



Federal Democratic Republic of Ethiopia
OCCUPATIONAL STANDARD

COOPERATIVE MARKETING
DEVELOPMENT

NTQF Level III



*Ministry of Education
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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 Ethiopia 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 Ethiopian 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 and NTQF level
- Unit title
- Unit code
- Unit descriptor
- Element and Performance criteria
- Variables and Range
- 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:

- Chart with an overview of all Units of Competence for the respective level including the Unit Codes and the Unit 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: Cooperative Marketing		
Occupational Code: AGR CMT3		
<i>NTQF Level III</i>		
<u>AGR CMT3 01 0118</u> Apply Cooperative Marketing Principles and Values	<u>AGR CMT3 02 0118</u> Implement Marketing Strategy for Cooperative	<u>AGR CMT3 03 0118</u> Create Cooperative Market Linkages
<u>AGR CMT3 04 0118</u> Apply Procedures of Supply and Distribution Chain in Cooperative	<u>AGR CMT3 05 0118</u> Profile Market	<u>AGR CMT3 06 0118</u> Coordinate Merchandise Presentation
<u>AGR CMT3 07 0118</u> Organize Import and Export Marketing for Cooperative	<u>AGR CMT3 08 0118</u> Maintain Store Safety	<u>AGR CMT3 09 0118</u> Recommend Products and Services for Cooperative Marketing
<u>AGR CMT3 10 0118</u> Purchase Goods and Services	<u>AGR CMT3 11 0118</u> Sell Products and Services	<u>AGR CMT3 12 0118</u> Apply Economics of Cooperative
<u>AGR CMT3 13 0118</u> Perform Financial Calculations	<u>AGR CMT3 14 0118</u> Provide Training on Basic Marketing	<u>AGR CMT3 15 0118</u> Record Warehouse Operations
<u>AGR CMT3 16 0118</u> Maintain Cooperatives Business Resources	<u>AGR CMT3 17 0118</u> Monitor Implementation of Work Plan/Activities	<u>AGR CMT3 18 0118</u> Apply Quality Control
<u>AGR CMT3 19 0118</u> Lead Workplace Communication	<u>AGR CMT3 20 0118</u> Lead Small Teams	<u>AGR CMT3 21 0118</u> Improve Business Practice
<u>AGR CMT3 22 0118</u> Prevent and Eliminate MUDA		

Occupational Standard: Cooperative Marketing Level III	
Unit Title	Apply Cooperative Marketing Principles and Values
Unit Code	AGR CMT3 01 0118
Unit Descriptor	This unit of competency describes the knowledge, skills and attitude required to demonstrate principle and value required for cooperatives marketing.

Element	Performance Criteria
1. Identify cooperative marketing principle and ethical value of cooperatives	<p>1.1. Interpretation of ethical value and principle standards is discussed with senior staff to ensure common understanding of requirements</p> <p>1.2. The ethical value obligations of cooperatives and the consequences of unethical conduct are explained to others in a manner suited to their levels of understanding, experience and specific needs</p> <p>1.3. Conduct of self and others is assessed against ethics value standards, legal law of cooperatives and feedback or assistance is timely, constructive, and consistent</p> <p>1.4. Impartial, culturally and politically neutral advice is provided in accordance with cooperatives legal procedures</p> <p>1.5. Resolution and/or referral of value and principle problems identified in dealings with staff and the cooperatives member are used as learning opportunities within the workgroup without compromising privacy and confidentiality considerations</p>
2. Apply ethical value and principle standards	<p>2.1. Interpretation of ethical values and principles is reviewed with senior staff to ensure accuracy.</p> <p>2.2. Personal work practices are undertaken in compliance with cooperatives sector ethics standards, cooperatives policy and guidelines.</p> <p>2.3. Verbal and written advice and reports are prepared containing information which is impartial, substantiated, accurate and complete.</p> <p>2.4. Public resources are used in accordance with cooperatives values standards, organisational policy and guidelines.</p> <p>2.5. Conflicts of interest are identified, declared, addressed and documented in accordance with policy and procedures.</p>

	2.6. Personal behaviour and relationships with the public, suppliers and business contacts are conducted in accordance with ethics standards, policy and guidelines.
3. Deal with ethical problems	<p>3.1. Situations which pose ethical problems are resolved or referred in accordance with organisational guidelines.</p> <p>3.2. Decision-making processes used to resolve ethical problems are recorded in accordance with organisational policy and procedures.</p> <p>3.3. Organisational policies/codes on the prevention and reporting of unethical conduct are accessed and applied.</p>

Variable	Range
Ethical value	<p>May include, but not limited to:</p> <ul style="list-style-type: none"> • Participation • Social responsibility • Self-help • Democracy • Accountability • Honesty • Openness • Responsibility • Impartiality • Trustworthiness • Confidentiality
Principle standards	<p>May include, but not limited to:</p> <ul style="list-style-type: none"> • Economy and efficiency • Voluntary and open membership • Members democratically controls • Economical participation of members • Independence and autonomy • Marketing education, information and training • Cooperation among cooperatives • Concern for community • Faire marketing and price
Legal law of cooperatives /proclamation	<p>May include, but not limited to:</p> <ul style="list-style-type: none"> • By law of cooperatives may be: <ul style="list-style-type: none"> ➢ Definitions, scope, ➢ General, registration and publication; • Membership issues; general meetings; management, • Obligations and rights of members; • Capital structure, • Restructuring, winding up, • Administration, transitional arrangements;

	<ul style="list-style-type: none"> • Organs and management of the cooperative society; • Capital formation, accounts and distribution of results; • Audit; • Forms of dissolution; • Simplified structures; • Vertical integration; • Dispute settlement; • Miscellaneous, transitory and final provisions
Work practices	<p>May include, but not limited to relationships with staff employees , cooperatives member and organisations the manner in which work activities are carried out:</p> <ul style="list-style-type: none"> • Behaviours • Conduct • Behaviours • Conduct • Relationships with staff employees , cooperatives member and organisations the manner in which work activities are carried out
Public resources	<p>May include, but not limited to:</p> <ul style="list-style-type: none"> • Time • Stationery • Equipment • Telephones • Internet • Email
Conflicts of interest	<p>May include, but not limited to:</p> <ul style="list-style-type: none"> • Potential, perceived and actual conflicts • Bribery • Improper use of official information • Improper use of resources, including plant and equipment • Acceptance of gifts • Entertainment • Previous and outside employment, including voluntary work • Favours for friends and/or relatives • Memberships of organisations • Political activity • Pecuniary and non-pecuniary conflicts
Ethical problems	<p>Which may need to be referred rather than resolved at this level May include, but not limited to:</p> <ul style="list-style-type: none"> • Conflict between cooperatives members standards and personal values • Conflict between cooperatives standards and other standards such as employees of cooperatives

