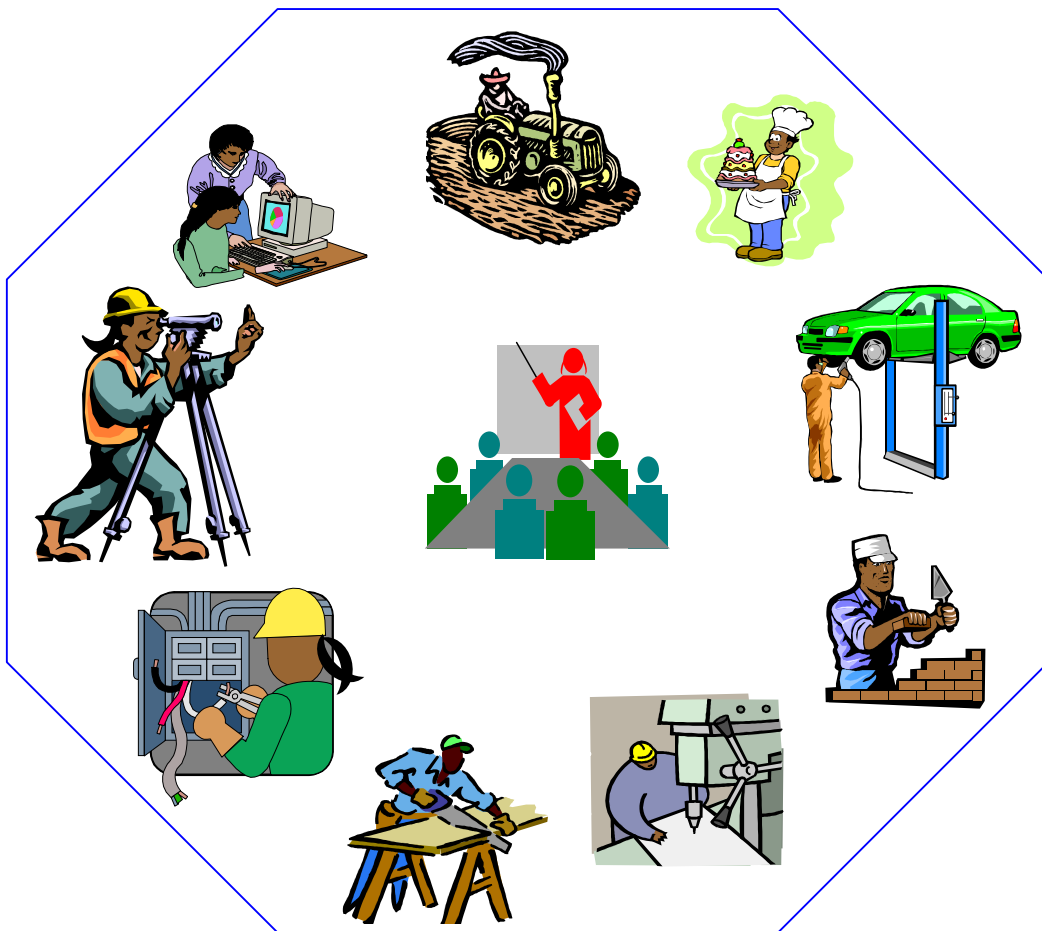




Federal Democratic Republic of Ethiopia  
**OCCUPATIONAL STANDARD**  
**BASIC AGRICULTURAL  
COOPERATIVE SERVICE**

**NTQF Level I**



*Ministry of Education  
January 2018*

## Introduction

Ethiopia has embarked on a process of reforming its TVET-System. Within the policies and strategies of the Ethiopian Government, technology transformation – by using international standards and international best practices as the basis, and, adopting, adapting and verifying them in the Ethiopian context – is a pivotal element. TVET is given an important role with regard to technology transfer. The new paradigm in the outcome-based TVET system is the orientation at the current and anticipated future demand of the economy and the labor market.

The Ethiopian Occupational Standard (EOS) is the core element of the Ethiopian National TVET-Strategy and an important factor within the context of the National TVET-Qualification Framework (NTQF). They are national Ethiopia standards, which define the occupational requirements and expected outcome related to a specific occupation without taking TVET delivery into account.

This document details the mandatory format, sequencing, wording and layout for the Ethiopia Occupational Standard which comprised of Units of Competence.

A Unit of Competence describes a distinct work activity. It is documented in a standard format that comprises:

- Occupational title, NTQF level
- Unit code
- Unit title
- Unit descriptor
- Element and Performance Criteria
- Variables and Range statement
- Evidence guide

Together all the parts of a Unit of Competence guide the assessor in determining whether the candidate is competent.

The ensuing sections of this EOS document comprise a description of the occupation with all the key components of a Unit of Competence:

- A chart with an overview of all Units of Competence for the level including the Unit Codes and the Unit of Competence Titles.
- Contents of each Unit of Competence (competence standard).
- Occupational map providing the TVET providers with information and important requirements to consider when designing training programs for this standards and for the individual, a career path

## UNIT OF COMPETENCE CHART

Occupational Standard: Basic Agricultural Cooperative Service		
Occupational Code: <b>AGR BAS1</b>		
<i>NTQF Level I</i>		
<p><a href="#"><u>AGR BAS1 01 0118</u></a> Develop Understanding of Cooperative</p>	<p><a href="#"><u>AGR BAS1 02 0118</u></a> Develop Understanding of Cooperative Legal Framework</p>	<p><a href="#"><u>AGR BAS1 03 0118</u></a> Develop Understanding of Crop Production</p>
<p><a href="#"><u>AGR BAS1 04 0118</u></a> Support Livestock and Fishery Works</p>	<p><a href="#"><u>AGR BAS1 05 0118</u></a> Advice Agricultural Technology Usage</p>	<p><a href="#"><u>AGR BAS1 06 0118</u></a> Develop Basic Understanding of Marketing</p>
<p><a href="#"><u>AGR BAS1 07 0118</u></a> Develop Understanding of Basic Accounting</p>	<p><a href="#"><u>AGR BAS1 08 0118</u></a> Operate Personal Computer</p>	<p><a href="#"><u>AGR BAS1 09 0118</u></a> Complete Daily Routine Work tasks</p>
<p><a href="#"><u>AGR BAS1 10 0118</u></a> Work with Diverse People</p>	<p><a href="#"><u>AGR BAS1 11 0118</u></a> Deliver Service to Cooperative Customers</p>	<p><a href="#"><u>AGR BAS1 12 0118</u></a> Apply Quality Standards</p>
<p><a href="#"><u>AGR BAS1 13 0118</u></a> Work with Others</p>	<p><a href="#"><u>AGR BAS1 14 0118</u></a> Receive and Respond to Workplace Communication</p>	<p><a href="#"><u>AGR BAS1 15 0118</u></a> Demonstrate Work Values</p>
<p><a href="#"><u>AGR BAS1 16 0118</u></a> Develop Understanding of Entrepreneurship</p>	<p><a href="#"><u>AGR BAS1 17 0118</u></a> Apply 3S</p>	

<b>Occupational Standard: Basic Agricultural Cooperative Service Level I</b>	
<b>Unit Title</b>	<b>Develop Understanding of Cooperative</b>
<b>Unit Code</b>	<b><a href="#">AGR BAS1 01 0118</a></b>
<b>Unit Descriptor</b>	This unit covers knowledge, skills and attitude required to understand the values, internationally accepted principles, importance, functions, strategies and methods of cooperative.

<b>Element</b>	<b>Performance Criteria</b>
1. Create awareness about cooperative	<p>1.1. Appropriate type and media of communication are selected and message prepared based on the audience.</p> <p>1.2. Meaning and concept of cooperative are explained.</p> <p>1.3. The evolution of important cooperative ideas, <b>values</b> and <b>principles</b> are reviewed and gained insight of the historical context and of developments in cooperative practices.</p> <p>1.4. Feedback on the understanding of the audience is collected.</p>
2. Differentiate Cooperatives	<p>2.1. The difference between cooperatives and other forms of business is clarified.</p> <p>2.2. Advantages and disadvantages of working business together are discussed and explained.</p> <p>2.3. The different types of cooperatives and their role are discussed.</p> <p>2.4. <b>Functions of cooperatives</b> in business and how they solve common problems of members and improve their <b>socio-economic situation</b> are explained.</p>
3. Identify the factors affecting cooperatives	<p>3.1. Cooperative characteristics and qualities are identified and discussed.</p> <p>3.2. The determinant factors are identified for performance of the cooperatives organization at any level.</p> <p>3.3. Major competences of successful cooperative are identified and explained.</p>
4. Improve understanding on establishing cooperative	<p>4.1. Conditions for establishing cooperatives are explained.</p> <p>4.2. Steps in establishing cooperatives are explained.</p> <p>4.3. Required documents for registration are explained.</p>

<b>Variable</b>	<b>Range</b>
Cooperative values	<p>May include, but not limited to:</p> <ul style="list-style-type: none"> <li>• Self help</li> <li>• Self responsibility</li> <li>• Equality</li> <li>• Equity</li> <li>• Democracy and Solidarity</li> </ul>

Cooperative principles	<p>May include, but not limited to:</p> <ul style="list-style-type: none"> <li>• Voluntary and open membership</li> <li>• Democratic member control</li> <li>• Member economic participation</li> <li>• Autonomy and independence</li> <li>• Education, training and information</li> <li>• Co-operation among cooperatives</li> <li>• Concern for community</li> </ul>
Functions of cooperatives	<p>May include, but not limited to:</p> <ul style="list-style-type: none"> <li>• Production</li> <li>• Services rendering</li> <li>• Doing business</li> </ul>
Socio-economic situation	<p>May include, but not limited to:</p> <ul style="list-style-type: none"> <li>• Economic</li> <li>• Social</li> </ul>
Cooperative law/cooperative proclamation	<p>May include, but not limited to:</p> <ul style="list-style-type: none"> <li>• Definitions, scope,</li> <li>• General, registration and publication;</li> <li>• Membership issues; general meetings; management,</li> <li>• Obligations and rights of members;</li> <li>• Capital structure,</li> <li>• Restructuring, winding up,</li> <li>• Administration, transitional arrangements;</li> <li>• Organs and management of the cooperative society;</li> <li>• Capital formation, accounts and distribution of results;</li> <li>• Audit;</li> <li>• Forms of dissolution;</li> <li>• Simplified structures;</li> <li>• Vertical integration;</li> <li>• Dispute settlement;</li> <li>• Miscellaneous, transitory and final provisions</li> </ul>
Appropriate body	<ul style="list-style-type: none"> <li>• Cooperative promotion structures from Federal to Woreda levels</li> </ul>
Cooperative ethical values	<p>May include, but not limited to:</p> <ul style="list-style-type: none"> <li>• Honesty</li> <li>• Openness</li> <li>• Caring for others</li> <li>• Community concern</li> </ul>
Forms of cooperatives	<p>May include, but not limited to:</p> <ul style="list-style-type: none"> <li>• Services</li> <li>• Producers</li> <li>• Processing</li> </ul>
Bylaws	<p>May include, but not limited to:</p> <ul style="list-style-type: none"> <li>• Name and address of the society;</li> <li>• Objectives and activities of the society;</li> <li>• Working place (area) of the society;</li> <li>• Requirements necessary for membership of the society;</li> </ul>

	<ul style="list-style-type: none"> <li>• The rights and duties of the members of the society;</li> <li>• The powers, responsibilities, and duties of management bodies;</li> <li>• Conditions for withdrawal and dismissal from membership;</li> <li>• Conditions for re-election, appointment, term of office and suspension or dismissal of the members of the management committee or other management bodies;</li> <li>• Conditions for calling of meeting and voting of the society;</li> <li>• Allocation and distribution of profit;</li> <li>• Auditing;</li> <li>• Employment of workers;</li> <li>• Other particulars not contrary to Cooperative Proclamation</li> </ul>
--	---

<b>Evidence Guide</b>	
Critical Aspects of Competence	<p>A candidate must be able to demonstrate the ability to:</p> <ul style="list-style-type: none"> <li>• Identify principles, values and ethics of cooperatives,</li> <li>• Select relevant and available practices to present as role model,</li> <li>• Describe cooperative law, rules and regulations, guidance.</li> </ul>
Underpinning Knowledge and Attitudes	<p>Demonstrates knowledge and positive attitudes of:</p> <ul style="list-style-type: none"> <li>• The cooperative values, principles, concept and scope</li> <li>• Cooperative thoughts and theories</li> <li>• Internal and bylaws of the cooperative</li> </ul>
Underpinning Skills	<p>Demonstrate skills to:</p> <ul style="list-style-type: none"> <li>• Apply cooperative values/ethical values, principles, concept, bylaws of the cooperative, business plan, communication, bookkeeping, report writing, organizing procedures,</li> </ul>
Resource Implications	<p>Access is required to real or appropriately simulated situations, including work areas, materials and equipment, and to information on workplace practices and OHS practices.</p>
Methods of Assessment	<p>Competence may be assessed through:</p> <ul style="list-style-type: none"> <li>• Interview/Written Test</li> <li>• Observation/Demonstration with Oral Questioning</li> </ul>
Context of Assessment	<p>Competence may be assessed in the work place or in a simulated work place setting.</p>

<b>Occupational Standard: Basic Agricultural Cooperative Service Level I</b>	
<b>Unit Title</b>	<b>Develop Understanding of Cooperative Legal Framework</b>
<b>Unit Code</b>	<a href="#"><u>AGR BAS1 02 0118</u></a>
<b>Unit Descriptor</b>	This unit covers knowledge, attitude and skills required to explain the basic concepts, role and functions of cooperative legal framework.

