</i>  <b><i>Bold and italicized terms are elaborated in the Range</i></b></p>
<p>1. Maintain layout of goods in the store</p>	<p>1.1 <b><i>Goods are classified</i></b> based their storage requirements.            1.2 Goods are arranged in the store based on their categorization.            1.3 Stores cleanliness and tidiness are maintained in accordance workplace policy</p>
<p>2. Maintain records of stored goods</p>	<p>2.1 Procured goods are recorded in respective stores ledgers as per standards operating procedures.            2.2 Registers for the ledgers are prepared as per standards operating</p>

<b>Element</b> <i>These describe the key outcomes which make up workplace function</i>	<b>Performance Criteria</b> <i>These are assessable statements which specify the required level of performance for each of the elements.</i> <b><i>Bold and italicized terms are elaborated in the Range</i></b>
	procedures. 2.3 <b><i>Delivery documents</i></b> are filed as per standards operating procedures.
3. Maintain quality of stored goods	3.1 <b><i>Storage pests</i></b> are controlled based on infestation as per standard operating procedures. 3.2 Goods are stored based of their <b><i>storage requirements</i></b> 3.3 Stored goods are utilized/issued based on FIFO and LIFO principles. 3.4 Stored goods are secured from adulteration as per workplace policy. 3.5 Store is maintained as per <b><i>legal requirements</i></b>
4. Maintain optimum stock levels	4.1 Ordering for goods is done with due consideration to available storage space as per standards operation procedures. 4.2 Stock control is done to ensure optimum stock levels are maintained as per workplace.

<p><b>Element</b></p> <p><i>These describe the key outcomes which make up workplace function</i></p>	<p><b>Performance Criteria</b></p> <p><i>These are assessable statements which specify the required level of performance for each of the elements.</i></p> <p><b><i>Bold and italicized terms are elaborated in the Range</i></b></p>
	<p>4.3 Stock taking is done regularly to ensure records tally with physical stock as per standards operation procedures.</p> <p>4.4 Stock verification is done regularly to establish efficiency stores record management.</p>
<p>5. Secure stored goods</p>	<p>5.1 High value goods are stored in locked cages within the stores as per standards operation procedures</p> <p>5.2 Stores are built of strong walls and reinforced roofs as per standards operation procedures.</p> <p>5.3 Stores are locked up always as per workplace policy and standards operation procedures.</p> <p>5.4 Stores are physically watched always as per workplace policy and standards operation procedures.</p> <p>5.5 Stores watchmen are vetted as per workplace policy and standards operation procedures.</p>

<b>Element</b> <i>These describe the key outcomes which make up workplace function</i>	<b>Performance Criteria</b> <i>These are assessable statements which specify the required level of performance for each of the elements.</i> <b><i>Bold and italicized terms are elaborated in the Range</i></b>
	<p>5.6 <b><i>Security surveillance systems</i></b> are monitored as per workplace policy.</p> <p>5.7 Risk of theft of stored goods is assessed and mitigation measures put in place as per workplace policy.</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.

<b>Variables</b>	<b>Range</b>
1. Goods are Classified	<p>1.1 Value</p> <p>1.2 Perishability</p> <p>1.3 Activity based classification</p> <p>1.4 Flammability</p> <p>1.5 Strength</p>
2. Delivery Documents	<p>May include but not limited to:</p> <p>2.1 Copy of contract agreement</p> <p>2.2 Copy of LPO</p> <p>2.3 Copy of invoice</p> <p>2.4 Copy of delivery note</p>

<b>Variables</b>	<b>Range</b>
	2.5 Copy of inspection report 2.6 Copy of payment voucher
3. Storage Condition Requirements	May include but not limited to: 3.1 Refrigeration 3.2 Dry place 3.3 Humidity 3.4 Ventilation 3.5 Darkness 3.6 Lightness
4. Storage Pests	4.1 Rodents 4.2 Insects
5. Storage Requirements	5.1 Cold dry place 5.2 Dry place 5.3 Humid conditions 5.4 Moist conditions 5.5 Ventilated 5.6 Dark 5.7 Manufacturers' instructions
6. Legal Requirements	6.1 OSHA 6.2 Factories act 6.3 Employment act 6.4 EMCA 1999 6.5 Public health cap 242
7. Security Surveillance Systems	7.1 CCTV 7.2 Alarms