	<ul style="list-style-type: none"> • Conflict between cooperatives standards and directions of a cooperatives promotion biro, union and federal cooperatives agency
Referrals	<p>Of ethical problems may be made to:</p> <ul style="list-style-type: none"> • Manager • Promoter • Board of directors • Cooperatives commissioner • Cooperatives sector standards body • Cooperative ethics value committee • Internal grievance mechanisms, including identified manager • Confidant programs (whistleblower protection programs) • Organisational professional reporting procedures • Unions and professional bodies
Processes	<p>For resolving ethical value and principle problems May include, but not limited to:</p> <ul style="list-style-type: none"> • Accessing relevant standards and other information • Withdrawing from a situation • Using models of ethical value decision making/problem solving • Reflection, discussion, seeking clarification from others.
Unethical conduct	<p>May include, but not limited to:</p> <ul style="list-style-type: none"> • Fraud, corruption, maladministration and waste • Unauthorised access to and/or use of information, money/finances, vehicles, equipment, resources, time • Improper actions during contractual processes, such as release of intellectual property, infringing copyright, release of tender information, inappropriate disclosure during tender process • Improper public comment on matters relating to the government and/or the organisation • Falsifying records • Giving false testimonials • Dishonesty • Improper use of plant and equipment, credit cards, frequent flyer points, telephones, email and internet • Extravagant or wasteful practices • Personal favours • Preferential treatment • Putting barriers in place, hindering, blocking action • Compromising behaviour including sexual harassment • Lack of confidentiality • Directing others to act unethically • Oppressive/coercive management decisions

	<ul style="list-style-type: none"> • Resorting to illegality to obtain evidence
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Evidence Guide	
Critical Aspects of Competence	<p>Evidence of the following is essential:</p> <ul style="list-style-type: none"> • Applying objective and impartial evaluation of conflicting requirements using ethical decision making • Identify principles, values and ethics of cooperatives marketing • Select relevant and available practices to present as role model. • Describe cooperative law in marketing , rules and regulations, guidance
Underpinning Knowledge and Attitudes	<p>Demonstrate knowledge of:</p> <ul style="list-style-type: none"> • The nature of ethics and ethical values • Fundamental ethical principles such as respect for members , procedural fairness, confidentiality, responsible care • Values of cooperatives marketing • Procedural fairness • Equal members opportunity, equity and diversity principles • Where to access ethical decision making/problem solving models, organisational codes and norm and procedures • Procedures for dissolving conflicts of interest b/n members and cooperatives society • Protocols for reporting fraud, corruption and maladministration
Underpinning Skills	<p>Demonstrate skills in:</p> <ul style="list-style-type: none"> • Applying objective and impartial evaluation of conflicting requirements • Using ethical decision making • Preparing written advice and reports requiring accuracy of expression • Accessing legislation and codes of ethics electronically or in hard copy • Tailoring communication to suit different audiences • Responding to diversity, including gender and disability
Resources Implication	<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"> • Interview/Written Test • Observation/Demonstration with Oral Questioning
Context of Assessment	<p>Competence may be assessed in the work place or in a simulated work place setting.</p>

Occupational Standard: Cooperative Marketing Level III	
Unit Title	Implement Marketing Strategy for Cooperative
Unit Code	AGR CMT3 02 0118
Unit Descriptor	This unit describes the knowledge, skills in attitude required to use a range of strategies to prepare and apply services marketing.

Element	Performance Criteria
1. Identify strategies marketing	<p>1.1. Services and their characteristics in a specific industry context are researched</p> <p>1.2. Marketing mix for services is identified</p> <p>1.3. Consumer behaviour is evaluated in relation to services and implications for marketing strategies</p> <p>1.4. Factors influencing customer/members satisfaction with services are identified</p> <p>1.5. A range of strategies are identified to market services, appropriate for the organisation</p>
2. Select strategies for services marketing	<p>2.1. Market trends for service are delivered analyse and opportunities to market services identified</p> <p>2.2. Previous services marketing strategies in the organisation are identified, and successful strategies and areas for improvement analysed</p> <p>2.3. Most appropriate services marketing strategies and activities which fit the organisation's strategic and marketing plans are selected</p>
3. Plan and develop activities for services marketing	<p>3.1. Service marketing objectives and purpose are recorded</p> <p>3.2. Costs of service marketing activities are calculated</p> <p>3.3. Methods are selected to report and measure effectiveness of service marketing activities</p> <p>3.4. Effective service level agreements are developed</p> <p>3.5. Responsibilities are assigned to team members for service marketing activities</p> <p>3.6. Strategy plan for marketing services is recorded and presented to relevant stakeholders</p> <p>3.7. Required resources are assembled to implement services marketing plan</p>
4. Implement and monitor services marketing strategy	<p>4.1. Work for each services marketing campaign element is scheduled according to lead times required for different media, and marketing plan for services</p>

	<p>4.2. Staff and suppliers are briefed on their <i>budgets</i>, timelines, roles and responsibilities, and legal and <i>ethical requirements</i></p> <p>4.3. Services marketing activities are implemented according to marketing plan for services</p> <p>4.4. Evaluation criteria and evaluation methods are identified and used to determine effectiveness of marketing, and required modifications made</p> <p>4.5. Success indicators of marketing campaign analysed and performance recorded according to organisational reporting requirements</p>
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Variable	Range
Marketing mix	May include, but not limited to: <ul style="list-style-type: none"> • Price • Promotion • Place • Product
Marketing plans	May include, but not limited to: <ul style="list-style-type: none"> • Function of marketing • Market program • How to achieve the market objectives
Budgets	May include, but not limited to: <ul style="list-style-type: none"> • Financial • Fund • Cost
Ethical requirements	May include, but not limited to: <ul style="list-style-type: none"> • Code of conduct • Law • Value of cooperatives • General norm
Selection of market segments	May be contingent upon: <ul style="list-style-type: none"> • Expected frequency of purchase • Expected lifetime as customers • Expected volume of purchase • How efficiently segment members can be reached with targeted communications • One or more segments
Approaches	May include, but not limited to: <ul style="list-style-type: none"> • Describing total market in dollar or unit terms as gross sales of all other products or services similar to those offered by the organisation • Describing total market in prospect terms as those most similar to current customers