<b>Element</b>	<b>Performance Criteria</b>
1. Identify cooperative society law	<p>1.1. Cooperative society policy, law and <b>values</b> are discussed, defined and explained for the benefit of cooperatives.</p> <p>1.2. The role and link of <b>cooperative societies guiding principles</b> and cooperatives legal system are identified and addressed.</p> <p>1.3. The source, types and the role of <b>cooperative laws</b> are identified and discussed in the performance of the cooperative societies.</p>
2. Differentiate cooperative law	<p>2.1. The difference between cooperative law and legislation is distinguished in cooperatives.</p> <p>2.2. Cooperative law is distinguished from other types of laws.</p> <p>2.3. The hierarchy level and the formats/contents of cooperative society's law are identified.</p> <p>2.4. The types and levels of cooperative law are identified.</p>
3. Use and review the cooperative legal issues	<p>3.1. The cooperatives legal information is used in the promotion and other cooperative activities.</p> <p>3.2. The performance of the legal issues and contents adoption in the cooperatives are evaluated.</p> <p>3.3. The data is documented for the future use of the cooperatives.</p>

<b>Variable</b>	<b>Range</b>
Cooperative values	<p>May include, but not limited to:</p> <ul style="list-style-type: none"> <li>• Self help</li> <li>• Self responsibility</li> <li>• Democracy</li> <li>• Equality</li> <li>• Equity</li> <li>• Solidarity</li> <li>• Honesty</li> <li>• Openness</li> <li>• Social responsibility</li> <li>• Caring for others</li> </ul>
Cooperative societies guiding principles	<p>May include, but not limited to:</p> <ul style="list-style-type: none"> <li>• Voluntary and open membership</li> </ul>

	<ul style="list-style-type: none"> <li>• Democratic member control</li> <li>• Member economic participation</li> <li>• Autonomy and independence</li> <li>• Education, training and information</li> <li>• Co-operation among cooperatives</li> <li>• Concern for community</li> </ul>
Cooperative laws	<p>May include, but not limited to:</p> <ul style="list-style-type: none"> <li>• Proclamation</li> <li>• By law</li> <li>• Regulation and directives</li> <li>• Internal by laws</li> <li>• Cooperative policy</li> </ul>

<b>Evidence Guide</b>	
Critical Aspects of Competence	<p>A candidate must demonstrate the ability to:</p> <ul style="list-style-type: none"> <li>• Apply cooperatives law and its relation with the cooperative principles.</li> <li>• Differentiate the cooperative law from other laws and the recent proclamation.</li> <li>• Describe basic legal issue.</li> </ul>
Underpinning Knowledge and Attitudes	<p>Demonstrate knowledge of:</p> <ul style="list-style-type: none"> <li>• Basic information of cooperatives and legal issues in cooperatives.</li> <li>• Awareness creation.</li> <li>• Legal system in cooperatives and its relation with the cooperative principles.</li> <li>• The cooperative law contents.</li> </ul>
Underpinning Skills	<p>Demonstrate skills to:</p> <ul style="list-style-type: none"> <li>• Apply legal framework for cooperatives activities</li> <li>• Apply data collection, documentation and reporting skills</li> <li>• Implement legal system in cooperatives</li> <li>• Implement the contents of cooperatives law</li> </ul>
Resource Implications	<p>Access is required to real or appropriately simulated situations, including work areas, materials and equipment, and to information on workplace practices and OHS practices.</p>
Methods of Assessment	<p>Competence may be assessed through:</p> <ul style="list-style-type: none"> <li>• Interview/Written Test</li> <li>• Observation/Demonstration with Oral Questioning</li> </ul>
Context of Assessment	<p>Competence may be assessed in the work place or in a simulated work place setting.</p>



<b>Occupational Standard: Basic Agricultural Cooperative Service Level I</b>	
<b>Unit Title</b>	<b>Develop Understanding of Crop Production</b>
<b>Unit Code</b>	<a href="#"><u>AGR BAS1 03 0118</u></a>
<b>Unit Descriptor</b>	This unit covers knowledge, skill and attitude that the cooperative workers understand agricultural materials; tools and equipment for crop work, cropping activities, and clean up on completion of work.

<b>Element</b>	<b>Performance Criteria</b>
1. Prepare materials, tools and equipment for agricultural crop work	<p>1.1. The required materials, <b>tools and equipment</b> are identified according to lists provided and/or supervisor's <b>instructions</b>.</p> <p>1.2. All materials, tools and equipment checks are conducted with insufficient or faulty items and reported to the supervisor.</p> <p>1.3. Techniques are used when loading and unloading materials, using correct manual handling and minimize damage to the load and the vehicle.</p> <p>1.4. Suitable <b>Personal Protective Equipment (PPE)</b> are selected and checked prior to use.</p> <p>1.5. Cropping support is provided according to OHS requirements and <b>workplace information</b>.</p> <p>1.6. <b>OHS hazards</b> are identified and reported to the supervisor.</p>
2. Undertake agricultural crop work as directed	<p>2.1. Instructions and directions provided by supervisor are followed and clarification sought when necessary.</p> <p>2.2. Cropping work is undertaken in a safe and environmentally appropriate manner according to enterprise guidelines.</p> <p>2.3. Interactions with other staff and customers are carried out in a positive and professional manner.</p> <p>2.4. Enterprise policy and procedures in relation to workplace practices, handling and disposal of materials are observed.</p> <p>2.5. Problems or difficulties in completing work to required standards or timelines are reported to supervisor.</p>
3. Handle materials and equipment	<p>3.1. <b>Waste material</b> produced during cropping work is stored in a designated area according to supervisor's instructions.</p> <p>3.2. Materials, equipment and machinery are handled and transported according to supervisor's instructions and enterprise guidelines.</p> <p>3.3. A clean and safe work site is maintained while completing cropping activities.</p>
4. Clean up on completion of cropping work	<p>4.1. Materials are returned to store or disposed of according to supervisor's instructions.</p>

	<p>4.2. Tools and equipment are cleaned, maintained and stored according to manufacturer's specifications and supervisor's instructions.</p> <p>4.3. Work outcomes are reported to the supervisor.</p>
--	--

Variable	Range
Tools and equipment	<p>May include, but not limited to:</p> <ul style="list-style-type: none"> <li>Knives, hand tools, rope, sack trucks, fencing tools, augers, and brooms</li> </ul>
Instructions	<p>May include, but not limited to:</p> <ul style="list-style-type: none"> <li>Standard Operating Procedures (SOPs), enterprise policy and procedures, specifications, work notes, Material Safety Data Sheets (MSDS), manufacturer's instructions, or verbal directions from manager or supervisor.</li> </ul>
PPE	<p>May include, but not limited to:</p> <ul style="list-style-type: none"> <li>Steel capped boots/shoes, overalls, gloves, sun hat, sunscreen lotion, safety goggles, face mask and ear protectors</li> </ul>
Workplace information	<p>May include, but not limited to:</p> <ul style="list-style-type: none"> <li>Procedures for disposing of waste materials, work instructions or verbal instructions from the supervisor</li> </ul>
OHS hazards	<p>May include, but not limited to:</p> <ul style="list-style-type: none"> <li>Solar radiation, dust, noise, air- and soil-borne micro organisms, chemicals and hazardous substances, sharp hand tools and equipment, manual handling, holes, and slippery and uneven surfaces</li> </ul>
Waste material	<p>May include, but not limited to:</p> <ul style="list-style-type: none"> <li>Plant debris, litter and broken components, plastic, metal, or paper-based materials. These may be recycled, re-used, returned to the manufacturer or disposed of according to enterprise work procedures.</li> </ul>
Tasks under agricultural crop work	<p>May include, but not limited to:</p> <ul style="list-style-type: none"> <li>Assistance with all activities associated with cropping such as land preparation, seeding, fertilizing, harvesting, baling, raking, loading and unloading or other relevant duties.</li> <li>Removing weeds (rouging) or rocks from crops or fields, and routine maintenance of sheds and other workplaces.</li> </ul>

Evidence Guide	
Critical Aspects of Competence	<p>A candidate must be able to demonstrate the ability to:</p> <ul style="list-style-type: none"> <li>Safe work practices in repair and maintenance of structures</li> <li>Prepare materials, tools and equipment for cropping work</li> <li>Undertaking work as directed</li> <li>Handling materials and equipment</li> <li>Cleaning up on completion of work</li> <li>Collect, analyze and organize information, locate, interpret e and apply with further clarification</li> </ul>

	<ul style="list-style-type: none"> <li>• Plan and organize activities in a logical sequence and in a timely manner</li> <li>• Using mathematical ideas and skills in counting, tallying and estimation</li> </ul>
Underpinning Knowledge and Attitudes	<p>Demonstrate knowledge of:</p> <ul style="list-style-type: none"> <li>• Safe work practices</li> <li>• Repair and maintenance of structures</li> <li>• Materials, tools and equipment for cropping work</li> <li>• Work as directed</li> <li>• Cleaning up procedures on completion of work</li> <li>• Mathematical ideas and skills in counting, tallying and estimation</li> </ul>
Underpinning Skills	<p>Demonstrate skills to:</p> <ul style="list-style-type: none"> <li>• Prepare materials, tools and equipment for cropping work</li> <li>• Undertake work as directed</li> <li>• Handle materials and equipment</li> <li>• Clean up on completion of work</li> <li>• Communicate ideas and information about the job, tasks and problems</li> <li>• Collect, analyze and organize information, locate, interpret and apply with further clarification</li> <li>• Plan and organize activities in a logical sequence and in a timely manner</li> <li>• Work with others and in teams</li> <li>• Use mathematical ideas and skills in counting, tallying and estimation</li> <li>• Apply technology in the use of farm tools and equipment</li> </ul>
Resource Implications	Access is required to real or appropriately simulated situations, including work areas, materials and equipment, and to information on workplace practices and OHS practices.
Methods of Assessment	<p>Competence may be assessed through:</p> <ul style="list-style-type: none"> <li>• Interview/Written Test</li> <li>• Observation/Demonstration with Oral Questioning</li> </ul>
Context of Assessment	Competence may be assessed in the work place or in a simulated work place setting.

<b>Occupational Standard: Basic Agricultural Cooperative Service Level I</b>	
<b>Unit Title</b>	<b>Support Livestock and Fishery Works</b>
<b>Unit Code</b>	<a href="#"><u>AGR BAS1 04 0118</u></a>
<b>Unit Descriptor</b>	This unit covers the knowledge, skills and attitude in the process of supporting extensive livestock and fishery work and activities.

<b>Element</b>	<b>Performance Criteria</b>
1. Prepare materials, tools and equipment for extensive livestock and fishery work	<p>1.1. The required materials, tools and equipment are identified according to lists provided and/or supervisor's <b>instructions</b>.</p> <p>1.2. All materials, tools and equipment with insufficient or faulty items are checked and reported to the supervisor.</p> <p>1.3. Techniques used when loading and unloading materials demonstrate correct manual handling and minimize damage to the load and the vehicle.</p> <p>1.4. Suitable <b>Personal Protective Equipment (PPE)</b> are selected and checked prior to use.</p> <p>1.5. Work support is provided according to OHS requirements and according to <b>workplace information</b>.</p> <p>1.6. <b>OHS hazards</b> are identified and reported to the supervisor.</p>
2. Undertake extensive livestock and fishery work as directed	<p>2.1. Instructions and directions provided by supervisor are followed and clarification sought when necessary.</p> <p>2.2. Work is undertaken in a safe and environmentally appropriate manner according to enterprise guidelines.</p> <p>2.3. Interactions with other staff and customers are carried out in a positive and professional manner.</p> <p>2.4. Enterprise policy and procedures in relation to workplace practices, handling and disposal of materials are observed.</p> <p>2.5. Problems or difficulties in completing work to required standards or timelines are reported to supervisor.</p>
3. Handle materials and equipment	<p>3.1. <b>Waste materials</b> produced during work are stored in a designated area according to supervisor's instructions.</p> <p>3.2. Materials, equipment and machinery are handled and transported according to supervisor's instructions and enterprise guidelines.</p> <p>3.3. A clean and safe work site is maintained while working.</p>
4. Clean up on completion of work	<p>4.1. Materials are returned to store or disposed of according to supervisor's instructions.</p> <p>4.2. Tools and equipment are cleaned, maintained and stored according to manufacturer's specifications and supervisor's instructions.</p> <p>4.3. Work outcomes are reported to the supervisor.</p>