## **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:

- Organizing skills
- Analytical skills
- Negotiation skills
- Interpersonal skills
- Communication skills
- Evaluation skills
- Record keeping
- Critical thinking
- Risk assessment and management

### **Required Knowledge**

The individual needs to demonstrate knowledge of:

- Receiving goods
- Storage conditions for various goods
- Stores handling methods
- Risk assessment and management
- Control of storage pests
- Stores records management
- Security surveillance systems
- Stock taking
- Stock verification
- Stock utilization



- Stock control
- Stores security
- Stacking methods
- Storage methods

## 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> <ol style="list-style-type: none"> <li>1.1 Considered good storage requirements in their classification</li> <li>1.2 Arranged stored goods based on their categorization.</li> <li>1.3 Maintained stores cleanliness and tidiness</li> <li>1.4 Demonstrated knowledge of storage pests' control</li> <li>1.5 Observed FIFO and LIFO principles in the issuance of stored goods</li> <li>1.6 Secured Stored goods from adulteration</li> <li>1.7 Demonstrated knowledge of legal requirements related to warehousing.</li> </ol>
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	<ul style="list-style-type: none"> <li>1.8 Demonstrated understanding of relationship between storage space and stock level</li> <li>1.9 Regularly took stock and updated stock control records.</li> <li>1.10 Stored high value goods under locked cages</li> <li>1.11 Demonstrated understanding of structural design of stores</li> <li>1.12 Demonstrated understanding of the significance of safety and security of warehouses</li> <li>1.13 Demonstrated understanding of risk assessment and mitigation measures</li> </ul>
<p>2. Resource Implications</p>	<p>The following resources must be provided:</p> <ul style="list-style-type: none"> <li>2.1 A functional procurement unit</li> <li>2.2 A functional procurement entity with a warehouse</li> </ul>
<p>3. Methods of Assessment</p>	<p>Competency may be assessed through:</p> <ul style="list-style-type: none"> <li>3.1 Written tests</li> <li>3.2 Third party reports</li> <li>3.3 Oral questioning</li> <li>3.4 Interview</li> <li>3.5 Observation</li> </ul>

4. Context of Assessment	Assessment could be conducted: 4.1 On-the-job 4.2 Off-the-job 4.3 During industrial attachment
5. Guidance information for assessment	Holistic assessment with related units in the sector

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**DISTRIBUTE STORED GOODS**  
**UNIT CODE: BUS/OS/SC/CR/03/5**

**Unit Description**

This unit specifies the competencies required to distribute goods to customers. It involves physical movement of goods from warehouses/stores to authorized customers in an efficient manner.

**ELEMENTS AND PERFORMANCE CRITERIA**

<p><b>Element</b>  <i>These describe the key outcomes which make up workplace function</i></p>	<p><b>Performance Criteria</b>  <i>These are assessable statements which specify the required level of performance for each of the elements. <b>Bold and italicized terms are elaborated in the Range</b></i></p>
<p>1. Implement goods distribution channels</p>	<p>1.1 A map of customers based on their location is drawn as per standard operating procedures.            1.2 Most efficient distribution routes are established based on principles of cost minimization</p>
<p>2. Organize goods distribution logistics</p>	<p>2.1 Goods to be transported are categorized based on their nature, recommended conditions of transport and safety requirements.            2.2 <b><i>Modes of transport</i></b> are identified based on organizations' resources,</p>