	<ul style="list-style-type: none"> • Identifying consumers with relevant needs • Identifying current users of a product or service • Identifying people with related characteristics
Strategic marketing options	<p>May include, but not limited to:</p> <ul style="list-style-type: none"> • Advertising strategies such as: <ul style="list-style-type: none"> ➢ most cost effective creative executions ➢ most cost effective media or media vehicle for each segment ➢ most cost-effective media or media vehicle • Distribution strategies such as: <ul style="list-style-type: none"> ➢ one-step ➢ multi-step ➢ innovative strategies
Targeting strategies	<p>May include, but not limited to:</p> <ul style="list-style-type: none"> • Anniversary of first purchase • Concentrated, differentiated and mass strategies • De-duping prospect lists against customer lists • Differentiation and segmentation • Ease of entry • Frequency of purchase • Gender • Geography of home or workplace • Growth considerations • Innovation • Market share • Media usage • Niche markets • Price sensitivity • Purchasing power • Sales volume
Positioning strategies	<p>May include, but not limited to:</p> <ul style="list-style-type: none"> • Competitive positioning • Conspicuous positioning • Convenience of use • Convenience to buy • Image perceptions • Market follower positions • Market leader positions • Me-too positioning • Prestige and exclusive positioning • Pricing • Quality • Repositioning • Service positioning • Uniqueness and Value positioning
Marketing requirements	<p>May include, but not limited to:</p> <ul style="list-style-type: none"> • Business-to-business marketing

	<ul style="list-style-type: none"> • Consumer marketing • Cooperatives marketing • Direct marketing • Ideas marketing • Marketing of goods • Public sector marketing • Services marketing and Telemarketing
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Evidence Guide

Critical Aspects of Competence	<p>Evidence of the following is essential:</p> <ul style="list-style-type: none"> • Identifying improvements for marketing strategies and formulating recommendations for future marketing activities • Successfully implement marketing strategies identified in an organisation's marketing plan • Coordinate personnel involved in conducting marketing activities • Monitor, evaluate and report on marketing activities against defined objectives • Modify marketing activities in line with new or emerging trends.
Underpinning Knowledge and Attitudes	<p>Demonstrate knowledge of:</p> <ul style="list-style-type: none"> • Data collection and analysis techniques • Outline organisational strategic and marketing objectives, plans and performance measures • Summarise principles of marketing mix • Explain key provisions of relevant legislation, codes of practice and national standards affecting marketing operations • Industry knowledge including: <ul style="list-style-type: none"> • Components of the marketing mix • Element of marketing planning • Marketing communications concepts and processes • Organizational structures, roles, responsibilities, business and marketing plans • Product and service standards and best practice models • Relevant legislation from all forms of government that may affect aspects of business operation in addition to those listed above, especially in relation to occupational health and safety, environmental issues, equal opportunity, industrial relations and anti-discrimination
Underpinning Skills	<p>Demonstrate skills in:</p> <ul style="list-style-type: none"> • Creativity and innovation skills to select marketing mix and positioning strategies that meet organisation's requirements

	<ul style="list-style-type: none"> • Culturally appropriate communication skills to relate to people from diverse backgrounds and people with diverse abilities • Key provisions of relevant legislation from all forms of government, codes of practice and national standards that may affect aspects of business operations • Literacy skills to prepare reports and to interpret internal and external marketing information • Research skills to identify and analyse market strategy and implementations and also monitoring.
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	Competence may be assessed through: <ul style="list-style-type: none"> • Interview/Written Test • Observation/Demonstration with Oral Questioning
Context of Assessment	Competence may be assessed in the work place or in a simulated work place setting.

Occupational Standard: Cooperative Marketing Level III	
Unit Title	Create Cooperative Market Linkages
Unit Code	AGR CMT3 03 0118
Unit Descriptor	This unit covers application of knowledge, skill and attitude in preparing plan for creating market linkages and promotion.

Element	Performance Criteria
1. Conduct market linkage need assessment	1.1. Appropriate tools are selected to conduct the assessment 1.2. Potential suppliers and customers are identified based on the assessment. 1.3. Interest of the potential suppliers and customers assessed and analyzed 1.4. Possible market linkage alternatives are come up
2. Prepare plan for market linkages creation	2.1. Appropriate linkage strategies and methods are selected 2.2. Appropriate linkage strategies and methods are organized and validated
3. Ensure market linkage	3.1. Customers are communicated with 3.2. Market linkages are undertaken 3.3. Performance of the market linkages are reviewed 3.4. The marketing linkage is implemented within stakeholder

Variable	Range
Data sources	May include, but not limited to: <ul style="list-style-type: none"> • Customers • Stakeholders • Members • Potential cooperative members
Stakeholders	May include, but not limited to: <ul style="list-style-type: none"> • Cooperative promotion office • Private sectors (milk processing company, brewery factory tannery factory, wholesalers etc.) • Consumers association • Higher learning institution • Research institutes • Marketing agency • Exporters and importers

Evidence Guide	
Critical Aspects of Competence	<p>Assessment requires evidence that the candidate:</p> <ul style="list-style-type: none"> • Interest of the potential suppliers and customers assessed and analyzed • Possible market linkage alternatives come up • Undertake market linkages • Communicate with customers
Underpinning Knowledge and Attitude	<p>Demonstrate Knowledge in:</p> <ul style="list-style-type: none"> • Planning marketing linkage • Stakeholder analysis • Communication
Underpinning Skills	<p>Demonstrate Skills to:</p> <ul style="list-style-type: none"> • Communication skills • Stakeholder analysis skills • Planning marketing linkage skills
Resources Implication	<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"> • Interview/Written Test • Observation/Demonstration with Oral Questioning
Context of Assessment	<p>Competence may be assessed in the work place or in a simulated work place setting.</p>

Occupational Standard: Cooperative Marketing Level III	
Unit Title	Apply Procedures of Supply and Distribution Chain in Cooperative
Unit Code	AGR CMT3 04 0118
Unit Descriptor	This unit covers the application of knowledge, attitude and skills to apply effective and efficient supply and distribution chain principles and procedures set