<b>Variable</b>	<b>Range</b>
Instructions	May include but not limited to : <ul style="list-style-type: none"> <li>• Standard Operating Procedures (SOPs),</li> <li>• Enterprise policy and procedures,</li> <li>• Specifications,</li> <li>• Work notes,</li> <li>• Material Safety Data Sheets (MSDS),</li> <li>• Manufacturer’s instructions or verbal directions from manager or supervisor.</li> </ul>
PPE	May include but not limited to : <ul style="list-style-type: none"> <li>• Steel capped boots/shoes, overalls, gloves, sun hat, sunscreen lotion, safety goggles, face mask and ear protectors.</li> </ul>
Workplace Information	May include but not limited to : <ul style="list-style-type: none"> <li>• Procedures for disposing of waste materials, work instructions or verbal instructions from the supervisor.</li> </ul>
OHS hazards	May include but not limited to: <ul style="list-style-type: none"> <li>• Solar radiation, dust, noise, air- and soil-borne micro-organisms, chemicals and hazardous substances, sharp hand tools and equipment, manual handling, holes, and slippery and uneven surfaces.</li> </ul>
Waste materials	May include but not limited to : <ul style="list-style-type: none"> <li>• Packaging and broken components, plastic, metal, and paper-based materials.</li> <li>• Recycled, re-used, returned to the manufacturer</li> <li>• Disposed of according to enterprise work procedures.</li> </ul>
Tasks Included under extensive livestock and fishery work	May include, but not limited to: <ul style="list-style-type: none"> <li>• Assistance with moving livestock and fishery , caring for animals,</li> <li>• Distributing stock feed, loading and unloading goods and Materials,</li> <li>• Carrying out routine maintenance on buildings, Roads, troughs, fences, cleaning yards, shed, fixtures and Fittings.</li> </ul>

<b>Evidence Guide</b>			
Critical Aspects of Competence	A candidate must be able to demonstrate the ability to: <ul style="list-style-type: none"> <li>• Collect, analyze and organize information</li> <li>• Apply Safe work practices</li> <li>• Apply animal handling techniques</li> <li>• Prepare materials, tools and equipment for work</li> <li>• Undertake work as directed</li> <li>• Handle materials and equipment</li> </ul>		
Underpinning Knowledge and Attitudes	Demonstrate knowledge of: <ul style="list-style-type: none"> <li>• Safe work practices</li> <li>• Animal handling techniques</li> <li>• Tools and equipment</li> <li>• Maintenance practices for planted areas</li> </ul>		
Page 12 of 54	Ministry of Education Copyright	Basic Agricultural Cooperative Service Ethiopian Occupational Standard	Version 3 January 2018

	<ul style="list-style-type: none"> <li>• Repair and maintenance of features</li> </ul>
Underpinning Skills	<p>Skills include the ability to:</p> <ul style="list-style-type: none"> <li>• Prepare materials, tools and equipment for work</li> <li>• Undertake work as directed</li> <li>• Handle materials and equipment</li> <li>• Clean up on completion of work</li> <li>• Communicate ideas and information about the job, tasks and problems</li> <li>• Collect, analyze and organize information to be located, interpreted and applied with further clarification</li> <li>• Plan and organize activities in order to complete tasks efficiently, in a logical sequence, and in a timely manner.</li> <li>• Work with others and in teams</li> </ul>
Resource Implications	Access is required to real or appropriately simulated situations, including work areas, materials and equipment, and to information on workplace practices and OHS practices.
Methods of Assessment	<p>Competence may be assessed through:</p> <ul style="list-style-type: none"> <li>• Interview/Written Test</li> <li>• Observation/Demonstration with Oral Questioning</li> </ul>
Context of Assessment	Competence may be assessed in the work place or in a simulated work place setting.

<b>Occupational Standard: Basic Agricultural Cooperative Service Level I</b>	
<b>Unit Title</b>	<b>Advice Agricultural Technology Usage</b>
<b>Unit Code</b>	<a href="#"><u>AGR BAS1 05 0118</u></a>
<b>Unit Descriptor</b>	This unit covers the knowledge, skills and attitude to advice agricultural technology usage for the development agencies.

<b>Element</b>	<b>Performance Criteria</b>
1. Establish and schedule production requirements	<p>1.1. <b>Raw material</b> supply contracts and receivable data, sales and market trend information, and corporate marketing plan and strategy are reviewed to quantify production requirements.</p> <p>1.2. Conditions that may affect production requirements are identified in consultation with designated sales and marketing personnel.</p> <p>1.3. Production requirements across product portfolio to meet Members requirements and site and equipment capacity are estimated in consultation with designated sales and marketing personnel.</p> <p>1.4. <b>Environmental and Occupational Health and Safety (OHS)</b> impacts are monitored for compliance with enterprise plan and license conditions.</p> <p>1.5. Facilities, personnel, machinery and equipment required for organic fertilizer production are confirmed as being available.</p> <p>1.6. Contingency plan to address potential oversupply or undersupply of raw material or product is developed and documented.</p> <p>1.7. Batch types and volumes of organic fertilizers-based products to be produced are calculated.</p> <p>1.8. Laboratory and field test data of organic fertilizer materials during and post-production is obtained.</p> <p>1.9. Production schedule is monitored and adjusted according to field and laboratory test results.</p> <p>1.10. Product is made available to Members in required quantities, to required quality and at required time.</p>
2. Prepare materials, tools and equipment for organic fertilizer production work.	<p>2.1. Required materials, <b>tools and equipment</b> are identified according to supervisor <b>instructions</b>.</p> <p>2.2. Checks for serviceability are conducted on all materials, tools and equipment and insufficient or faulty items are reported to supervisor.</p> <p>2.3. Techniques used when loading and unloading materials following correct manual handling techniques and minimize damage to self, load and vehicle.</p>

	<p>2.4. Suitable <b>personal protective clothing and equipment</b> are selected and checked prior to use.</p> <p>2.5. <b>OHS hazards</b> are identified and reported to supervisor.</p>		
3. Recognize, handle and locate raw materials on site	<p>3.1. Raw materials are identified for potential purpose according to the need of clients.</p> <p>3.2. Characteristics of raw materials, including handling risks and potential or common contaminants are compared to site operating guidelines.</p> <p>3.3. Potential hazards in handling raw materials are identified and reported to supervisor.</p> <p>3.4. Initial handling requirements, and physical contaminant handling stockpiling location and arrangement on site are confirmed from site operating guidelines.</p> <p>3.5. Visible or physical <b>contaminants</b> present in raw materials are identified and recorded.</p>		
4. Determine characteristics of raw materials required.	<p>4.1. Relevant <b>corporate documents</b> are reviewed to identify commercial objectives, product range and specifications, compliance requirements and enterprise constraints.</p> <p>4.2. Current <b>raw material</b> supplies are reviewed for suitability for production of defined organic fertilizer products.</p> <p>4.3. Organic fertilizer recipe calculations are conducted as a gap analysis to identify complementary raw material characteristics and quantities required to manufacture defined products.</p> <p>4.4. Characteristics and quantities of additional complementary raw materials required are specified and documented.</p> <p>4.5. Complementary or substitute raw material types that are consistent with requirements are identified through review of relevant literature and enterprise information/records.</p>		
5. Identify and prioritize raw materials required for production.	<p>5.1. Raw material options are identified and <b>assessed</b> to determine relative priority according to product range and specifications.</p> <p>5.2. Representative samples of prioritized raw materials are gained from potential sources of supply, and characteristics/risks are evaluated and confirmed.</p>		
6. Secure access to raw materials.	<p>6.1. Specifications for raw material characteristics and acceptability criteria for receivable are documented for incorporation into supply contract.</p> <p>6.2. Supply contracts are negotiated and secured on suitable trading terms according to enterprise practice.</p>		
7. Receive raw materials	<p>7.1. Raw materials are accurately identified and assessed against specified acceptance criteria.</p>		
Page 15 of 54	Ministry of Education Copyright	Basic Agricultural Cooperative Service Ethiopian Occupational Standard	Version 3 January 2018



	<p>7.2. Unacceptable (non-conforming) materials are rejected according to enterprise procedures.</p> <p>7.3. Non-conformances are documented and reported according to supervisor procedures.</p> <p>7.4. Acceptable raw materials are <b>measured</b>, and quantity is recorded according to supervisor procedures.</p> <p>7.5. Fee is calculated based on raw material type and quantity, and charged to members according to supervisor procedures.</p> <p>7.6. Correct fee payment is received and recorded, and receipt is provided according to supervisor procedures.</p>
--	--

Variable	Range
Raw material	<p>May include but not limited to:</p> <ul style="list-style-type: none"> <li>• Animal mortalities, bio solids such as sewage sludge, crop residuals, dairy waste, fats and oils,</li> <li>• Food organics such as, food waste, kitchen waste, food processing waste, forestry residuals, manures, organic sludge,</li> <li>• Paper mill wastes, paper-based materials, plant materials such as, garden organics, green organics,</li> <li>• Green waste, yard waste, sewage facility grit and screenings, wood and timber (not treated),</li> <li>• Other organic waste or by-product of processing.</li> </ul>
Environmental and OHS	<p>May include but not limited to:</p> <ul style="list-style-type: none"> <li>• Attraction of pests, emissions from vehicle and machinery operations, erosion, fire, leaks, litter, noise, odors organic dusts, spills, water pollution from run-off or leaching, air, dust and noise,</li> <li>• Hazardous substances, holes and slippery or uneven surfaces, livestock and fishery, manual handling, sharp hand tools and equipment, soil-borne micro-organisms, solar radiation.</li> <li>• Personal protective clothing and equipment: ear protection, overalls and gloves, safety goggles and face masks, steel capped boots/shoes, sunhats and sunscreen lotion.</li> </ul>
Tools and Equipment	<p>May include but not limited to:</p> <ul style="list-style-type: none"> <li>• Pins and buckets, boxes, forks and hoes, hoses and hose fittings, knives and secateurs, ladders, packing equipment, spades.</li> </ul>
Instructions	<p>May include but not limited to:</p> <ul style="list-style-type: none"> <li>• Enterprise policies and procedures, manufacturer instructions, material safety data sheets (MSDS, specifications, standard operating procedures, verbal or written instructions from manager or supervisor, work notes.</li> </ul>
Personal protective clothing and equipment	<p>May include but not limited to:</p> <ul style="list-style-type: none"> <li>• Ear protection, overalls and gloves, safety goggles and face</li> </ul>

	masks, steel capped boots/shoes, sunhats and sunscreen lotion.
OHS hazards	May include but not limited to: <ul style="list-style-type: none"> <li>• Solar radiation, dust, noise, air- and soil-borne micro-organisms, chemicals and hazardous substances, sharp hand tools and equipment, manual handling, holes, and slippery and uneven surfaces.</li> </ul>
Contaminants	May include but not limited to: <ul style="list-style-type: none"> <li>• Binding and rubble, glass, metals, plastics, sharps, stone and soil, other non-biodegradable materials.</li> </ul>
Corporate documents	May include but not limited to: <ul style="list-style-type: none"> <li>• Business plan,</li> <li>• Development of consent documentation for site,</li> <li>• Enterprise receivable,</li> <li>• Operations and/or sales records,</li> <li>• Environment management plan,</li> <li>• Management system documentation,</li> <li>• Marketing plan and strategies,</li> <li>• Material Safety Data Sheets (MSDS),</li> <li>• Policies and procedures,</li> <li>• Previous audit reports,</li> <li>• Product certification documents,</li> <li>• Product specifications and standards,</li> <li>• Raw materials,</li> <li>• Supply contracts raw materials laboratory analysis data,</li> <li>• Relevant legislation and regulations,</li> <li>• Service and utilities contracts,</li> <li>• Site license and site plan,</li> <li>• Works approval.</li> </ul>
Raw material	May include but not limited to: <ul style="list-style-type: none"> <li>• Carbon to nitrogen (C:N) ratio,</li> <li>• Contamination,</li> <li>• Electrical conductivity,</li> <li>• Moisture content,</li> <li>• Nutrient content,</li> <li>• Acidity or alkalinity (ph),</li> <li>• Structure and porosity,</li> <li>• Total carbon content,</li> <li>• Total nitrogen content.</li> </ul>
Assessment	May include but not limited to: <ul style="list-style-type: none"> <li>• Accessibility,</li> <li>• Collection and management challenges,</li> <li>• Compost site and plant capabilities,</li> <li>• Cost and revenue implications,</li> <li>• Environmental management consideration</li> <li>• Occupational health and safety considerations,</li> <li>• Operational procedures,</li> </ul>

	<ul style="list-style-type: none"> <li>• Regulatory classification of materials and associated requirements,</li> <li>• Reliability and security of supply,</li> <li>• Risk of contamination,</li> <li>• Site licenses and constraints.</li> </ul>
Measurement	<p>May include but not limited to:</p> <ul style="list-style-type: none"> <li>• Scale,</li> <li>• Volume estimates, and</li> <li>• Weighs Bridge.</li> </ul>
Types and sources of information	<p>May include but not limited to:</p> <ul style="list-style-type: none"> <li>• Enterprise guidelines, procedures for disposing of waste materials and verbal or written instructions from supervisor.</li> </ul>

<b>Evidence Guide</b>			
Critical Aspects of Competence	<p>A candidate must be able to demonstrate the ability to:</p> <ul style="list-style-type: none"> <li>• Apply Principles of organic agriculture,</li> <li>• Apply safe work practices relevant to the tasks being undertaken,</li> <li>• Inspect, assess Identify, confirm, locate, handle and maintain raw materials, products and physical contaminants on site and acceptability against established criteria,</li> <li>• Maintain site arrangement and segregation of materials and products to avoid contamination,</li> <li>• Maintain site and machinery security requirements,</li> <li>• Measure, assess and record quantity of raw material,</li> <li>• Handle and report non-conformances,</li> <li>• Identify hazards in handling raw materials and implement risk control measures</li> </ul>		
Underpinning Knowledge and Attitudes	<p>Demonstrate knowledge of:</p> <ul style="list-style-type: none"> <li>• Principles of organic agriculture, including as they apply to production or amenity to agriculture,</li> <li>• Safe work practices relevant to the tasks being undertaken, including safe use of tools and equipment,</li> <li>• Enterprise's activities, food safety requirements.</li> </ul>		
Underpinning Skills	<p>Demonstrates skills to:</p> <ul style="list-style-type: none"> <li>• Maintain site and machinery security requirements</li> <li>• Measure, assess and record quantity of raw material,</li> <li>• Handle and report non-conformances,</li> <li>• Identify hazards in handling raw materials and implement risk control measures,</li> <li>• Apply safe work practices relevant to the tasks being undertaken,</li> <li>• Inspect, assess, identify, confirm, locate, handle and maintain raw materials, products and physical contaminants on site and acceptability against established criteria.</li> </ul>		
Resource Implications	<p>Access is required to real or appropriately simulated situations, including work areas, materials and equipment, and to information on workplace practices and OHS practices.</p>		
Page 18 of 54	Ministry of Education Copyright	Basic Agricultural Cooperative Service Ethiopian Occupational Standard	Version 3 January 2018

Methods of Assessment	Competence may be assessed through: <ul style="list-style-type: none"> <li>• Interview/Written Test</li> <li>• Observation/Demonstration with Oral Questioning</li> </ul>
Context of Assessment	Competence may be assessed in the work place or in a simulated work place setting.