<b>Element</b> <i>These describe the key outcomes which make up workplace function</i>	<b>Performance Criteria</b> <i>These are assessable statements which specify the required level of performance for each of the elements.</i> <b><i>Bold and italicized terms are elaborated in the Range</i></b>
	<p>quantity of goods, values of goods, nature of goods and cost effectiveness as per workplace policy.</p> <p>2.3 Means of transport for various goods are assigned based on suitability and nature of goods to be distributed.</p> <p>2.4 Movement of transport fleet Authority is sought as per workplace policy.</p>
<p>3. Track movement of goods</p>	<p>3.1 Transport fleet is fitted with motor <b><i>vehicles tracking system</i></b> as per workplace policy.</p> <p>3.2 Transport fleet tracking systems are monitored regularly as per workplace policy.</p> <p>3.3 Predetermined transport channels are adhered to as per workplace policy.</p>
<p>4. Oversee delivery goods to customers</p>	<p>4.1 Distribution staff is supervised as per workplace policy.</p> <p>4.2 Goods are delivered to customers</p>

<b>Element</b>	<b>Performance Criteria</b>
<i>These describe the key outcomes which make up workplace function</i>	<i>These are assessable statements which specify the required level of performance for each of the elements.</i> <b><i>Bold and italicized terms are elaborated in the Range</i></b>
	based on clients' terms and conditions of delivery. 4.3 Delivery notes are endorsed by the recipient as per workplace policy. 4.4 Endorsed delivery notes are surrendered as per workplace policy.

## **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.

<b>Variables</b>	<b>Range</b>
1. Modes of transport	1.1 Rail 1.2 Road 1.3 Air 1.4 Water 1.5 Carts 1.6 Milk runs 1.7 Pipelines 1.8 Two and three-legged vehicles

2. Transport fleet	2.1 Trucks 2.2 Pick-ups 2.3 Cargo planes 2.4 Tractors
3. Authorized	3.1 Work ticket 3.2 Authority letter 3.3 Detail orders
4. Vehicles Tracking System	4.1 Radios 4.2 Geographical Positioning System 4.3 Cellular Tracking 4.4 Satellite Tracking Systems 4.5 Wireless System

## 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:

- Organizing skills
- Analytical skills
- Negotiation skills
- Interpersonal skills
- Communication skills
- Evaluation skills
- Problem solving
- Critical thinking

- Risk assessment and management

### **Required Knowledge**

The individual needs to demonstrate knowledge of:

- Tracking systems,
- Fleet management
- Distribution channels
- Distribution documents
- Staff supervision
- Types of goods
- Prospecting for customers
- Risk assessment and management

### **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"><li>1.1 Demonstrated knowledge of customers' location</li><li>1.2 Categorized Goods to be transported appropriately</li><li>1.3 Identified modes of transport efficiently</li><li>1.4 Assigned suitable means of transport for various goods.</li></ul>
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	<p>1.5 Sought relevant authority for transport fleet movement</p> <p>1.6 Adhered to predetermined transport channels</p> <p>1.7 Supervised distribution staff appropriately</p> <p>1.8 Delivered goods to customers efficiently</p> <p>1.9 Ensured endorsement of delivery notes</p> <p>1.10 Ensured surrender of endorsed delivery notes</p>
2. Resource Implications	<p>The following resources must be provided:</p> <p>2.1 A functional procurement unit</p> <p>2.2 A functional procurement entity with a warehouse</p>
3. Methods of Assessment	<p>Competency may be assessed through:</p> <p>3.1 Written tests</p> <p>3.2 Third party reports</p> <p>3.3 Oral questioning</p> <p>3.4 Interview</p> <p>3.5 Observation</p>
4. Context of Assessment	<p>Assessment could be conducted:</p> <p>5.1 On-the-job</p> <p>5.2 Off-the-job</p> <p>5.3 During industrial attachment</p>

5. Guidance information for assessment	Holistic assessment with related units in the sector
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# PARTICIPATE IN PROCUREMENT CONTRACTS MANAGEMENT

UNIT CODE: BUS/OS/SC/CR/04/5

## Unit Description

This unit specifies the competencies required to manage procurement contracts. It involves establishing and maintaining a good relationship between vendors and the procuring entity and results in timely execution of procurement contracts.