Element	Performance Criteria
1. Identify buyers and supply chain profile	<p>1.1. Data collected based on their location and legal issues of suppliers and buyers are identified based on information sources.</p> <p>1.2. Relevant data required for profile preparation is collected based on selected methodology</p> <p>1.3. Position of the business in the supply chain is determined based on cooperatives marketing strategy.</p> <p>1.4. Features and impact of business relationships with suppliers are analyzed based on prevailing trends.</p> <p>1.5. Characteristics of business relationships with suppliers of products and services to a business are analyzed based on characteristics of the production.</p> <p>1.6. Benchmarks of supply chain efficiency are established based on standards of cooperatives marketing.</p>
2. Maintain and Organize information on suppliers	<p>2.1. Suppliers and buyers profile is prepared and utilized based on the buyers need.</p> <p>2.2. Information on suppliers of products and services to wholesale business are obtained and stored according to cooperative business.</p> <p>2.3. Information on suppliers' products and services to a business are updated and regularly reviewed</p> <p>2.4. Nature and feature of business relationship with suppliers are identified and reported according to confidentiality, security, and business requirements.</p> <p>2.5. Systems developed for immediate response to incidents or risks to people, product or environment are designed based on information obtained.</p>
3. Review distribution arrangements	<p>3.1. Sales, customer satisfaction and performance reports are reviewed, compared and analyzed based on set standards</p>

	<p>3.2. Forecasts trends of supply of products and services are reviewed based on the obtained information from the realistic sources</p> <p>3.3. Suppliers and buyers profile is revised based on different changes</p>
4. Devise operational procedures for distribution and supply	<p>4.1. Operational procedures for supply and distribution are established to cooperatives member and end consumers based on objective of cooperatives</p> <p>4.2. Procedures, to collect and analyze information on supply and distribution chain management are established based on data collection and analysis procedure.</p>
5. Forecast contingencies in supply and distribution chain	<p>5.1. Forecasted demand is analyzed to confirm future requirements based on cooperatives target.</p> <p>5.2. Forward supply needs for business is communicated to suppliers according to contract provisions.</p> <p>5.3. Factors impacting forward purchasing and supply arrangements are confirmed based on guideline.</p> <p>5.4. Standards for supply of products and services to business are set in qualitative and quantitative terms based on requirements.</p>

Variable	Range
Legal issues	<p>May include, but not limited to:</p> <ul style="list-style-type: none"> • Registration • Member application • Tax structure • Debt issues • Licenses
Suppliers	<p>May include, but not limited to:</p> <ul style="list-style-type: none"> • Cooperatives members • NGOs • Farmers
Buyers	<p>May include, but not limited to:</p> <ul style="list-style-type: none"> • Private sectors • Cooperatives member/non member • NGOs • GOs
Supply chain	<p>May include, but not limited to:</p> <ul style="list-style-type: none"> • The oversight of materials • Information • Finances • Human resources and Infrastructures

Suppliers and buyers profile	<p>May include, but not limited to:</p> <ul style="list-style-type: none"> • Location • Legality issue • Type of product • Human resource capacity • Financial capacity • Quality of product • Production capacity • Sells • Purchase
Realistic sources	<p>May include, but not limited to:</p> <ul style="list-style-type: none"> • competitors' information <ul style="list-style-type: none"> ➢ annual reports ➢ periodicals ➢ Publications ➢ field reports ➢ interest rates ➢ share markets ➢ auditing report • performance benchmarks • Logistics
Distribution chain	Is the process of moving a product from its manufacturing source to its cooperatives member/customers

Evidence Guide	
Critical Aspects of Competence	<p>Assessment requires the candidate to:</p> <ul style="list-style-type: none"> • Identify and collect data • Determine the position of the business in the supply chain. • Analyze features and impact of business relationships with suppliers to the business. • Obtain and document information on suppliers of products • And services to a wholesale business • Document and report nature and feature of business relationship with suppliers to a wholesale business. • Review and analyze reports, factors influencing supply of product/services • Identify standards for supply of products and services to the business
Underpinning Knowledge and Attitudes	<p>Demonstrate knowledge of:</p> <ul style="list-style-type: none"> • Marketing • Cooperative • Management • Economics • Socio-psychology

	<ul style="list-style-type: none"> • Ethics • ICT • Statistics
Underpinning Skills	<p>Demonstrate knowledge in:</p> <ul style="list-style-type: none"> • Management skills • Basic skill on computer • Statistical analysis skills • Communication skills
Resources Implication	<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"> • Interview/Written Test • Observation/Demonstration with Oral Questioning
Context of Assessment	<p>Competence may be assessed in the work place or in a simulated work place setting.</p>

Occupational Standard: Cooperative Marketing Level III	
Unit Title	Profile Market
Unit Code	AGR CMT3 05 0118
Unit Descriptor	This unit describes the knowledge, skills and attitude required to profile a target market or market segments in accordance with a marketing plan and to develop market positioning strategies.

Element	Performance Criteria
1. Segment the market	<p>1.1. Criteria is identified for use in segmenting the market in accordance with the marketing plan</p> <p>1.2. Sources of information for segmenting and profiling markets are identified and accessed in accordance with the marketing plan</p> <p>1.3. The market is segmented in accordance with identified criteria</p> <p>1.4. Market segments are reviewed for their usefulness in terms of factors such as their size, potential, distinctive needs, easy identification of members or distinctive media use patterns</p> <p>1.5. Market segments are selected to meet marketing objectives, and new segmentation criteria is chosen and applied if required</p>
2. Identify the target market	<p>2.1. Approaches are evaluated to determining and describing the total market for a product or service</p> <p>2.2. The target market is defined in terms of the consumers to be included as prospective users of a product or service, and the selected market segments</p> <p>2.3. Segment descriptors are used to describe the target market</p> <p>2.4. Available strategic marketing options are identified and targeting strategies that best meet the requirements of the marketing plan are selected</p>
3. Profile the target audience	<p>3.1. The total market and selected market segments are described in the form of a consumer profile</p> <p>3.2. Consumer characteristics in standard statistical terms and/or the descriptive terms used in media selection are identified in the consumer profile</p> <p>3.3. Demographic and/or psychographic descriptions are used in the consumer profile in accordance with the requirements of the marketing plan</p>

	<p>3.4. Consumer attitudes are described to products or services being offered</p> <p>3.5. Profile is ensured to meet organizational requirements in terms of language, format, content and level of detail</p>
4. Develop a positioning strategy	<p>4.1. Available positioning strategies are identified and a strategy is chosen to meet marketing requirements and consumer profile</p> <p>4.2. A positioning implementation plan containing several options is written in accordance with organizational requirements</p> <p>4.3. Plan is permitted to supervisor within specified time lines and make appropriate adjustments based on feedback</p>