<b>Occupational Standard: Basic Agricultural Cooperative Service Level I</b>	
<b>Unit Title</b>	<b>Develop Basic Understanding of Marketing</b>
<b>Unit Code</b>	<a href="#">AGR BAS1 06 0118</a>
<b>Unit Descriptor</b>	This unit covers skills, knowledge and attitude required to understand the concept, function, importance, and strategies of marketing.

<b>Element</b>	<b>Performance Criteria</b>
1. Introduce and explain basic marketing concepts	1.1. <b>Core concepts of marketing</b> are discussed. 1.2. Market and <b>marketing</b> are defined. 1.3. The historic developments, role, nature and <b>scope of marketing</b> are identified. 1.4. Marketing and selling are differentiated. 1.5. The principles of marketing are discussed.
2. Identify marketing function	2.1. The meaning and basic concepts of marketing are discussed. 2.2. The main <b>marketing functions</b> are identified and explained for the workplace performance. 2.3. Marketing functions are used in the workplace for the cooperative members' better performance.
3. Implement Marketing functions in the cooperatives	3.1. The current development of the cooperative marketing and its implementation are discussed and explained. 3.2. Unique features of the cooperative marketing and its role/contributions are explained

<b>Variable</b>	<b>Range</b>
Core concepts of marketing	May include, but not limited to: <ul style="list-style-type: none"> <li>• Wants</li> <li>• Needs</li> <li>• Product</li> <li>• Demand</li> <li>• Value</li> <li>• Transaction</li> </ul>
Marketing	May include, but not limited to: <ul style="list-style-type: none"> <li>• Goods</li> <li>• Services</li> </ul>
Scope of marketing	May include, but not limited to: <ul style="list-style-type: none"> <li>• Person</li> <li>• Good</li> <li>• Information</li> <li>• Idea and Organization</li> </ul>
Marketing functions	May include, but not limited to: <ul style="list-style-type: none"> <li>• Buying</li> </ul>

	<ul style="list-style-type: none"> <li>• Selling</li> <li>• Transporting</li> <li>• Standardizing and grading</li> <li>• Financing</li> <li>• Risk taking</li> <li>• Securing marketing information</li> <li>• Storing</li> </ul>
--	---

<b>Evidence Guide</b>	
Critical Aspects of Competence	<p>A candidate must be able to demonstrate the ability to:</p> <ul style="list-style-type: none"> <li>• Apply basic marketing concepts</li> <li>• Identify the marketing principles</li> <li>• Identify the functions of the marketing</li> <li>• Implement the functions of the marketing</li> </ul>
Underpinning Knowledge and Attitudes	<p>Demonstrate knowledge of:</p> <ul style="list-style-type: none"> <li>• Marketing concepts</li> <li>• Marketing principles</li> <li>• Functions of the marketing</li> <li>• Communication skills</li> </ul>
Underpinning Skills	<p>Demonstrates skills to:</p> <ul style="list-style-type: none"> <li>• Apply Business transactions skill</li> <li>• Apply Communication skills</li> <li>• Apply basic marketing concepts and principles</li> <li>• Implement the functions of the marketing</li> </ul>
Resource Implications	<p>Access is required to real or appropriately simulated situations, including work areas, materials and equipment, and to information on workplace practices and OHS practices.</p>
Methods of Assessment	<p>Competence may be assessed through:</p> <ul style="list-style-type: none"> <li>• Interview/Written Test</li> <li>• Observation/Demonstration with Oral Questioning</li> </ul>
Context of Assessment	<p>Competence may be assessed in the work place or in a simulated work place setting.</p>

<b>Occupational Standard: Basic Agricultural Cooperative Service Level I</b>	
<b>Unit Title</b>	<b>Develop Understanding of Basic Accounting</b>
<b>Unit Code</b>	<a href="#"><u>AGR BAS1 07 0118</u></a>
<b>Unit Descriptor</b>	This unit covers skills, knowledge and attitude required to understand the nature, concept, and objectives and principles of basic accounting.

<b>Element</b>	<b>Performance Criteria</b>
1. Create awareness about accounting	1.1. Meaning and nature of <b>accounting</b> are explained. 1.2. The important objectives and roles of accounting are reviewed. 1.3. The <b>accounting principles</b> are identified and discussed. 1.4. The difference between bookkeeping and accounting is clarified. 1.5. Understanding of the accounting cycle is developed.
2. Develop understanding of accounting equation	2.1. Major <b>accounts</b> are identified and differentiated. 2.2. Specific types of account are identified and differentiated. 2.3. Understanding of the normal balance of accounts is developed. 2.4. Debit and credit rules are applied. 2.5. How an account affects the <b>accounting equation</b> is explained.
3. Review record and maintain files	3.1. Records made are checked for its accuracy and completeness. 3.2. Identified and reviewed data are maintained in a separate class of account.

<b>Variable</b>	<b>Range</b>
Accounting	Is defined as the process of identifying, measuring and communicating accounting information about an organization or entity, in order to permit informed by users the information.
Accounting principles	May include, but not limited to: <ul style="list-style-type: none"> <li>• Business entity</li> <li>• Going concern</li> <li>• Objective evidence</li> <li>• Unit of measurement</li> <li>• Accounting period</li> <li>• Matching principle</li> <li>• Materiality</li> </ul>
Accounts	May include, but not limited to: <ul style="list-style-type: none"> <li>• Asset</li> <li>• Liability</li> </ul>

	<ul style="list-style-type: none"> <li>• Capital</li> <li>• Revenue</li> <li>• Cost of sale</li> <li>• Expense</li> </ul>
Accounting equation	May be expressed as asset equals liability plus capital.

<b>Evidence Guide</b>	
Critical Aspects of Competence	<p>A candidate must be able to demonstrate the ability to:</p> <ul style="list-style-type: none"> <li>• Differentiate meaning and nature of accounting</li> <li>• Review objectives and roles of accounting</li> <li>• Differentiate normal balance of accounts</li> <li>• Apply debit and credit rules</li> </ul>
Underpinning Knowledge and Attitudes	<p>Demonstrates knowledge of:</p> <ul style="list-style-type: none"> <li>• Accounting</li> <li>• Accounting principle</li> <li>• Accounting cycle</li> </ul>
Underpinning Skills	<p>Demonstrate skills to:</p> <ul style="list-style-type: none"> <li>• Explain Meaning and nature Accounting</li> <li>• Identify Effect of transaction on accounting equation</li> <li>• Apply normal Debit and credit rules</li> </ul>
Resource Implications	Access is required to real or appropriately simulated situations, including work areas, materials and equipment, and to information on workplace practices and OHS practices.
Methods of Assessment	<p>Competence may be assessed through:</p> <ul style="list-style-type: none"> <li>• Interview/Written Test</li> <li>• Observation/Demonstration with Oral Questioning</li> </ul>
Context of Assessment	Competence may be assessed in the work place or in a simulated work place setting.



<b>Occupational Standard: Basic Agricultural Cooperative Service Level I</b>	
<b>Unit Title</b>	<b>Operate Personal Computer</b>
<b>Unit Code</b>	<a href="#"><u>AGR BAS1 08 0118</u></a>
<b>Unit Descriptor</b>	This unit covers skills, knowledge and attitude required to operate a Personal Computer (PC) with its basic software programs and to communicate via electronic data interchange.

<b>Element</b>	<b>Performance Criteria</b>
1. Identify the functions of PC hardware components	1.1. <b>Hardware components</b> are identified in terms of device type and functions. 1.2. The interaction of components is identified in terms of the flow of data between them.
2. Understand operation of the system and application software	2.1. <b>System software</b> is identified and described in terms of its purpose and operation. 2.2. Application software is identified and its purpose stated in terms of outputs. 2.3. The interaction between system software and application software is described.
3. Perform basic operation and maintenance procedures	3.1. Basic components of a PC system are connected to enable it to be operated safely. 3.2. A PC system is powered up according to organisational requirements. 3.3. Simple hardware faults are identified and corrected or reported according to organisational requirements. 3.4. A PC system is cared for and maintained according to organisational requirements.
4. Operate a printer	4.1. Data from a personal computer is displayed on printed output media based on instructions. 4.2. Simple <b>printer</b> hardware faults and printer related error messages are identified and remedied according to manuals.
5. Apply ergonomic principles for safe operation.	5.1. <b>Ergonomic</b> principles are explained in terms of user physical well-being. 5.2. Ergonomic requirements are explained in terms of environment.

<b>Variable</b>	<b>Range</b>
Hardware components	May include, but not limited to: <ul style="list-style-type: none"> <li>• Central processing unit,</li> <li>• Motherboard</li> <li>• Keyboard</li> <li>• Mouse</li> <li>• Display monitor</li> <li>• CD drives,</li> </ul>

	<ul style="list-style-type: none"> <li>• Random Access Memory (RAM),</li> <li>• Read Only Memory (ROM),</li> <li>• Printer,</li> <li>• Digital camera,</li> <li>• Scanner,</li> <li>• Modem,</li> <li>• WiFi, connection to a network or the Internet.</li> </ul>
System software	<p>May include, but not limited to</p> <ul style="list-style-type: none"> <li>• Word processing,</li> <li>• Spread sheet</li> <li>• Database</li> <li>• Desktop publishing</li> <li>• Graphics</li> <li>• Communication</li> <li>• Multimedia</li> <li>• Web browser.</li> </ul>
Printer	<p>May include, but not limited to:</p> <ul style="list-style-type: none"> <li>• Data from different applications is printed</li> <li>• A device that convert soft copy document to a hard copy</li> </ul>
Ergonomic	<p>May include, but not limited to:</p> <ul style="list-style-type: none"> <li>• Desk dimensions,</li> <li>• Posture in chair and seating height;</li> <li>• Feet placement</li> <li>• Position of monitor</li> <li>• Keyboard and mouse relative to user</li> <li>• Rest periods and exercise</li> </ul>
Safe connections components	<p>May include, but not limited to:</p> <ul style="list-style-type: none"> <li>• System unit</li> <li>• Keyboard</li> <li>• Monitor</li> <li>• Mouse or other pointing device</li> <li>• Power leads</li> <li>• Digital camera</li> <li>• Scanner</li> <li>• Portable external storage</li> <li>• Modem</li> <li>• Connection to a network or the Internet</li> <li>• Use of system protection and/or maintenance utility software.</li> </ul>

<b>Evidence Guide</b>	
Critical Aspects of Competence	<p>A candidate must be able to demonstrate the ability to operate a:</p> <ul style="list-style-type: none"> <li>• Personal computer</li> <li>• Printer</li> <li>• Mouse and keyboard</li> <li>• Monitor</li> <li>• Basic software</li> </ul>

Underpinning Knowledge	<p>Must demonstrate knowledge of:</p> <ul style="list-style-type: none"> <li>• Basic keyboarding keys area</li> <li>• Computer functions</li> <li>• Basic parts of a computer and various hardware components</li> <li>• Storage devices and basic categories</li> <li>• Basic software operation</li> </ul>
Underpinning Skills	<p>Must demonstrate skills of:</p> <ul style="list-style-type: none"> <li>• Saving and retrieving files to various locations</li> <li>• Mouse management (button usage) for different applications</li> <li>• Reading and writing at a level where basic workplace documents are understood</li> <li>• Ability to communicate with peers and supervisors</li> <li>• Seeking assistance and expert advice</li> <li>• Interpretation of user manuals and help functions</li> <li>• Ability to input user access details for accessing a Personal PC, or possibly a networked environment</li> </ul>
Resource Implications	<p>Access is required to real or appropriately simulated situations, including work areas, materials and equipment, and to information on workplace practices and OHS practices.</p>
Methods of Assessment	<p>Competence may be assessed through:</p> <ul style="list-style-type: none"> <li>• Interview/Written Test</li> <li>• Observation/Demonstration with Oral Questioning</li> </ul>
Context of Assessment	<p>Competence may be assessed in the work place or in a simulated work place setting.</p>

Occupational Standard: Basic Agricultural Cooperative Service Level I	
Unit Title	Complete Daily Routine Work tasks
Unit Code	<a href="#">AGR BAS1 09 0118</a>
Unit Descriptor	This unit of competence covers the knowledge, skills and attitude required to prepare work schedule, complete work tasks and review routine work performance.