## ELEMENTS AND PERFORMANCE CRITERIA

<b>Element</b> <i>These describe the key outcomes which make up workplace function</i>	<b>Performance Criteria</b> <i>These are assessable statements which specify the required level of performance for each of the elements. <b>Bold and italicized terms are elaborated in the Range</b></i>
1. Monitor progress of procurement contracts	1.1 <b><i>Tools for monitoring progress</i></b> of contract are developed based on supervisor's instructions 1.2 Contract progress monitoring schedule is developed as per supervisor's instructions 1.3 Contract progress monitoring is conducted in accordance with the monitoring schedule. 1.4 Contract progress monitoring report is prepared as per workplace policy.

<p><b>Element</b></p> <p><i>These describe the key outcomes which make up workplace function</i></p>	<p><b>Performance Criteria</b></p> <p><i>These are assessable statements which specify the required level of performance for each of the elements.</i></p> <p><b><i>Bold and italicized terms are elaborated in the Range</i></b></p>
	<p>1.5 Action is taken based on the supervisor’s instructions</p>
<p>2. Participate in Vendor Relationships Management</p>	<p>2.1 Clear specifications are prepared in accordance with needs of user as per workplace policy and supervisors’ instructions</p> <p>2.2 Vendors evaluation is done fairly and objectively as per supervisor’s instructions and the <b><i>legal requirements.</i></b></p> <p>2.3 Flexibility is exercised based on the case at hand.</p> <p>2.4 Vendors are paid in accordance with the contract and supervisors’ instructions</p>
<p>3. Evaluate vendor contract performance</p>	<p>3.1 Vendor contract progress evaluation tools are developed based on supervisors’ instructions.</p> <p>3.2 Notice for vendor contract progress evaluation committee meeting is prepared and circulated as per workplace policy.</p>

<b>Element</b>	<b>Performance Criteria</b>
<i>These describe the key outcomes which make up workplace function</i>	<i>These are assessable statements which specify the required level of performance for each of the elements.</i> <b><i>Bold and italicized terms are elaborated in the Range</i></b>
	3.3 Vendor contract progress evaluation is conducted as per supervisors' instructions. 3.4 Vendor contract progress report is prepared as per workplace policy and supervisors' instructions

## **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.

<b>Range</b>	<b>Variables</b>
1. Tools for Monitoring Progress	1.1 Data Collection Tools
2. Legal Requirements	2.1 Contract 2.2 Procurement laws 2.3 Terms and conditions
3. Incentives	3.1 Extended contracts 3.2 Timely payment

## **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:

- Contract performance measurement skills
- Communication skills
- Interpersonal skills
- Negotiation skills
- Analytical skills
- Risk assessment skills
- Evaluation skills

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## Required Knowledge

The individual needs to demonstrate knowledge of:

- Risk management
- Program monitoring
- Transition management
- Performance management
- Performance measurement
- Contract termination
- Vendor relationships
- Contract evaluation

## 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 Demonstrated ability to develop tools and schedule for monitoring contract progress.  1.2 Monitored progress of contracts and prepared progress report.  1.3 Took appropriate action based on progress report and supervisor instructions
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	<p>1.4 Prepared clear specifications for procurement of goods, works and services</p> <p>1.5 Conducted bids preparation objectively and legally.</p> <p>1.6 Demonstrated understanding of incentives used to enhance buyer supplier relationships.</p> <p>1.7 Initiated prompt payment of vendors</p> <p>1.8 Demonstrated understanding on none performing vendor contracts</p>
2. Resource Implications	<p>The following resources must be provided:</p> <p>2.1 A functional procurement unit</p> <p>2.2 A functional procurement entity with a warehouse</p>
3. Methods of Assessment	<p>Competency may be assessed through:</p> <p>3.1 Written tests</p> <p>3.2 Third party reports</p> <p>3.3 Oral questioning</p> <p>3.4 Interview</p> <p>3.5 Observation</p>
4. Context of Assessment	<p>Assessment could be conducted:</p> <p>3.6 On-the-job</p> <p>3.7 Off-the-job</p> <p>3.8 During industrial attachment</p>

5. Guidance information for assessment	Holistic assessment with related units in the sector
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# PARTICIPATE IN ORGANIZATIONAL ASSETS DISPOSAL

UNIT CODE: BUS/OS/SC/CR/05/5

## Unit Description

This unit specifies the competencies required to dispose organization's assets. It involves Identifying assets for disposal, classifying assets for disposal, executing disposal orders and preparing disposal certificate. This applies in the Supply Chain Management Sector.