Variable	Range
Criteria	<p>May include, but not limited to:</p> <ul style="list-style-type: none"> • Attitude • Average order value in units and birr • Desired benefits • Business characteristics • Consumer needs • Demographics • Geography • Lifestyle • Lifetime value in units, birr and number of transactions • Product or service usage • Psychographics • Frequency of response to direct marketing activities • Social and cultural factors
Sources of information for segmenting and profiling markets	<p>May include, but not limited to:</p> <ul style="list-style-type: none"> • Advertising sales representatives • Existing research data • Industry sources • Media representatives • Original a priori research (where the market segments are assumed at the beginning and research is used to confirm them) • Original response based research • Owners or brokers of mail, email and phone lists • Sales representatives • Website operators
Size	<p>May include, but not limited to:</p> <ul style="list-style-type: none"> • Segments which are large enough to justify the expense of creating distinctive offers and creative executions

	<ul style="list-style-type: none"> • Small segments which are viable if telephone and email are used as communication media rather than other types of media
Potential	<p>May include, but not limited to:</p> <ul style="list-style-type: none"> • High response of market segment members to test campaigns • High response to previous campaigns by members of market segments
Distinctive needs	<p>May include, but not limited to:</p> <ul style="list-style-type: none"> • Specific price points • Specific products or services • Specific response vehicles such as: <ul style="list-style-type: none"> ➢ Store visiting only ➢ Website only response • Specific timing of communications such as: <ul style="list-style-type: none"> ➢ Day of week ➢ Seasonality ➢ Time of day
Easy identification of members	<p>May include, but not limited to:</p> <ul style="list-style-type: none"> • Flags such as: <ul style="list-style-type: none"> ➢ Postcode ➢ Date of last purchase • Geographical location of segment members, such as: <ul style="list-style-type: none"> ➢ City ➢ Metropolitan region ➢ Regional centre ➢ Rural region • Spending habits such as: <ul style="list-style-type: none"> ➢ One-off purchasers ➢ Subscribers
Distinctive media use patterns	<p>May include, but not limited to:</p> <ul style="list-style-type: none"> • Age • Email use • Ethnic language television, newspapers and radio • Gender • Internet use • Mobile phone use • Special interests
Selection of market segments	<p>May be contingent upon:</p> <ul style="list-style-type: none"> • Expected frequency of purchase • Expected lifetime as customers • Expected volume of purchase • How efficiently segment members can be reached with targeted communications • One or more segments
Approaches	<p>May include, but not limited to:</p>

	<ul style="list-style-type: none"> • Describing total market in dollar or unit terms as gross sales of all other products or services similar to those offered by the organisation • Describing total market in prospect terms as those most similar to current customers • Identifying consumers with relevant needs • Identifying current users of a product or service • Identifying people with related characteristics
Prospective users	May include, but not limited to market segment users most similar to current customers
Segment descriptors	May include, but not limited to: <ul style="list-style-type: none"> • Demographic descriptions • Geographic descriptions • Historic descriptions such as: <ul style="list-style-type: none"> ➢ Volume of purchase ➢ Frequency of purchase • Psychographic descriptions
Strategic marketing options	May include, but not limited to: <ul style="list-style-type: none"> • Advertising strategies such as: <ul style="list-style-type: none"> ➢ most cost effective creative executions ➢ most cost effective media or media vehicle for each segment ➢ most cost-effective media or media vehicle • Distribution strategies such as: <ul style="list-style-type: none"> ➢ one-step ➢ multi-step • Innovative strategies
Targeting strategies	May include, but not limited to: <ul style="list-style-type: none"> • Anniversary of first purchase • Concentrated, differentiated and mass strategies • De-duping prospect lists against customer lists • Differentiation and segmentation • Ease of entry • Frequency of purchase • Gender • Geography of home or workplace • Growth considerations • Innovation • Market share • Media usage • Niche markets • Price sensitivity • Purchasing power and Sales volume
Standard statistical terms	May include, but not limited to: <ul style="list-style-type: none"> • Categories used by the cooperatives society /primary and union in collecting and reporting census data

	<ul style="list-style-type: none"> • Media selection terms such as: <ul style="list-style-type: none"> ➤ behaviouristic ➤ demographics ➤ geo-demographic analysis of census data available from proprietary research suppliers ➤ geographic selections and segmentations
Demographic descriptions	<p>May include, but not limited to:</p> <ul style="list-style-type: none"> • Age • Date and place of birth • Disability • Education • First language • Gender • Household income • Languages spoken at home • Marital status • Nationality • Number and age of children • Occupation
Psychographic descriptions	<p>May include, but not limited to:</p> <ul style="list-style-type: none"> • Activities • Affiliations • Attitudes • Interests • Lifestyle • Opinions • Political views • Values
Positioning strategies	<p>May include, but not limited to:</p> <ul style="list-style-type: none"> • Competitive positioning • Conspicuous positioning • Convenience of use • Convenience to buy • Image perceptions • Market follower positions • Market leader positions • Me-too positioning • Prestige and exclusive positioning • Pricing • Quality • Repositioning • Service positioning • Uniqueness • Value positioning

Marketing requirements	<p>May include, but not limited to:</p> <ul style="list-style-type: none"> • Business-to-business marketing • Direct marketing • Ideas marketing • Marketing of goods • Public sector marketing • Services marketing • Telemarketing
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Evidence Guide	
Critical Aspects of Competence	<p>Evidence of the following is essential:</p> <ul style="list-style-type: none"> • Developing a market positioning strategy that documents market segmentation, consumer profiling, targeting and strategies relevant to a product or service being offered to the marketplace
Underpinning Knowledge and Attitudes	<p>Demonstrate knowledge of:</p> <ul style="list-style-type: none"> • Data collection and analysis techniques • Industry knowledge including: <ul style="list-style-type: none"> ➢ components of the marketing mix ➢ element of marketing planning • Marketing communications concepts and processes • Organizational structures, roles, responsibilities, business and marketing plans • Product and service standards and best practice models • Relevant legislation from all forms of government that may affect aspects of business operation in addition to those listed above, especially in relation to occupational health and safety, environmental issues, equal opportunity, industrial relations and anti-discrimination • Statistical terms used by the Ethiopian Central Statistics Agency
Underpinning Skills	<p>Demonstrate skills in:</p> <ul style="list-style-type: none"> • Creativity and innovation skills to select targeting and positioning strategies that meet organisation's requirements • Culturally appropriate communication skills to relate to people from diverse backgrounds and people with diverse abilities • Key provisions of relevant legislation from all forms of government, codes of practice and national standards that may affect aspects of business operations • Literacy skills to prepare reports and to interpret internal and external marketing information • Research skills to identify and analyse market segments and target markets

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

Occupational Standard: Cooperative Marketing Level III	
Unit Title	Coordinate Merchandise Presentation
Unit Code	AGR CMT3 06 0118
Unit Descriptor	This unit describes the knowledge, skills and attitude required to apply knowledge of store merchandising and pricing policy and standards to support and coordinate relevant frontline staff members and ensure that they arrange, present and label or price merchandise according to store requirements.