Element	Performance Criteria
1. Prepare routine work schedule	<p>1.1. Routine work <b>goals</b> and plans are discussed and agreed on with assistance from appropriate persons.</p> <p>1.2. An understanding of the relationship between individual and organisational work goals and plans, and organisational goals and plans is developed.</p> <p>1.3. Workload is planned and prioritised within allocated timeframes.</p>
2. Complete routine work tasks	<p>2.1. Tasks are completed within designated timelines and in accordance with organisational requirements and instructions.</p> <p>2.2. Effective questioning is used to seek assistance from colleagues when difficulties arise in achieving allocated tasks.</p> <p>2.3. Factors affecting routine work requirements are identified and appropriate action taken.</p> <p>2.4. Business technology is used efficiently and effectively to complete work tasks.</p> <p>2.5. Progress on task is communicated to supervisor or colleagues as required.</p>
3. Review work performance	<p>3.1. Feedback on work performance is sought from supervisors or colleagues.</p> <p>3.2. Routine work is monitored and adjusted according to feedback obtained through supervision and comparison with established team and organisational standards.</p> <p>3.3. Opportunities are identified and planned for improvement in liaison with colleagues.</p>

Variable	Range
Goals	May include but not limited to strategic and Operational

Evidence Guide	
Critical Aspects of Competence	<p>A candidate must be able to demonstrate the ability to:</p> <ul style="list-style-type: none"> <li>Plan and organise workload with the assistance of others,</li> <li>Complete tasks, using appropriate digital tools, within specified timelines seeking assistance as required,</li> <li>Use effective communication skills to seek assistance or feedback from others,</li> </ul>

	<ul style="list-style-type: none"> <li>• Seek and use feedback from others to monitor and improve work performance.</li> </ul>
Underpinning Knowledge and Attitude	<p>Demonstrate knowledge of:</p> <ul style="list-style-type: none"> <li>• Routine work goals and plans</li> <li>• Organisational goals and plans</li> <li>• Business technology efficiently and effectively</li> </ul>
Underpinning Skills	<p>Demonstrate skills to:</p> <ul style="list-style-type: none"> <li>• Outline the organisational standards, policies and procedures that relate to own work role,</li> <li>• Plan and organise workload with the assistance of others,</li> <li>• Complete tasks, using appropriate digital tools, within specified timelines seeking assistance as required,</li> <li>• Use effective communication skills to seek assistance or feedback from others,</li> <li>• List some factors that can affect the ability to get work done, and explain the action to take explain how to plan and manage time.</li> <li>• Seek and use feedback from others to monitor and improve work performance.</li> </ul>
Resource Implications	Access is required to real or appropriately simulated situations, including work areas, materials and equipment, and to information on workplace practices and OHS practices.
Methods of Assessment	<p>Competence may be assessed through:</p> <ul style="list-style-type: none"> <li>• Interview/Written Test</li> <li>• Observation/Demonstration with Oral Questioning</li> </ul>
Context of Assessment	Competence may be assessed in the work place or in a simulated work place setting.

Occupational Standard: Basic Agricultural Cooperative Service Level I	
Unit Title	Work with Diverse People
Unit Code	<a href="#">AGR BAS1 10 0118</a>
Unit Descriptor	This unit describes the knowledge, skills and attitude required to work respectfully with people from diverse social and cultural groups and situations.

Element	Performance Criteria
1. Reflect on own perspectives	<p>1.1. Own <b>social and cultural perspectives and biases</b> are identified and reflected.</p> <p>1.2. Awareness of own limitations in self and social awareness is worked.</p> <p>1.3. Reflection is used to support own ability to work inclusively and with understanding of others.</p> <p>1.4. Ways are identified and acted on to improve own self and social awareness.</p>
2. Appreciate diversity and inclusiveness, and their benefits	<p>2.1. Diversity and inclusiveness across all areas of work are valued and respected.</p> <p>2.2. Contribution to the development of work place and professional relationships is made based on appreciation of <b>diversity</b> and <b>inclusiveness</b>.</p> <p>2.3. Work practices that make environments safe for all are used.</p>
3. Communicate with people from diverse backgrounds and situations in the cooperatives	<p>3.1. Respect for diversity is shown in communication with all people.</p> <p>3.2. Verbal and non-verbal communication is used constructively to establish, develop and maintain effective relationships, mutual trust and confidence.</p> <p>3.3. <b>Effective strategies</b> are used to communicate in the most efficient way as possible when a language barrier exists.</p> <p>3.4. Assistance is sought from interpreters or other persons according to communication needs.</p>
4. Promote understanding across diverse groups in the cooperatives	<p>4.1. Issues that may cause communication misunderstandings or other difficulties are identified.</p> <p>4.2. Impact of social and cultural diversity is considered, when difficulties or misunderstandings occurred.</p> <p>4.3. An effort is given to sensitively resolve differences by taking account of diversity considerations.</p> <p>4.4. Any difficulties are addressed with appropriate people and assistance is sought when required.</p>

Variable	Range
Social and cultural perspectives and biases	May include, but not limited to:
Page 29 of 54	Ministry of Education Copyright
	Basic Agricultural Cooperative Service Ethiopian Occupational Standard
	Version 3 January 2018

	<ul style="list-style-type: none"> <li>• Tolerating cultural and social differences like: <ul style="list-style-type: none"> <li>➢ Dressing style</li> <li>➢ social status</li> <li>➢ linguistic difference</li> <li>➢ Age difference etc.</li> </ul> </li> </ul>
Diversity	<p>May include, but not limited to:</p> <ul style="list-style-type: none"> <li>• Ethnic</li> <li>• Religious</li> <li>• Language</li> <li>• Culture</li> <li>• Economic</li> <li>• Political</li> <li>• Ideas and attitude</li> </ul>
Inclusiveness	<p>May include, but not limited to:</p> <ul style="list-style-type: none"> <li>• Accessibility is: <ul style="list-style-type: none"> <li>➢ Physical accessibility: physical structure of service delivering organizations like hospitals, schools, etc</li> <li>➢ Social accessibility: health service, justice, livelihood promotion, care and support, education, employment opportunity, non-members in the part of cooperative members transaction</li> <li>➢ Political accessibility: Political participation</li> </ul> </li> </ul>
Effective strategies	<p>May include, but not limited to:</p> <ul style="list-style-type: none"> <li>• Using Verbal and nonverbal communication,</li> <li>• sign languages, etc</li> </ul>

<b>Evidence Guide</b>	
Critical Aspects of Competence	<p>A candidate Must demonstrate knowledge and skills of:</p> <ul style="list-style-type: none"> <li>• Reflect on own perspectives,</li> <li>• Appreciate diversity and inclusiveness, and their benefits,</li> <li>• Communicate with people from diverse backgrounds and situations,</li> <li>• Promote understanding across diverse groups.</li> </ul>
Underpinning Knowledge and Attitudes	<p>Demonstrate knowledge of:</p> <ul style="list-style-type: none"> <li>• Concepts of cooperatives and management,</li> <li>• Concepts of Governance in the cooperatives,</li> <li>• Concepts of cultural awareness, cultural safety and cultural competence and how these impact different work roles,</li> <li>• Concepts and definitions of diversity,</li> <li>• Own culture and the community attitudes, language, policies and structures of that culture and how they impact on different people and groups,</li> <li>• Features of diversity in Ethiopia and how this impacts different areas of work and life: <ul style="list-style-type: none"> <li>➢ Political</li> <li>➢ Social</li> <li>➢ Economic</li> <li>➢ Cultural</li> </ul> </li> </ul>

	<ul style="list-style-type: none"> <li>• Legal and ethical considerations (international, national, state/territory, local) for working with diversity, how these impact individual workers, and the consequences of breaches: <ul style="list-style-type: none"> <li>➤ Discrimination: Age, Disability, Racial, Sex</li> <li>➤ Human rights:</li> <li>➤ Rights and responsibilities of members, employers and clients, including appropriate action when rights are being infringed or responsibilities not being carried out</li> </ul> </li> <li>• Key areas of diversity and their characteristics, including: <ul style="list-style-type: none"> <li>➤ Culture, race, ethnicity</li> <li>➤ Disability</li> <li>➤ Religious or spiritual beliefs</li> <li>➤ Gender, including transgender</li> <li>➤ Intersex</li> <li>➤ Generational</li> <li>➤ Sexual orientation/sexual identity - lesbian, gay, bisexual, heterosexual</li> </ul> </li> <li>• Key aspects, and the diversity, of Ethiopia’s Aboriginal and/or Torres Strait Islander cultures, including: <ul style="list-style-type: none"> <li>➤ Social, political and economic issues affecting Aboriginal and/or Torres Strait Islander people</li> <li>➤ Own culture, western systems and structures and how these impact on Aboriginal and/or Torres Strait Islander people and their engagement with services</li> </ul> </li> <li>• Potential needs of marginalized groups, including: <ul style="list-style-type: none"> <li>➤ Protective factors</li> <li>➤ Physical, mental and emotional health issues/care needs</li> <li>➤ Consideration of impacts of discrimination, trauma, exclusion and negative attitudes</li> <li>➤ Resources that support individuals and organisations to embrace and respond to diversity</li> <li>➤ Language and cultural interpreters</li> <li>➤ Imagery</li> <li>➤ Influences and changing practices in Ethiopia and their impact on the diverse communities that make up Ethiopian society</li> </ul> </li> <li>• Impact of diversity practices and experiences on personal behaviour, interpersonal relationships, perception and social expectations of others</li> </ul>		
Underpinning Skills	<p>Demonstrate skills to:</p> <ul style="list-style-type: none"> <li>• Apply cooperatives philosophy</li> <li>• Apply own cultural and social perspectives</li> <li>• Appreciate different cultural and social perspectives</li> <li>• Use work practices that make environment safe for all</li> <li>• Apply appropriate communication strategies</li> <li>• Undertake a structured process to reflect on own perspectives on diversity</li> </ul>		
Page 31 of 54	Ministry of Education Copyright	Basic Agricultural Cooperative Service Ethiopian Occupational Standard	Version 3 January 2018



	<ul style="list-style-type: none"> <li>• Make an effort to resolve differences taking into account diversity considerations</li> <li>• Recognise situations where misunderstandings may arise from diversity and formed appropriate responses</li> </ul>
Resource Implications	Access is required to real or appropriately simulated situations, including work areas, materials and equipment, and to information on workplace practices and OHS practices.
Methods of Assessment	Competence may be assessed through: <ul style="list-style-type: none"> <li>• Interview/Written Test</li> <li>• Observation/Demonstration with Oral Questioning</li> </ul>
Context of Assessment	Competence may be assessed in the work place or in a simulated work place setting.

Occupational Standard: Basic Agricultural Cooperative Service Level I	
Unit Title	Deliver Service to Cooperative Customers
Unit Code	<a href="#">AGR BAS1 11 0118</a>
Unit Descriptor	This unit describes the knowledge, skills and attitude required to deliver all aspects of cooperative Members service at an introductory level.

Element	Performance Criteria
1. Establish contact with cooperative Member-customers	<p>1.1. <b>Members</b> are acknowledged and greeted in a professional, courteous and concise manner according to <b>organizational requirements</b>.</p> <p>1.2. Personal dress and presentation are maintained in line with organizational requirements.</p> <p>1.3. Communication is done using appropriate <b>interpersonal skills</b> to facilitate accurate and relevant exchange of information.</p> <p>1.4. Sensitivity is maintained to cooperative members specific needs and any cultural, family and individual differences.</p> <p>1.5. Rapport/Relationship with the members is established and a genuine interest in members needs/requirements is expressed.</p>
2. Identify cooperative Members needs	<p>2.1. Appropriate questioning and active listening are used to determine cooperative members needs.</p> <p>2.2. Members' needs are assessed for urgency to identify priorities for service delivery.</p> <p>2.3. Cooperative members are provided with information about available options for meeting Members needs and assisted to identify preferred option/s.</p> <p>2.4. Personal limitations are identified in addressing cooperative Members needs and assistance sought from <b>designated persons</b> where required.</p>
3. Deliver service to customers	<p>3.1. Prompt members service is provided to meet identified needs according to organizational requirements.</p> <p>3.2. Information regarding problems and delays, and follow-up are provided within appropriate timeframes as necessary.</p> <p>3.3. Communicate with customers is conducted in a clear, concise and courteous manner.</p> <p>3.4. <b>Opportunities</b> are identified to enhance the quality of service and products, and take action to improve the service whenever possible.</p>
4. Process Members feedback	<p>4.1. <b>Member's feedback</b> is promptly recognized and handled sensitively according to organizational requirements.</p>

	<p>4.2. Any feedback and communication between customers and the organization are accurately recorded according to organizational standards, policies and procedures.</p> <p>4.3. Any unmet members needs are identified and suitability of other products/services is discussed.</p> <p>4.4. Customers are supported to make contact with other services according to organizational policies and procedures.</p>
--	--