## ELEMENTS AND PERFORMANCE CRITERIA

<b>Element</b> <i>These describe the key outcomes which make up workplace function</i>	<b>Performance Criteria</b> <i>These are assessable statements which specify the required level of performance for each of the elements.</i> <b><i>Bold and italicized terms are elaborated in the Range</i></b>
1. Prepare list of assets for disposal	1.1 Notification of unserviceable, obsolescent, Obsolete or surplus assets is received from user departments. 1.2 List of unserviceable, obsolescent, Obsolete or surplus assets is verified based on organization's needs and technological dynamics as per workplace policy.

<b>Element</b> <i>These describe the key outcomes which make up workplace function</i>	<b>Performance Criteria</b> <i>These are assessable statements which specify the required level of performance for each of the elements.</i> <b><i>Bold and italicized terms are elaborated in the Range</i></b>
	1.3 Assets to be disposed are assessed as per standard operating procedures based on legal requirements. 1.4 An assessment report is prepared as per supervisor's instructions.
2. Classify assets for disposal	2.1 Serviceable/surplus assets are identified and categorized as per the supervisor's instructions 2.2 Unserviceable assets are identified and categorized as per the supervisor's instructions 2.3 Obsolete and obsolescent assets are identified and categorized as per the supervisor's instructions 2.4 A classification report is prepared as per supervisors' instructions, workplace policy and legal requirements.
3. Execute disposal orders	3.1 <b><i>Authority to dispose</i></b> is sought as per the supervisors' instructions and legal requirements.

<b>Element</b> <i>These describe the key outcomes which make up workplace function</i>	<b>Performance Criteria</b> <i>These are assessable statements which specify the required level of performance for each of the elements.</i> <b><i>Bold and italicized terms are elaborated in the Range</i></b>
	3.2 Schedules for asset disposal is prepared and disseminated to relevant stakeholders as per supervisors' instructions. 3.3 The actual <b><i>disposal</i></b> is executed as per SOP and legal requirements.
4. Prepare Disposal Certificate	4.1 Disposal orders are documented as per legal requirements and supervisor's instructions 4.2 Disposal documents are <b><i>ratified</i></b> as per the legal requirements 4.3 Disposal documents are filed and maintained as per workplace policy and legal 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.

<b>Range</b>	<b>Variables</b>
1. Authority to Dispose	1.1 Organization Management 1.2 NEMA regulations 1.3 Public Health
2. Disposal	2.1 Sale by tender 2.2 Donations 2.3 Waste Disposal Management 2.4 Sale by auction 2.5 Trade-in 2.6 Transfer to other entities
3. Ratified	3.1 Simple representation 3.2 Endorsements

## **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:

- Organizing skills
- Analytical skills
- Negotiation skills
- Interpersonal skills
- Communication skills
- Evaluation skills
- Problem solving
- Critical thinking

## Required Knowledge

The individual needs to demonstrate knowledge of:

- Methods of asset disposal
- Legal framework of asset disposal and related laws
- Waste management and disposal
- Disposal documents and documentation
- Health and safety in asset disposal