Element	Performance Criteria
1. Coordinate cooperatives staff.	<p>1.1. Store display standards and requirements to staff are communicated and demonstrated.</p> <p>1.2. Occurrence and timing of promotions and special events are identified and staff informed.</p> <p>1.3. Items to be advertised or promoted are identified according to store merchandising policy and staff informed.</p> <p>1.4. Appropriate timing for dismantling and disposing of displays are identified and staff informed.</p>
2. Supervise construction and maintenance of presentations.	<p>2.1. Promotions and special events are planned and coordinated as directed by management.</p> <p>2.2. Construction and maintenance of displays are planned and supervised to achieve balance and visual impact.</p> <p>2.3. Product or service display information is ensured accurately depicts product or service being promoted.</p> <p>2.4. Ensure displays are completed according to required time schedule, with minimum disruption to customers service and traffic flow.</p> <p>2.5. Ensure displays are constructed and maintained in a safe and secure manner.</p> <p>2.6. Replenishment of merchandise and rotation of stock on store displays are regularly monitored and action taken as required.</p>
3. Implement merchandise pricing.	<p>3.1. Store policy and procedures are implemented in regard to pricing and ticketing.</p> <p>3.2. Current prices for products and services are identified and amended according to store policy.</p> <p>3.3. Team members of price changes and current pricing policies are informed.</p>

4. Review merchandise presentations.	<p>4.1. Promotions or special events are evaluated against sales turnover and store presentation standards.</p> <p>4.2. Merchandise presentation is evaluated against sales turnover and presentation standards stored.</p> <p>4.3. Management is provided with feedback in regard to improvement of store marketing and promotional activities.</p>
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Variables	Range
Display standards and requirements	May include, but not limited to: <ul style="list-style-type: none"> • Maintaining existing displays • Safety • Setting up new displays • Ticketing and display signage.
Staff	May include, but not limited to: <ul style="list-style-type: none"> • From a range of social, cultural and ethnic backgrounds • From within or outside own work team • Full-time, part-time, casual or contract.
Displays	May include, but not limited to: <ul style="list-style-type: none"> • Fixtures on floor • Interior or exterior • Permanent or temporary • Publicly accessible areas • Shelves • Walls and Windows.
Display information	May include, but not limited to: <ul style="list-style-type: none"> • Discount information • Price • Product brand • Special guarantees • Product characteristics, such as: <ul style="list-style-type: none"> ➤ size, weight capacity and materials.
Customers	May include, but not limited to: <ul style="list-style-type: none"> • Internal and external contacts • New or repeat contacts • People from a range of social, cultural and ethnic backgrounds • People with varying physical and mental abilities.

Evidence Guide	
Critical Aspects of Competence	Demonstrates skills and knowledge to: <ul style="list-style-type: none"> • Implement and instruct staff regarding store display, merchandising, ticketing and pricing policies and procedures

	<ul style="list-style-type: none"> • Coordinate and monitor display, promotion and presentation of merchandise according to store policies and procedures and legislative requirements • Identify products to be advertised or promoted according to store merchandising policies • Coordinate construction and maintenance of displays within time schedule set in regard to advertising, catalogues, special offers and in-store promotions in a safe and secure manner • Inform staff of pricing policies, promotions, special events, display standards and requirements, and timing for dismantling and disposing of displays • Evaluate and report effectiveness of store merchandising and promotional activities to management and staff as required by store policies and procedures.
Underpinning Knowledge and Attitudes	<p>Demonstrate knowledge of:</p> <ul style="list-style-type: none"> • Availability and use of materials • Correct storage procedures for labelling and ticketing equipment and materials • Load-bearing capacity of fixtures and display areas • Location of display areas • Manufacturer specifications for the use of electronic labelling and ticketing equipment • Occurrence and timing of store promotions, including advertising, catalogues and special offers • Pricing procedures, including GST requirements • Principles and techniques of interpersonal communication skills • Principles of display and design • Procedure for accessing information and implementing price changes • Relevant industry codes of practice relating to coordinating merchandise presentation • Relevant legislation and statutory requirements relating to coordinating merchandise presentation, including Ethiopian Consumer Law • Relevant Work Health and Safety (WHS) legislation and codes of practice • Store policies and procedures in regard to: <ul style="list-style-type: none"> ➤ efficient use of resources ➤ merchandise range ➤ merchandising, pricing and ticketing ➤ minimum stock levels required ➤ stock rotation and replenishment ➤ storage of stock

	➤ store promotional themes
Underpinning Skills	<p>Demonstrate skills to:</p> <ul style="list-style-type: none"> • Communication and interpersonal skills to: <ul style="list-style-type: none"> ➤ give instructions ➤ provide feedback to management through clear and direct communication ➤ provide information to staff ➤ share information ➤ use and interpret non-verbal communication ➤ use language and concepts appropriate to cultural differences • Literacy and numeracy skills to: <ul style="list-style-type: none"> ➤ prepare machine or manual labels and tickets ➤ present and price merchandise ➤ read and interpret store policies and procedures • Observation skills to assess display and presentation compliance with visual merchandising standards • Technology skills to operate and maintain electronic labelling and ticketing equipment • Team leadership skills to: <ul style="list-style-type: none"> ➤ instruct and support staff ➤ supervise staff activities
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"> • Interview/Written Test • Observation/Demonstration with Oral Questioning
Context of Assessment	Competence may be assessed in the work place or in a simulated work place setting.

Occupational Standard: Cooperative Marketing Level III	
Unit Title	Organize Import and Export Marketing for Cooperative
Unit Code	AGR CMT3 07 0118
Unit Descriptor	This unit describes the knowledge, skills and attitude required to provide general assistance to cooperative society in organising the importing and exporting of goods.