<b>Variable</b>	<b>Range</b>
Members	<p>May include, but not limited to:</p> <ul style="list-style-type: none"> <li>• Members of the cooperatives,</li> <li>• Contacts from other organisation/cooperatives,</li> <li>• External customers/service users,</li> <li>• Internal customers,</li> </ul>
Organizational requirements	<p>May include, but not limited to:</p> <ul style="list-style-type: none"> <li>• Legal and cooperatives organizational policies, directives guidelines, by laws and requirements,</li> <li>• Access and equity principles and practice,</li> <li>• Anti-discrimination and related policy,</li> <li>• Following OHS procedures for dealing with customers,</li> <li>• Quality and continuous improvement processes and standards,</li> <li>• Quality assurance and/or procedures manual,</li> </ul>
Interpersonal skills	<p>May include, but not limited to:</p> <ul style="list-style-type: none"> <li>• Listening actively to what the Members is communicating,</li> <li>• Providing an opportunity for the Members to confirm their request,</li> <li>• Questioning to clarify and confirm Members needs,</li> <li>• Seeking feedback from the Members to confirm understanding of needs,</li> <li>• Summarising and paraphrasing to check understanding of customer's message,</li> <li>• Using appropriate body language,</li> </ul>
Designated persons	<p>May include, but not limited to:</p> <ul style="list-style-type: none"> <li>• Manager, supervisor or team leader,</li> <li>• More experienced personnel with specific knowledge or information,</li> <li>• Staff from other work areas with particular product or service knowledge,</li> </ul>
Opportunities	<p>May include, but not limited to:</p> <ul style="list-style-type: none"> <li>• Advice about warranties, guarantees or support services,</li> <li>• Packaging options,</li> <li>• Pricing options,</li> <li>• Procedures for delivery of goods or service,</li> <li>• Provision of product knowledge,</li> <li>• Systems for recording complaints,</li> </ul>
Member's feedback	<p>May include, but not limited to:</p>

	<ul style="list-style-type: none"> <li>• Damaged goods or delivery problems</li> <li>• Delays</li> <li>• Invoicing errors</li> <li>• Quality of Members service</li> <li>• Quality of service provision</li> </ul>
--	--

<b>Evidence Guide</b>	
Critical Aspects of Competence	<p>A candidate Must demonstrate knowledge and skills of:</p> <ul style="list-style-type: none"> <li>• Establish contact with customers,</li> <li>• Identify Members needs,</li> <li>• Deliver service to customers,</li> <li>• Process Members feedback,</li> </ul>
Underpinning Knowledge and Attitudes	<p>Demonstrate knowledge of:</p> <ul style="list-style-type: none"> <li>• Key provisions of relevant legislation from all forms of government that may affect aspects of business operations, such as: <ul style="list-style-type: none"> <li>➤ Anti-discrimination legislation,</li> <li>➤ Ethical values and cooperative principles,</li> <li>➤ Codes of practice,</li> <li>➤ Occupational Health and Safety (OHS),</li> <li>➤ Cooperatives organizational policies and procedures relating to Members service and the Members service process,</li> </ul> </li> </ul>
Underpinning Skills	<p>Demonstrate skills in:</p> <ul style="list-style-type: none"> <li>• Communication skills to convey meaning clearly, concisely and coherently,</li> <li>• Culturally appropriate communication skills to relate to people from diverse backgrounds and people with diverse abilities,</li> <li>• Literacy skills to communicate with customers and to develop required product knowledge,</li> <li>• Numeracy skills to interpret Members requirements and to meet Members needs,</li> <li>• Problem-solving skills to deal with Members enquiries or complaints,</li> </ul>
Resource Implications	<p>Access is required to real or appropriately simulated situations, including work areas, materials and equipment, and to information on workplace practices and OHS practices.</p>
Methods of Assessment	<p>Competence may be assessed through:</p> <ul style="list-style-type: none"> <li>• Interview/Written Test</li> <li>• Observation/Demonstration with Oral Questioning</li> </ul>
Context of Assessment	<p>Competence may be assessed in the work place or in a simulated work place setting.</p>

Occupational Standard: Basic Agricultural Cooperative Service Level I	
Unit Title	Apply Quality Standards
Unit Code	<a href="#">AGR BAS1 12 0118</a>
Unit Descriptor	This unit covers the knowledge, attitudes and skills required in applying quality standards in the operational activities.

Element	Performance Criteria
1. Assess own work	<p>1.1. Completed work is checked against organization standards relevant to the activity being undertaken.</p> <p>1.2. An understanding is demonstrated on how the work activities and completed work relate to the next process and to the final appearance of the service / product.</p> <p>1.3. Faulty service is identified and isolated in accordance with policies and procedures.</p> <p>1.4. Faults and any identified causes are recorded and reported in accordance with standard procedures.</p>
2. Assess quality of service rendered	<p>2.1. Services rendered are <b>quality checked</b> against standards and specifications.</p> <p>2.2. Service rendered are evaluated using the appropriate evaluation parameters and in accordance with standards.</p> <p>2.3. Causes of any identified faults are identified and corrective actions are taken in accordance with policies and procedures.</p>
3. Record information	<p>3.1. Basic information on the quality performance is recorded in accordance with organization procedures.</p> <p>3.2. Records of work quality are maintained according to the requirements of the organization/enterprise.</p>
4. Study causes of quality deviations	<p>4.1. Causes of deviations from final outputs or services are investigated and reported in accordance with standard procedures.</p> <p>4.2. Suitable preventive action is recommended based on organization <b>quality standards</b> and identified causes of deviation from specified quality standards of final service or output.</p>
5. Complete documentation	<p>5.1. Information on <b>quality parameters</b> and other indicators of service performance is recorded.</p> <p>5.2. All service processes and outcomes are recorded.</p>

Variable	Range
Quality check	<p>May include, but not limited to:</p> <ul style="list-style-type: none"> <li>• Visual inspection</li> <li>• Physical measurements</li> <li>• Check against specifications/preferences</li> </ul>
Quality standards	<p>May include, but not limited to:</p>

	<ul style="list-style-type: none"> <li>• Materials</li> <li>• Service</li> <li>• Output and processes/procedures</li> </ul>
Quality parameters	<p>May include, but not limited to:</p> <ul style="list-style-type: none"> <li>• Style/design/specifications</li> <li>• Durability</li> <li>• Service variations</li> <li>• Materials, damage and imperfections</li> </ul>

<b>Evidence Guide</b>	
Critical Aspects of Competency	<p>Demonstrates skills and knowledge to:</p> <ul style="list-style-type: none"> <li>• Check completed work continuously against standard</li> <li>• Identify and isolate faulty service / workmanship</li> <li>• Check service rendered against organization standards</li> <li>• Identify and apply corrective actions on the causes of identified faults</li> <li>• Record basic information regarding quality performance</li> <li>• Investigate causes of deviations of services against standard</li> <li>• Recommend suitable preventive actions</li> </ul>
Underpinning Knowledge	<p>Demonstrate knowledge of:</p> <ul style="list-style-type: none"> <li>• Relevant quality standards, policies and procedures</li> <li>• Characteristics of services</li> <li>• Safety environment aspects of service processes</li> <li>• Relevant evaluation techniques and quality checking procedures</li> <li>• Workplace procedures</li> <li>• Reporting procedures</li> </ul>
Underpinning Skills	<p>Demonstrates skills to:</p> <ul style="list-style-type: none"> <li>• Interpret work instructions, specifications and standards appropriate to the required work or service</li> <li>• Carry out relevant performance evaluation</li> <li>• Maintain accurate work records in accordance with procedures</li> <li>• Meet work specifications</li> <li>• Communicate effectively within defined workplace procedures</li> </ul>
Resource Implications	<p>Access is required to real or appropriately simulated situations, including work areas, materials and equipment, and to information on workplace practices and OHS practices.</p>
Methods of Assessment	<p>Competence may be assessed through:</p> <ul style="list-style-type: none"> <li>• Interview/Written Test</li> <li>• Observation/Demonstration with Oral Questioning</li> </ul>
Context of Assessment	<p>Competence may be assessed in the work place or in a simulated work place setting.</p>

Occupational Standard: Basic Agricultural Cooperative Service Level I	
Unit Title	Work with Others
Unit Code	<a href="#">AGR BAS1 13 0118</a>
Unit Descriptor	This unit covers the knowledge, skills, and attitudes required to develop workplace relationship and contribute in workplace activities.

Element	Performance Criteria
1. Develop effective workplace relationship	<p>1.1. <b>Duties and responsibilities</b> are done in a positive manner to promote cooperation and good relationship</p> <p>1.2. Assistance is sought from <b>workgroup</b> when difficulties arise and addressed through discussions</p> <p>1.3. <b>Feedback on performance</b> provided by others in the team is encouraged, acknowledged and acted upon</p> <p>1.4. Differences in personal values and beliefs are respected and acknowledged in the development</p>
2. Contribute to work group activities	<p>2.1. <b>Support is provided to team members</b> to ensure workgroup goals are met</p> <p>2.2. Constructive contributions to workgroup goals and tasks are made according to <b>organizational requirements</b></p> <p>2.3. Information relevant to work are shared with team members to ensure designated goals are met</p>

Variable	Range
Duties and responsibilities	<p>May include, but not limited to:</p> <ul style="list-style-type: none"> <li>• Job description and employment arrangements</li> <li>• Organization's policy relevant to work role</li> <li>• Organizational structures</li> <li>• Supervision and accountability requirements including OHS</li> <li>• Code of conduct</li> </ul>
Work group	<p>May include, but not limited to:</p> <ul style="list-style-type: none"> <li>• Supervisor or manager</li> <li>• Peers/work colleagues</li> <li>• Other members of the organization</li> </ul>
Feedback on performance	<p>May include, but not limited to:</p> <ul style="list-style-type: none"> <li>• Formal/Informal performance appraisal</li> <li>• Obtaining feedback from supervisors and colleagues and clients</li> <li>• Personal, reflective behavior strategies</li> <li>• Routine organizational methods for monitoring service delivery</li> </ul>
Providing support to team members	<p>May include, but not limited to:</p> <ul style="list-style-type: none"> <li>• Explaining/clarifying</li> <li>• Helping colleagues</li> <li>• Providing encouragement</li> <li>• Providing feedback to another team member</li> </ul>

	<ul style="list-style-type: none"> <li>• Undertaking extra tasks if necessary</li> </ul>
Organizational requirements	<p>May include, but not limited to:</p> <ul style="list-style-type: none"> <li>• Goals, objectives, plans, system and processes</li> <li>• Legal and organization policy/guidelines</li> <li>• OHS policies, procedures and programs</li> <li>• Ethical standards</li> <li>• Defined resources parameters</li> <li>• Quality and continuous improvement processes and standards</li> </ul>

<b>Evidence Guide</b>	
Critical Aspects of Competence	<p>Demonstrates skills and knowledge to:</p> <ul style="list-style-type: none"> <li>• Provide support to team members to ensure goals are met</li> <li>• Act on feedback from clients and colleagues</li> <li>• Access learning opportunities to extend own personal work competencies to enhance team goals and outcomes</li> </ul>
Underpinning Knowledge and Attitudes	<p>Demonstrate knowledge of:</p> <ul style="list-style-type: none"> <li>• Relevant legislation that affects operations, especially with regards to safety</li> <li>• Reasons why cooperation and good relationships are important</li> <li>• The organization's policies, plans and procedures</li> <li>• How to elicit and interpret feedback</li> <li>• Workgroup member's responsibilities and duties</li> <li>• Importance of demonstrating respect and empathy in dealings with colleagues</li> <li>• How to identify and prioritize personal development opportunities and options</li> </ul>
Underpinning Skills	<p>Demonstrates skills to:</p> <ul style="list-style-type: none"> <li>• Understand the organization's policies and work procedures</li> <li>• Write simple instructions for particular routine tasks</li> <li>• Interpret information gained from correspondence</li> <li>• Request advice, receive feedback and work with a team</li> <li>• Organize work priorities and arrangement</li> <li>• Select and use technology appropriate to a task</li> <li>• Relate to people from a range of social, cultural and ethnic backgrounds</li> </ul>
Resource Implications	<p>Access is required to real or appropriately simulated situations, including work areas, materials and equipment, and to information on workplace practices and OHS practices.</p>
Methods of Assessment	<p>Competence may be assessed through:</p> <ul style="list-style-type: none"> <li>• Interview/Written Test</li> <li>• Observation/Demonstration with Oral Questioning</li> </ul>
Context of Assessment	<p>Competence may be assessed in the work place or in a simulated work place setting.</p>



<b>Occupational Standard: Basic Agricultural Cooperative Service Level I</b>	
<b>Unit Title</b>	<b>Receive and Respond to Workplace Communication</b>
<b>Unit Code</b>	<a href="#">AGR BAS1 14 0118</a>
<b>Unit Descriptor</b>	This unit covers the knowledge, skills and attitudes required to receive, respond and act on verbal and written communication.