## 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 Demonstrated understanding of asset disposal legal framework. 1.2 Identified list of unserviceable, obsolescent, obsolete or surplus assets 1.3 Assessed and categorized assets to be disposed and prepared a report. 1.4 Prepared and disseminated Schedules for asset disposal to relevant stakeholders. 1.5 Demonstrated knowledge of asset disposal methods.
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	1.6 Documented and maintained asset disposal documents.
2. Resource Implications	The following resources must be provided: 2.1 A functional procurement unit 2.2 A functional procurement entity with a warehouse
3. Methods of Assessment	Competency may be assessed through: 3.1 Written tests 3.2 Third party reports 3.3 Oral questioning 3.4 Interview 3.5 Observation
4. Context of Assessment	Assessment could be conducted: 4.1 On-the-job 4.2 Off-the-job 4.3 During industrial attachment
5. Guidance Information for Assessment	Holistic assessment with related units in the sector



## CONDUCT MARKET SURVEY

UNIT CODE: BUS/OS/SC/CR/06/5

### Unit Description

This unit specifies the competencies required to conduct market survey. It involves, identifying organization's needs, collecting market data, weighing supplier alternatives and conducting buyer /supplier negotiation. This applies in the Supply Chain Management Sector.

### ELEMENTS AND PERFORMANCE CRITERIA

<b>Element</b> <i>These describe the key outcomes which make up workplace function</i>	<b>Performance Criteria</b> <i>These are assessable statements which specify the required level of performance for each of the elements.</i> <b><i>Bold and italicized terms are elaborated in the Range</i></b>
1. Identify organizations needs	1.1 Requisitions from user departments are received as per the SOPs 1.2 Requisitions are recorded as per the SOPs 1.3 Specifications are established as per the requisition. 1.4 Specifications are verified as per organization policy
2. Collect Market Data / Information	2.1 Availability of suppliers is established as per the specification

<b>Element</b> <i>These describe the key outcomes which make up workplace function</i>	<b>Performance Criteria</b> <i>These are assessable statements which specify the required level of performance for each of the elements.</i> <b><i>Bold and italicized terms are elaborated in the Range</i></b>
	2.2 Availability of the product in the market is established as per the specification. 2.3 The price of the product is established as per the supplier. 2.4 The terms and conditions are established based on the supplier. 2.5 The distance between the supplier and organization is examined as per the organization's needs.
3. Weigh Supplier Alternatives	3.1 <b>Market Data</b> is analyzed as per the SOPs 3.2 The best alternative is selected as per the specifications
4. Conduct Buyer/ Supplier Negotiation	4.1 Buyer /supplier negotiation is Planned as per the organizations needs 4.2 Buyer /supplier negotiation is Conducted as per the SOPs 4.3 Buyer /supplier agreement is executed

## **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.

<b>Range</b>	<b>Variables</b> <i>May include but not limited to:</i>
1. Market Data	1.1 Quality 1.2 Price 1.3 Delivery times 1.4 Terms and conditions 1.5 Distance 1.6 Availability of the goods in the market 1.7 Suppliers

## **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:

- Organizing skills
- Analytical skills
- Negotiation skills
- Interpersonal skills
- Communication skills

- Evaluation skills
- Problem solving
- Critical thinking
- Risk assessment and management

### Required Knowledge

The individual needs to demonstrate knowledge of:

- Market structures
- Market geopolitics
- Market needs
- Supplier evaluation
- Supplier risk management
- Supply dynamics
- Specification development

### 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> <p>1.1 Established specifications appropriately</p> <p>1.2 Verified specifications correctly</p> <p>1.3 Established availability of suppliers, product, price, terms and conditions and distance between the supplier and</p>
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	<p>organization appropriately</p> <p>1.4 Analyzed market data correctly</p> <p>1.5 Selected the best alternative</p> <p>1.6 Planned for buyer /supplier negotiation</p> <p>1.7 Conducted the buyer /supplier negotiation</p> <p>1.8 Executed the buyer /supplier agreement</p>
2. Resource Implications	<p>The following resources must be provided:</p> <p>2.1 A functional procurement unit</p>
3. Methods of Assessment	<p>Competency may be assessed through:</p> <p>3.1 Written tests</p> <p>3.2 Third party reports</p> <p>3.3 Oral questioning</p> <p>3.4 Interview</p> <p>3.5 Observation</p>
4. Context of Assessment	<p>Assessment could be conducted:</p> <p>4.1 On-the-job</p> <p>4.2 Off-the-job</p> <p>4.3 During industrial attachment</p>
5. Guidance information for assessment	<p>Holistic assessment with related units in the sector</p>

## HANDLE ORGANIZATIONS MATERIALS

### UNIT CODE: BUS/OS/SC/CR/07/5

#### Unit Description

This unit specifies the competencies required to handle organizations materials. It involves, organizing materials movement, preparing materials handling equipment and tools, securing organizations materials and equipment, managing occupational health and safety and maintaining material handling tools and equipment. This applies in the Supply Chain Management Sector.