Element	Performance Criteria
1. Follow cooperative law/legal and processes for organising the importation and exportation of marketing	<p>1.1. Products to be imported or exported are detailed according to characteristics.</p> <p>1.2. Regulations and permits relating to international movement of specific product are identified and accessed with assistance of manager, supervisor or more senior personnel.</p> <p>1.3. Required processes are researched and documented to import or export specific product as assigned by and under direction of manager, supervisor or more senior personnel.</p> <p>1.4. Assistance is sought as required to research import or export requirements.</p>
2. Contribute to cost calculations	<p>2.1. Components of costs of importing or exporting specific product are discussed and recorded with supervisor or manager.</p> <p>2.2. A determination of components of costs is made.</p> <p>2.3. Assistance in assigned tasks related to calculate costs is sought as required for international movement of product.</p> <p>2.4. Costs for international movement of product are documented in accordance with workplace procedures.</p> <p>2.5. Cost calculation and completeness are checked for accuracy prior to forwarding to supervisor or manager.</p> <p>2.6. Any revisions are finalized and rechecked to calculations by self and supervisor or manager.</p>
3. Assist in completing required documentation	<p>3.1. Required documentation are completed and collated for international movement of product.</p> <p>3.2. Assistance is sought as required in completing and checking documentation.</p> <p>3.3. Required documents are checked and forwarded for further checking by supervisor or manager.</p> <p>3.4. Documents are finalized and submitted or lodged with relevant parties.</p>

	3.5. Copies of required documents are identified and filed in accordance with workplace procedures.
4. Communicate with carriers	<p>4.1. Customs licensed places and transportation services are identified to be used in the international movement of product with assistance of supervisor, manager or more senior personnel.</p> <p>4.2. Communication facilitates arrangements are ensured to move product within required time lines.</p> <p>4.3. Problems are identified and actions taken as required facilitating resolution.</p> <p>4.4. Arrangements are followed through for transportation of product including arrangements with overseas representatives of carriers to finalization, including arrival of product at intended destination and settlement effected to complete the contract.</p> <p>4.5. Assistance is sought as required in communicating with carriers.</p>

Variable	Range
Characteristics	<p>May include, but not limited to:</p> <ul style="list-style-type: none"> • Country of origin or destination • Dangerous product • Description of product • Prohibited or restricted product • Temperature controlled cargo • Volume to be imported or exported
Regulations and permits	<p>May include, but not limited to:</p> <ul style="list-style-type: none"> • Those issued by the Ethiopian Government: <ul style="list-style-type: none"> ➤ Department of Agriculture, lives stock and fisher ➤ Federal cooperative agency ➤ Department of Defence ➤ Department of the Environment and Heritage ➤ Department of Foreign Affairs and Trade ➤ Department of Health and Ageing ➤ Department of Industry, Tourism and Resources ➤ Office of Film and Literature Classification • Those issued by the: <ul style="list-style-type: none"> ➤ Ethiopian Customs Service ➤ Ethiopian Federal Police ➤ Ethiopian Quarantine and Inspection Service (AQIS) ➤ other comparable national and international regulatory bodies
Processes	<p>May include, but not limited to:</p> <ul style="list-style-type: none"> • Advice from more experienced colleagues, technical

	<p>experts, internet, intranet, induction kits, internal training materials and programs</p> <ul style="list-style-type: none"> • AQIS requirements such as fumigation, quarantine or other • Completion of customs declarations • Completion of required financial transactions • Consulting technical experts in the industry, professional associations, training providers, government bodies and agencies • Inspection processes • Obtaining necessary permits • Transport and warehousing arrangements in country of origin and destination within Ethiopia • Using reference material within the organisation from training providers and government bodies and agencies, professional libraries, trade journals
Costs	<p>May include, but not limited to:</p> <ul style="list-style-type: none"> • Administrative charges for handling of commodities • Brokerage fees • Charges levied in country of origin • Government charges such as duty, tariff, permits, Goods and Services Tax (GST) • Insurances • Interest on borrowed capital • Other fees and charges (local and overseas) • Packing, port charges, transport and storage charges (local and overseas)
Determination of components of costs	<p>May include, but not limited to:</p> <ul style="list-style-type: none"> • Advice from supervisor or manager, more experienced colleagues, customs brokers, training staff, technical experts • Previous history of international movement of goods involving same or comparable countries • Quotation or reference to existing tender or contract • Reference material within the organisation, training providers, professional libraries, trade journals or accessing internet or organisation's intranet • Tables of fees and charges
Relevant parties	<p>May include, but not limited to:</p> <ul style="list-style-type: none"> • Ethiopian and international regulatory bodies • Client (seller and buyer) • Financial institutions • Non-regulatory government agencies • Other personnel within the organisation
Services	<p>May include, but not limited to:</p> <ul style="list-style-type: none"> • Air freight

	<ul style="list-style-type: none"> • Ocean freight • Rail transport • Road transport • Warehousing and storage en route
Communication	<p>May include, but not limited to:</p> <ul style="list-style-type: none"> • Electronic Data Interchange (EDI) • Email • Fax • interactive services used to communicate with the Ethiopian Customs Service Integrated Cargo System (ICS) • Letter • Radio • Telephone
Problems	<p>May include, but not limited to:</p> <ul style="list-style-type: none"> • Delays in transit at transfer from one mode of transport to another or at international borders • Insurance claims as a result of damage to goods during transit • Other problems arising due to weather, industrial action, political unrest

Evidence Guide

Critical Aspects of Competence	<p>Evidence of the following is essential:</p> <ul style="list-style-type: none"> • Providing assistance in the process of both importing and exporting goods • Contributing to cost calculations • Providing assistance in completing documentation and communicating with carriers • Knowledge of legislation, codes of practice and national standards relevant to the work role
Underpinning Knowledge and Attitudes	<p>Demonstrate knowledge of:</p> <ul style="list-style-type: none"> • Identification and overview knowledge of key provisions of relevant legislation from all levels of government that affects business operations, codes of practice and national standards, such as: <ul style="list-style-type: none"> ➤ Customs Act ➤ Dangerous Goods Act ➤ International Commercial Terms (INCOTERMS) ➤ trade modernization legislation: Customs Legislation Amendment and Repeal Act, Import Processing Charges Act, Customs Depot Licensing Charges Amendment Act ➤ Trade Practices Act ➤ Warsaw Convention ➤ World Trade Organization determinations

	<ul style="list-style-type: none"> • Significant trade routes and modes of transport • International and Ethiopian regulatory bodies and their roles and responsibilities • Organisational policies and procedures relating to business operations in an international trade context • Penalties for incorrect customs declarations
Underpinning Skills	<p>Demonstrate skills in:</p> <ul style="list-style-type: none"> • Culturally appropriate communication skills to relate to people from diverse backgrounds and people with diverse abilities • Literacy skills to read and create documentations relation to the import and export of goods • Numeracy skills to perform cost calculations • Communication skills to resolve disputes or problems with carriers
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"> • Interview/Written Test • Observation/Demonstration with Oral Questioning
Context of Assessment	Competence may be assessed in the work place or in a simulated work place setting.