<b>Element</b>	<b>Performance Criteria</b>
1. Follow routine spoken messages	<p>1.1. Required information is gathered by listening attentively and correctly interpreting or understanding information/instructions.</p> <p>1.2. Instructions/information is properly recorded.</p> <p>1.3. Instructions are acted upon immediately in accordance with information received.</p> <p>1.4. Clarification is sought from workplace supervisor on all occasions when any instruction/information is not clear.</p>
2. Perform workplace duties following written notices	<p>2.1. <b>Written notices and instructions</b> are read and interpreted correctly in accordance with <b>organizational guidelines</b>.</p> <p>2.2. Routine written instruction is followed in sequence.</p> <p>2.3. Feedback is given to workplace supervisor based on the instructions/information received.</p>

<b>Variable</b>	<b>Range</b>
Written notices and instructions	<p>May include, but not limited to:</p> <ul style="list-style-type: none"> <li>• Handwritten material</li> <li>• printed material</li> <li>• Internal memos</li> <li>• External communications</li> <li>• Electronic mail</li> <li>• Briefing notes</li> <li>• General correspondence</li> <li>• Marketing materials and Journal articles</li> </ul>
Organizational guidelines	<p>May include, but not limited to:</p> <ul style="list-style-type: none"> <li>• Information documentation procedures</li> <li>• Company policies and procedures</li> <li>• Organization and service manuals</li> </ul>

<b>Evidence Guide</b>	
Critical Aspects of Competence	<p>Demonstrates skills and knowledge to:</p> <ul style="list-style-type: none"> <li>• Demonstrate knowledge of organizational procedures for handling verbal and written communications</li> <li>• Receive and act on verbal messages and instructions</li> <li>• Record instructions/information</li> </ul>
Underpinning Knowledge and Attitudes	<p>Demonstrate knowledge of:</p> <ul style="list-style-type: none"> <li>• Organizational policies/guidelines in regard to processing internal/external information</li> </ul>

	<ul style="list-style-type: none"> <li>• Ethical work practices in handling communications</li> <li>• Communication process</li> </ul>
Underpinning Skills	<p>Demonstrates skills to:</p> <ul style="list-style-type: none"> <li>• Receive and clarify conciseness messages/information/communication</li> <li>• Record messages/information accurately</li> </ul>
Resource Implications	Access is required to real or appropriately simulated situations, including work areas, materials and equipment, and to information on workplace practices and OHS practices.
Methods of Assessment	<p>Competence may be assessed through:</p> <ul style="list-style-type: none"> <li>• Interview/Written Test</li> <li>• Observation/Demonstration with Oral Questioning</li> </ul>
Context of Assessment	Competence may be assessed in the work place or in a simulated work place setting.

Occupational Standard: Basic Agricultural Cooperative Service Level I	
Unit Title	Demonstrate Work Values
Unit Code	<a href="#">AGR BAS1 15 0118</a>
Unit Descriptor	This unit covers the knowledge, skills and attitude required in demonstrating proper work values.

Element	Performance Criteria
1. Define the purpose of work	<p>1.1. One's unique sense of purpose for working and the 'whys' of work are identified, reflected on and clearly defined for one's development as a person and as a member of society.</p> <p>1.2. Personal mission is achieved in harmony with company's values.</p>
2. Apply work values/ethics	<p>2.1. <b>Work values/ethics/concepts</b> are classified and reaffirmed in accordance with the transparent company ethical standards, policies and guidelines.</p> <p>2.2. <b>Work practices</b> are undertaken in compliance with industry work ethical standards, organizational policy and guidelines</p> <p>2.3. Personal behavior and relationships with co-workers and/or clients are conducted in accordance with ethical standards, policy and guidelines.</p> <p>2.4. <b>Company resources</b> are used in accordance with transparent company ethical standard, policies and guidelines.</p>
3. Deal with ethical problems	<p>3.1. Company ethical standards, organizational policy and guidelines on the prevention and reporting of unethical conduct are accessed and applied in accordance with transparent company ethical standard, policies and guidelines.</p> <p>3.2. <b>Work incidents/situations</b> are reported and/or resolved in accordance with company protocol/guidelines.</p> <p>3.3. Resolution and/or referral of ethical problems identified are used as learning opportunities.</p>
4. Maintain integrity of conduct in the workplace	<p>4.1. Personal work practices and values are demonstrated consistently with acceptable ethical conduct and company's core values.</p> <p>4.2. Instructions to co-workers are provided based on ethical, lawful and reasonable directives.</p> <p>4.3. Company values/practices are shared with co-workers using appropriate behavior and language.</p>

Variable	Range
Work values/ethics/concepts	<p>May include, but are not limited to:</p> <ul style="list-style-type: none"> <li>• Commitment/ Dedication</li> </ul>

	<ul style="list-style-type: none"> <li>• Sense of urgency</li> <li>• Sense of purpose</li> <li>• Love for work</li> <li>• High motivation</li> <li>• Orderliness</li> <li>• Reliability and Dependability</li> <li>• Competence</li> <li>• Goal-oriented</li> <li>• Sense of responsibility</li> <li>• Being knowledgeable</li> <li>• Loyalty to work/company</li> <li>• Sensitivity to others</li> <li>• Compassion/Caring attitude</li> <li>• Balancing between family and work</li> <li>• Sense of nationalism</li> </ul>
Work practices	<p>May include, but are not limited to:</p> <ul style="list-style-type: none"> <li>• Quality of work</li> <li>• Punctuality</li> <li>• Efficiency</li> <li>• Effectiveness</li> <li>• Productivity</li> <li>• Resourcefulness</li> <li>• Innovativeness/Creativity</li> <li>• Cost consciousness</li> <li>• 5S</li> <li>• Attention to details</li> </ul>
Company resources	<p>May include, but are not limited to:</p> <ul style="list-style-type: none"> <li>• Consumable materials</li> <li>• Equipment/Machineries</li> <li>• Human</li> <li>• Time and Financial resources</li> </ul>
Work incidents/ Situations	<p>May include, but are not limited to:</p> <ul style="list-style-type: none"> <li>• Violent/intense dispute or argument</li> <li>• Gambling</li> <li>• Use of prohibited substances</li> <li>• Pilferages</li> <li>• Damage to person or property</li> <li>• Vandalism</li> <li>• Falsification</li> <li>• Bribery</li> <li>• Sexual Harassment and Blackmail</li> </ul>

## Evidence Guide

Critical Aspects of Competence	<p>Demonstrates skills and knowledge to:</p> <ul style="list-style-type: none"> <li>• Define one's unique sense of purpose for working</li> <li>• Clarify and affirm work values/ethics/concepts consistently in the workplace</li> <li>• Demonstrate work practices satisfactorily and consistently in compliance with industry work ethical standards, organizational policy and guidelines</li> <li>• Demonstrate personal behavior and relationships with co-workers and/or clients consistent with ethical standards, policy and guidelines</li> <li>• Use company resources in accordance with company ethical standard, policies and guidelines.</li> <li>• Follow company ethical standards, organizational policy and guidelines on the prevention and reporting of unethical conduct/behavior</li> </ul>
Underpinning Knowledge and Attitudes	<p>Demonstrate knowledge of:</p> <ul style="list-style-type: none"> <li>• Occupational health and safety</li> <li>• Work values and ethics</li> <li>• Company performance and ethical standards</li> <li>• Company policies and guidelines</li> <li>• Fundamental rights at work including gender sensitivity</li> <li>• Work responsibilities/job functions</li> <li>• Corporate social responsibilities</li> <li>• Company code of conduct/values</li> <li>• Balancing work and family responsibilities</li> </ul>
Underpinning Skills	<p>Demonstrates skills in:</p> <ul style="list-style-type: none"> <li>• Interpersonal skills</li> <li>• Communication skills</li> <li>• Self awareness, understanding and acceptance</li> <li>• Application of good manners and right conduct</li> </ul>
Resource Implications	<p>Access is required to real or appropriately simulated situations, including work areas, materials and equipment, and to information on workplace practices and OHS practices.</p>
Methods of Assessment	<p>Competence may be assessed through:</p> <ul style="list-style-type: none"> <li>• Interview/Written Test</li> <li>• Observation/Demonstration with Oral Questioning</li> </ul>
Context of Assessment	<p>Competence may be assessed in the work place or in a simulated work place setting.</p>

<b>Occupational Standard: Basic Agricultural Cooperative Service Level I</b>	
<b>Unit Title</b>	<b>Develop Understanding of Entrepreneurship</b>
<b>Unit Code</b>	<b><a href="#">AGR BAS1 16 0118</a></b>
<b>Unit Descriptor</b>	This unit covers knowledge, skills and attitude required to understand the concepts, principles, functions, strategies and methods of entrepreneurship. It also covers identifying and developing the entrepreneurial competencies.

<b>Element</b>	<b>Performance Criteria</b>
1. Describe and explain the concept, principles, and scope of entrepreneurship	<p>1.1. The concept and principles of entrepreneurship are analyzed and discussed.</p> <p>1.2. Entrepreneurial traits and distinguishing features, entrepreneurial motivations and types of entrepreneurs are identified and discussed.</p> <p>1.3. The role of entrepreneurship development for the Ethiopian economy is explained and discussed.</p> <p>1.4. Entrepreneurship for women and disables is discussed and analyzed.</p>
2. Discuss how to become an entrepreneur	<p>2.1. The positive mind set, attitude towards poverty and “can do mentality” is developed.</p> <p>2.2. Self-employment as an individual economic independence and personal growth is discussed and analyzed.</p> <p>2.3. Advantages and disadvantages of self-employment and being an employee are explained and discussed.</p> <p>2.4. Major competencies of successful entrepreneurs are identified and explained.</p> <p>2.5. Self-potential is assessed to determine if qualified to become an entrepreneur.</p> <p>2.6. The behaviors of successful entrepreneurs are identified and discussed.</p> <p>2.7. Business ideas are generated using appropriate tools, techniques and steps.</p> <p>2.8. Business opportunities are identified and assessed.</p>
3. Discuss how to start and organize an enterprise	<p>3.1. The concepts and <b>legal forms</b> of <b>business enterprises</b> in Ethiopia are identified and discussed</p> <p>3.2. Business Ethics is understood and developed.</p> <p>3.3. Facts about micro, small and medium enterprises are discussed, clarified and understood.</p> <p>3.4. Key success factors in setting up micro, small and medium businesses are identified and explained.</p> <p>3.5. Procedures for identifying suitable market for business are discussed and understood.</p>

	<p>3.6. <b>Major factors</b> to consider in selecting a location for a business are identified and discussed.</p> <p>3.7. Amount of money needed to start an enterprise is estimated and various sources of finance identified and discussed.</p>
4. Discuss how to operate an enterprise	<p>4.1. Processes of hiring and managing people are explained and discussed.</p> <p>4.2. The importance, techniques and application of self-management skills, negotiation skills and time management skills, decision skills are discussed and understood.</p> <p>4.3. The techniques and procedures of managing sales are explained and discussed.</p> <p>4.4. Factors to be considered in selecting suppliers and the steps to follow when doing business with them are identified and discussed.</p> <p>4.5. Awareness of how new technologies can affect micro, small and medium business is developed, and Characteristics of appropriate technology for use are explained and discussed.</p> <p>4.6. Risk assessment and management of business enterprise are performed regularly.</p> <p>4.7. Qualities are properly inspected and inventories properly managed.</p> <p>4.8. Basic concepts of Monitoring and Evaluation are explained and understood.</p>
5. Prepare and use financial records	<p>5.1. Importance of <b>financial source documents</b> and record keeping is discussed.</p> <p>5.2. <b>Financial recording documents</b> are identified and prepared.</p> <p>5.3. Different types of cost and expense that occur in a business and how to manage them are discussed and understood.</p> <p>5.4. Factors and procedures in knowing the cost and expense of the enterprise are discussed and understood.</p> <p>5.5. Simple financial statements are prepared and understood.</p>
6. Develop one's own business plan	<p>6.1. The concept, importance and process of preparing/ writing a business plan are discussed and understood</p> <p>6.2. <b>Feasibility of the business</b> idea is made clear and understood.</p> <p>6.3. Findings of the feasibility study are interpreted, assessed and analyzed.</p> <p>6.4. Standard structure and format are applied in preparing business plan.</p> <p>6.5. Problems that may arise or encounter when starting a business are identified and understand.</p>

<b>Variables</b>	<b>Range</b>
Legal forms	May include, but not limited to: <ul style="list-style-type: none"> <li>• Sole proprietorship</li> <li>• Partnership</li> <li>• Cooperatives</li> <li>• Private Limited Company</li> </ul>
Business Enterprises	May include, but not limited to: <ul style="list-style-type: none"> <li>• Micro</li> <li>• Small</li> <li>• Medium</li> </ul>
Major factors	May include, but not limited to: <ul style="list-style-type: none"> <li>• Economics (local economy)</li> <li>• Population</li> <li>• Competition</li> </ul>
Financial source documents	May include, but not limited to: <ul style="list-style-type: none"> <li>• Cash book</li> <li>• Vouchers</li> <li>• Invoices</li> <li>• Receipts</li> <li>• Check</li> </ul>
Financial recording documents	May include, but not limited to: <ul style="list-style-type: none"> <li>• Journal</li> <li>• Ledger</li> <li>• Fixed asset records</li> <li>• Inventory record</li> <li>• Payroll sheet</li> <li>• Account receivable</li> <li>• Account payable</li> <li>• Daily sales record</li> </ul>
Feasibility of the business	May include, but not limited to: <ul style="list-style-type: none"> <li>• Opportunities available</li> <li>• Market competition</li> <li>• Timing/ cyclical considerations</li> <li>• Skills available</li> <li>• Resources available</li> <li>• Location and/ or premises available</li> <li>• Risk related to a particular business opportunity, especially</li> <li>• In regard to occupational health and safety and</li> <li>• Environmental considerations</li> </ul>

<b>Evidence Guide</b>	
Critical Aspects of Competence	Demonstrates skills and knowledge to: <ul style="list-style-type: none"> <li>• Explain principles and concept of entrepreneurship</li> <li>• Discuss how to become entrepreneur</li> <li>• Discuss how to organize an enterprise</li> <li>• Discuss how to operate an enterprise</li> </ul>