#### ELEMENTS AND PERFORMANCE CRITERIA

<b>Element</b> <i>These describe the key outcomes which make up workplace function</i>	<b>Performance Criteria</b> <i>These are assessable statements which specify the required level of performance for each of the elements.</i> <b><i>Bold and italicized terms are elaborated in the Range</i></b>
1. Organize materials movement	1.1 <b>Materials</b> for movement are identified as per the organizations needs 1.2 Materials for movement are requested as per the organizations needs 1.3 Materials for movement are received and inspected as per workplace policy

<p><b>Element</b></p> <p><i>These describe the key outcomes which make up workplace function</i></p>	<p><b>Performance Criteria</b></p> <p><i>These are assessable statements which specify the required level of performance for each of the elements.</i></p> <p><b><i>Bold and italicized terms are elaborated in the Range</i></b></p>
	<p>1.4 Materials for movement are packaged and repacked as per the SOPs</p> <p>1.5 Movement schedules prepared as per the SOPs</p>
<p>2. Prepare materials handling equipment and tools</p>	<p>2.1 Materials handling tools and <b><i>equipment</i></b> are identified according to classification and job requirements</p> <p>2.2 Condition of tools and equipment is checked as per workplace policy. Equipment operators (where necessary) are prepared</p>
<p>3. Secure organizations materials and equipment</p>	<p>3.1 High value tools and equipment are stored in locked cages within the premises as per SOPs</p> <p>3.2 Stores are locked up always as per workplace policy and SOPs</p> <p>3.3 Stores are physically watched always as per workplace policy and SOPs</p> <p>3.4 Stores watchmen are vetted as per workplace policy and SOPs</p> <p>3.5 <b><i>Security surveillance systems</i></b> are</p>

<b>Element</b> <i>These describe the key outcomes which make up workplace function</i>	<b>Performance Criteria</b> <i>These are assessable statements which specify the required level of performance for each of the elements. <b>Bold and italicized terms are elaborated in the Range</b></i>
	<p>monitored as per workplace policy.</p> <p>3.6 Risk of stored materials and equipment is assessed, and mitigation measures put in place as per workplace policy.</p> <p>3.7 High value equipment is insured as per workplace policy.</p>
<p>4. Maintain material handling tools and equipment</p>	<p>4.1 Condition of tools and equipment is checked</p> <p>4.2 Materials handling tools and equipment are identified according to classification and job requirements</p> <p>4.3 Non-functional tools and equipment are segregated and labeled according to classification</p> <p>4.4 Basic preventive maintenance is carried out as per the organizations policy</p> <p>4.5 Tools and equipment are Stored as per workplace policy.</p> <p>4.6 Inventory of tools, instruments and equipment are conducted and</p>



<b>Element</b> <i>These describe the key outcomes which make up workplace function</i>	<b>Performance Criteria</b> <i>These are assessable statements which specify the required level of performance for each of the elements. <b>Bold and italicized terms are elaborated in the Range</b></i>
	<p>recorded as per company practices</p> <p>4.7 Tools and equipment are stored in accordance with manufacturer's specifications</p>
<p>5. Manage Occupational safety and health</p>	<p>5.1 Safety regulations, workplace safety, hazard control practices and procedures are clarified and explained based on organization procedures</p> <p>5.2 Hazards/risks in the workplace and their corresponding indicators are identified in accordance with organization procedures</p> <p>5.3 Contingency measures during workplace accidents, fire and other emergencies are recognized and established in accordance with organization procedures and the legal requirements.</p> <p>5.4 Hazards and risks evaluated and reported in accordance with organization procedures</p>