	<ul style="list-style-type: none"> <li>• Discus how to prepare and use financial records</li> <li>• Develop business plan</li> </ul>		
Underpinning Knowledge and Attitudes	<p>Demonstrate knowledge of:</p> <ul style="list-style-type: none"> <li>• Entrepreneurship concepts, principles, roles and types</li> <li>• Entrepreneurial traits, motivation and distinguishing features</li> <li>• Types of entrepreneurs</li> <li>• Entrepreneurial competencies</li> <li>• Entrepreneurial behaviors</li> <li>• Business ideas and business opportunities</li> <li>• Self potential assessment</li> <li>• Types of enterprises</li> <li>• Legal forms of business ownership</li> <li>• Risk assessment and evaluation</li> <li>• Self-employment and employment</li> <li>• Managing sales, people and time</li> <li>• Facts about micro, small and medium enterprises</li> <li>• Micro, Small and Medium Enterprises</li> <li>• Key success factors for setting up micro, small and medium enterprises</li> <li>• Procedures for identifying suitable markets</li> <li>• Business location</li> <li>• Major factors for selecting business location</li> <li>• Quality control</li> <li>• Inventory management</li> <li>• Monitoring and evaluation</li> <li>• New technologies</li> <li>• Startup capital</li> <li>• Investment capital</li> <li>• Working capital</li> <li>• Financing options</li> <li>• Financial records</li> <li>• Costs and expenses</li> <li>• Business plan and Feasibility study</li> </ul>		
Underpinning Skills	<p>Demonstrate skills in:</p> <ul style="list-style-type: none"> <li>• Planning, organizing, hiring and leading skills</li> <li>• Self-management skills</li> <li>• Negotiation skills</li> <li>• Time management skills</li> <li>• Problem solving skills</li> <li>• Decision making skills</li> <li>• Selling skills</li> <li>• Risk assessment skills</li> <li>• Presentation skills</li> <li>• Inventory controlling skills</li> <li>• Using technology</li> <li>• Financial record keeping skills</li> <li>• Preparing simple financial statement</li> </ul>		
Page 48 of 54	Ministry of Education Copyright	Basic Agricultural Cooperative Service Ethiopian Occupational Standard	Version 3 January 2018

	<ul style="list-style-type: none"> <li>• Financial reporting skills</li> <li>• Managing money</li> <li>• Suppliers selection skills</li> <li>• Monitoring and evaluation skills</li> </ul>
Resource Implications	Access is required to real or appropriately simulated situations, including work areas, materials and equipment, and to information on workplace practices and OHS practices.
Methods of Assessment	Competence may be assessed through: <ul style="list-style-type: none"> <li>• Interview/Written Test</li> <li>• Observation/Demonstration with Oral Questioning</li> </ul>
Context of Assessment	Competence may be assessed in the work place or in a simulated work place setting.

<b>Occupational Standard: Basic Agricultural Cooperative Service Level I</b>	
<b>Unit Title</b>	<b>Apply 3S</b>
<b>Unit Code</b>	<b><u>AGR BAS1 17 0118</u></b>
<b>Unit Descriptor</b>	This Unit Title covers the knowledge, skills and attitudes required by a worker to apply 3S techniques to his/her workplace. The unit assumes the worker has a particular job in the allocated workplace known by the individual.

<b>Element</b>	<b>Performance Criteria</b>
1. Organize junior Kaizen Promotion Team (KPT).	<p>1.1. Basics, principles and stages of KPT are identified using appropriate procedures.</p> <p>1.2. Structure of <b>Junior KPT</b> is established in accordance with the organizational procedures.</p> <p>1.3. Effective and appropriate contributions are made to complement team activities and objectives using individual skills and competencies.</p> <p>1.4. Effective and appropriate forms of communications are used and undertaken with KPT members who contribute to know KPT activities and objectives.</p> <p>1.5. Kaizen Board (Visual Management Board) is prepared and used in harmony with different workplace contexts.</p>
2. Prepare for work.	<p>2.1. Work instructions are used to determine job requirements, including method, material and equipment.</p> <p>2.2. Job specifications are read and interpreted following working manual.</p> <p>2.3. <b>OHS requirements</b>, including dust and fume collection, breathing apparatus and eye and ear personal protection needs are observed throughout the work.</p> <p>2.4. Appropriate materials are selected.</p> <p>2.5. <b>Safety equipment and tools</b> are identified and checked for safe and effective operation.</p>
3. Sort items.	<p>3.1. Plan is prepared to implement sorting activities.</p> <p>3.2. Cleaning activities are performed.</p> <p>3.3. All <b>items</b> in the workplace are identified following <b>the appropriate procedures</b>.</p> <p>3.4. Necessary and <b>unnecessary items</b> are listed using the <b>appropriate format</b>.</p> <p>3.5. <b>Red tag</b> strategy is used for unnecessary items.</p> <p>3.6. Unnecessary items are evaluated and placed in an appropriate place other than the workplace.</p> <p>3.7. <b>Necessary items</b> are recorded and quantified using appropriate format.</p>

	<p>3.8. Performance results are reported using appropriate formats.</p> <p>3.9. Necessary items are regularly checked in the workplace.</p>
4. Set all items in order.	<p>4.1. Plan is prepared to implement set in order activities.</p> <p>4.2. General cleaning activities are performed.</p> <p>4.3. Location/layout, storage and indication methods for items are decided.</p> <p>4.4. Necessary <b>tools and equipment</b> are prepared and used for setting in order activities.</p> <p>4.5. Items are placed in their assigned locations.</p> <p>4.6. After use, the items are immediately returned to their assigned locations.</p> <p>4.7. Performance results are reported using appropriate formats.</p> <p>4.8. Each item is regularly checked in its assigned location and order.</p>
5. Perform shine activities.	<p>5.1. Plan is prepared to implement shine activities.</p> <p>5.2. Necessary tools and equipment are prepared and used for shining activities.</p> <p>5.3. <b>Shine activity</b> is implemented using appropriate procedures.</p> <p>5.4. Performance results are reported using appropriate formats.</p> <p>5.5. Regular shining activities are conducted.</p>

Variable	Range
Junior KPT	<p>May include, but not limited to:</p> <ul style="list-style-type: none"> <li>• 3S</li> <li>• 3MU (Mura, Muri and MUDA)</li> <li>• 4P (Policy, Procedure, People and Plant)</li> <li>• 4M (Material, Method, Man and Machine)</li> <li>• PDCA (Plan, Do, Check and Act)</li> </ul>
OHS requirements	<p>May include, but not limited to:</p> <ul style="list-style-type: none"> <li>• Legislation/ regulations/codes of practice and enterprise safety policies and procedures. This may include protective clothing and equipment, use of tooling and equipment, workplace environment and safety, handling of material, use of fire fighting equipment, enterprise first aid, hazard control and hazardous materials and substances.</li> <li>• Personal protective equipment is to include that prescribed under legislation/regulations/codes of practice and workplace policies and practices.</li> <li>• Safe operating procedures are to include, but are not limited to the conduct of operational risk assessment and treatments associated with workplace organization.</li> </ul>

	<ul style="list-style-type: none"> <li>• Emergency procedures related to this unit are to include but may not be limited to emergency shutdown and stopping of equipment, extinguishing fires, enterprise first aid requirements and site evacuation.</li> </ul>
Safety equipment and tools	<p>May include, but not limited to:</p> <ul style="list-style-type: none"> <li>• Dust masks/goggles</li> <li>• Glove</li> <li>• Working cloth</li> <li>• First aid and safety shoes</li> </ul>
Items	<p>May include, but not limited to:</p> <ul style="list-style-type: none"> <li>• Tools</li> <li>• Jigs/fixtures</li> <li>• Materials/components</li> <li>• Machine and equipment</li> <li>• Manuals</li> <li>• Documents</li> <li>• Personal items (e.g. Bags, lunch boxes and posters)</li> <li>• Safety equipment and personal protective equipment</li> <li>• Other items which happen to be in the work area</li> </ul>
The appropriate procedures	<p>May include, but not limited to:</p> <ul style="list-style-type: none"> <li>• Steps for implementing 3S (sort, set in order and shine) activities.</li> <li>• Written, verbal and computer based or in some other format.</li> </ul>
Unnecessary items	<p>Are not needed for current production or administrative operation and include but not limited to:</p> <ul style="list-style-type: none"> <li>• Defective or excess quantities of small parts and inventory</li> <li>• Outdated or broken jigs and dies</li> <li>• Worn-out bits</li> <li>• Outdated or broken tools and inspection gear</li> <li>• Old rags and other cleaning supplies</li> <li>• Electrical equipment with broken cords</li> <li>• Outdated posters, signs, notices and memos</li> <li>• Some locations where unneeded items tend to accumulate</li> <li>• In rooms or areas not designated for any particular purpose</li> <li>• In corners next to entrances or exists</li> <li>• Along interior and exterior walls</li> <li>• Next to partitions and behind pillars</li> <li>• Under the eaves of warehouses</li> <li>• Under desks and shelves and in desk and cabinet drawers</li> <li>• Near the bottom of tall stacks of items</li> <li>• On unused management and production schedule boards</li> <li>• In tools boxes that are not clearly sorted</li> </ul>
Appropriate format	<p>May include, but not limited to:</p> <ul style="list-style-type: none"> <li>• All items, necessary and unnecessary items.</li> </ul>
Red tag	<p>A format prepared with a red color paper or card which is filled and attached temporarily on the unnecessary items until decision is made. The red tag catch people's attention because red is a</p>

	<p>color that stands out. So to fill and attach red tag on items, asks the following three questions:</p> <ul style="list-style-type: none"> <li>• Is this item needed?</li> <li>• If it is needed, is it needed in this quantity?</li> <li>• If it is needed, does it need to be located here?</li> </ul>
Necessary items	Are required in the workplace for current production or administrative operation in the amount needed.
Tools and equipment	<p>May include, but not limited to:</p> <ul style="list-style-type: none"> <li>• Paint</li> <li>• Hook</li> <li>• Sticker</li> <li>• Signboard</li> <li>• Nails</li> <li>• Shelves</li> <li>• Chip wood</li> <li>• Sponge</li> <li>• Broom</li> <li>• Pencil</li> <li>• Shadow board/ tools board</li> </ul>
Shine activity	<p>May include, but not limited to:</p> <ul style="list-style-type: none"> <li>• Inspection</li> <li>• Cleaning</li> <li>• Minor maintenance May include, but not limited to: <ul style="list-style-type: none"> <li>➢ Tightening bolts</li> <li>➢ Lubrication and Replacing missing parts</li> </ul> </li> </ul>

<b>Evidence Guide</b>	
Critical Aspects of Competence	<p>Demonstrates skills and knowledge to:</p> <ul style="list-style-type: none"> <li>• Discuss how to organize KPT.</li> <li>• Describe the pillars of 5S.</li> <li>• Implement 3S in own workplace by following appropriate procedures.</li> </ul>
Underpinning Knowledge and Attitudes	<p>Demonstrate knowledge of:</p> <ul style="list-style-type: none"> <li>• Kaizen principle, pillars and concept</li> <li>• Key characteristic of Kaizen</li> <li>• Element of Kaizen</li> <li>• Wastes/MUDA</li> <li>• Basics of KPT</li> <li>• Aims, benefits and principles of KPT</li> <li>• Stages of KPT</li> <li>• Structure and role of the components of Junior KPT</li> <li>• Concept and parts of Kaizen board</li> <li>• Concept and benefits of 5S</li> <li>• The pillars of 5S</li> <li>• Three stages of 5S application</li> <li>• Benefits and procedure of sorting activities</li> <li>• The concept and application of Red Tag strategy</li> </ul>

	<ul style="list-style-type: none"> <li>• OHS procedures</li> <li>• Benefits and procedure of set in order activities</li> <li>• Set in order methods/techniques</li> <li>• Benefits and procedure of shine activities</li> <li>• Inspection methods</li> <li>• Planning and reporting methods</li> <li>• Method of Communication</li> </ul>
Underpinning Skills	<p>Demonstrates skills of:</p> <ul style="list-style-type: none"> <li>• Participating actively in KPT</li> <li>• Technical drawing</li> <li>• Communication skills</li> <li>• Planning and reporting own tasks in implementation of 3S</li> <li>• Following procedures to implement 3s in own workplace</li> <li>• Using sorting formats to identify necessary and unnecessary items</li> <li>• Improving workplace layout following work procedures</li> <li>• Preparing labels, slogans, etc.</li> <li>• Reading and interpreting documents</li> <li>• Observing situations</li> <li>• Gathering evidence by using different means</li> <li>• Recording activities and results using prescribed formats</li> <li>• Working with others</li> <li>• Solving problems by applying 3S</li> <li>• Preparing and using kaizen board</li> <li>• Preparing and using tools and equipment to implement 3S</li> </ul>
Resources Implication	Access is required to real or appropriately simulated situations, including work areas, materials and equipment, and to information on workplace practices and OHS practices.
Methods of Assessment	<p>Competence may be assessed through:</p> <ul style="list-style-type: none"> <li>• Interview/Written Test</li> <li>• Observation/Demonstration with Oral Questioning</li> </ul>
Context of Assessment	Competence may be assessed in the work place or in a simulated work place setting.

**Sector: Agriculture**

**Sub Sector: Agricultural Cooperative**