<p><b>Element</b></p> <p><i>These describe the key outcomes which make up workplace function</i></p>	<p><b>Performance Criteria</b></p> <p><i>These are assessable statements which specify the required level of performance for each of the elements.</i></p> <p><b><i>Bold and italicized terms are elaborated in the Range</i></b></p>
	<p>5.5 Terms of maximum tolerable limits are identified based on threshold limit values (TLV)</p> <p>5.6 Hazards and risks are Controlled as per the SOPs</p> <p>5.7 Personal protective equipment (PPE) is correctly used in accordance with organization OHS procedures and practices</p> <p>5.8 Appropriate assistance is provided in the event of a workplace emergency in accordance with established organization protocol</p> <p>5.9 Occupational Health and Safety awareness and emergency-related drills are maintained as per the workplace policy</p> <p>5.10 OHS personal records are completed and updated in accordance with workplace requirements</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.

<b>Range</b>	<b>Variables</b>
1. Security surveillance systems	May include but not limited to: 1.1 CCTV 1.2 Alarms
2. Equipment	2.1 Cranes forklift 2.2 Hand Trucks 2.3 Power Trucks 2.4 Fork Lift Trucks 2.5 Tractors 2.6 Conveyors
3. Materials	3.1 Liquids 3.2 Oils 3.3 Chemicals

## **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:

- Organizing skills
- Analytical skills
- Negotiation skills

- Interpersonal skills
- Communication skills
- Evaluation skills
- Problem solving
- Critical thinking
- Risk assessment and management

### **Required Knowledge**

The individual needs to demonstrate knowledge of:

- Principles of materials handling.
- Types of goods
- Materials handling equipment
- Risk assessment and management
- Security surveillance systems
- OSHA

### **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 Identified, requested, Received and inspected Materials for movement are as per the organizations needs
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	<ul style="list-style-type: none"> <li>1.2 Packaged and repacked Materials for movement appropriately</li> <li>1.3 Prepared Movement schedules correctly</li> <li>1.4 Identified and classified Materials handling tools and equipment correctly</li> <li>1.5 Checked the Condition of tools and equipment keenly</li> <li>1.6 Prepared Equipment operators</li> <li>1.7 Stored high value tools and equipment safely</li> <li>1.8 Monitored Security surveillance systems regularly.</li> <li>1.9 Assessed Risk of stored materials and equipment and put in place mitigation measures</li> <li>1.10 Facilitated insurance for high value equipment</li> <li>1.11 identified hazards/risks and their corresponding indicators in the workplace</li> <li>1.12 Recognized and established contingency measures during emergencies</li> <li>1.13 Evaluated and reported hazards and risks</li> </ul>
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	<p>1.14 Demonstrated knowledge of Terms of maximum tolerable threshold limit values (TLV)</p> <p>1.15 Controlled Hazards and risks</p> <p>1.16 Correctly used Personal protective equipment (PPE)</p> <p>1.17 Maintained Occupational Health and Safety awareness and emergency-related drills</p> <p>1.18 Completed and updated OHS personal records</p> <p>1.19 Segregated and labelled non-functional tools and equipment</p> <p>1.20 Carried out Basic preventive maintenance regularly</p> <p>1.21 Maintained inventory of tools, instruments and equipment</p>
2. Resource Implications	<p>The following resources must be provided:</p> <p>2.1 A functional procurement unit</p>
3. Methods of Assessment	<p>Competency may be assessed through:</p> <p>3.1 Written tests</p> <p>3.2 Third party reports</p> <p>3.3 Oral questioning</p> <p>3.4 Interview</p> <p>3.5 Observation</p>
4. Context of Assessment	<p>Assessment could be conducted:</p> <p>4.1 On-the-job</p>

	4.2 Off-the-job 4.3 During industrial attachment
5. Guidance information for assessment	Holistic assessment with related units in the sector

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