Occupational Standard: Cooperative Marketing Level III	
Unit Title	Maintain Store Safety
Unit Code	AGR CMT3 08 0118
Unit Descriptor	This unit describes performance the knowledge, skills and attitude required to maintain store safety in an organization environment.

Element	Performance Criteria
1. Inform team members about WHS/work health and safety/ matters.	<p>1.1. Store policy and procedures are clearly and accurately explained in regard to WHS and emergency procedures to team members.</p> <p>1.2. Access for team members is ensured to store WHS policy and procedures.</p> <p>1.3. Relevant provisions of WHS legislation and codes of practice are clearly and accurately explained to team members.</p> <p>1.4. Clear and accurate information on identified hazards and risk control procedures are regularly provided to team members.</p> <p>1.5. The implementation of WHS and emergency procedures is modelled to reinforce information.</p>
2. Involve team members in WHS matters.	<p>2.1. Opportunities and processes are provided for team members to consult and contribute on WHS issues according to store policy.</p> <p>2.2. Issues raised is promptly resolved or referred to relevant personnel according to store policy.</p> <p>2.3. Outcomes of issues raised on WHS matters are promptly conveyed to team members.</p>
3. Monitor and maintain a safe work environment.	<p>3.1. Store policy and procedures are implemented with regard to identifying, preventing and reporting potential hazards.</p> <p>3.2. Prompt action is taken to deal with hazardous events according to store policy.</p> <p>3.3. Unsafe or hazardous events are investigated cause, and report inadequacies are identified in risk control measures or resource allocation for risk control to relevant personnel.</p> <p>3.4. Control measures are implemented and monitored to prevent recurrence and risks of unsafe and hazardous events are minimized according to store policy and hierarchy of control.</p>

	<p>3.5. Hazardous goods are handled and stored according to store policy and WHS regulations.</p> <p>3.6. Equipment are maintained according to store policy and WHS regulations.</p> <p>3.7. Team performance is monitored to ensure use of safe manual handling techniques.</p> <p>3.8. Store emergency policy and procedures are implemented promptly in the event of an emergency.</p>
4. Identify need for WHS training.	<p>4.1. WHS training needs, specifying gaps between WHS competencies required and those held by team members are identified.</p> <p>4.2. Training is organized and arranged according to store policy.</p>
5. Maintain WHS records.	<p>5.1. WHS records regarding occupational injury and disease are completed and maintained according to store policy and legislative requirements.</p> <p>5.2. Information from records is used to identify hazards and monitor risk control procedures according to store policy.</p>

Variables	Range
Emergency procedures	<p>May relate to:</p> <ul style="list-style-type: none"> • Accidents • Bomb threats • Dealing with dangerous customers • Fire • Flooding • Product recall and contamination • Sickness • Store evacuation involving staff or customers.
Team members	<p>May include, but not limited to:</p> <ul style="list-style-type: none"> • Full-time, part-time, casual or contract • New or existing staff • People from a range of cultural, social and ethnic backgrounds • People with varying levels of language and literacy.
WHS policy and procedures	<p>May relate to:</p> <ul style="list-style-type: none"> • Basic safety procedures • Customers • Dangerous goods • Emergency procedures • Equipment and tools • Issue-resolution procedures

	<ul style="list-style-type: none"> • Premises • Reporting procedures • Safe manual handling and lifting • Staff • Stock.
Hazards	<p>May include, but not limited to:</p> <ul style="list-style-type: none"> • Broken or damaged equipment • Chemical spills • Damaged packing material or containers • Electricity and water • Fires • Manual handling • Sharp cutting tools and instruments • Stress • Unguarded equipment.
Opportunities and processes	<p>May include, but not limited to:</p> <ul style="list-style-type: none"> • Identification of health and safety representatives • WHS meetings • Staff meetings • Suggestions from staff for improving existing tasks and procedures.
Resource allocation	<p>May include, but not limited to:</p> <ul style="list-style-type: none"> • Equipment and technology • Finances • Materials • People • Time.
Relevant personnel	<p>May include, but not limited to:</p> <ul style="list-style-type: none"> • Manager • Safety representative • Supervisor • Team leader.
Hierarchy of control	<p>May include, but not limited to:</p> <ul style="list-style-type: none"> • Appropriate use of personal protective clothing and equipment • Eliminating hazards • Isolating hazards • Substitution • Using administrative controls • Using engineering controls.
Hazardous goods	<p>May include, but not limited to:</p> <ul style="list-style-type: none"> • Chemicals • Electrical equipment • Flammable goods • Waste.

Equipment	<p>May include, but not limited to:</p> <ul style="list-style-type: none"> • Computers • Equipment for carrying or moving merchandise • Equipment for storage of merchandise, including refrigerators • Point of sale terminals • Printers • Security tag systems • Thermometers • Trolley return equipment • Weighing machines • Wrapping and packing equipment, such as shrink wrapping.
Safe manual handling techniques	<p>May include, but not limited to:</p> <ul style="list-style-type: none"> • Job procedures • Lifting or shifting practices • Using equipment, such as ladders and trolleys.
Store emergency policy and procedures	<p>May relate to:</p> <ul style="list-style-type: none"> • Alarm systems and procedures • Events likely to endanger staff, contractors, customers or visitors • Fire fighting procedures • Medical attention procedures • Product recall and contamination • Store evacuation procedures for staff and customers • Transport arrangements for sick or injured persons.
Training	<p>May include, but not limited to:</p> <ul style="list-style-type: none"> • Emergency procedures • Evacuation procedures • First aid • Manual handling techniques • Reporting procedures • Stress management.
Records	<p>May include, but not limited to:</p> <ul style="list-style-type: none"> • Centralised • Departmental • Electronic • Manual.
Legislative requirements	<p>May include, but not limited to:</p> <ul style="list-style-type: none"> • Federal, regional legislation • WHS regulations • Privacy legislation • Workers' compensation regulations.

Evidence Guide

Critical Aspects of Competence	<p>Evidence of the following is essential:</p> <ul style="list-style-type: none"> • Applies and monitors store policy, industry codes of practice, relevant legislation and statutory • Requirements in regard to WHS and emergency procedures • Applies and monitors safe work practices in the handling and moving of stock, according to WHS legislation and codes of practice • Interprets and monitors the implementation of manufacturer instructions with regard to handling stock and using relevant equipment • Applies and monitors safe work practices in the handling, storage and disposal of unsafe or hazardous materials • Identifies WHS training needs and maintains WHS records.
Underpinning Knowledge and Attitudes	<p>Demonstrate Knowledge of:</p> <ul style="list-style-type: none"> • Hierarchy of risk control: <ul style="list-style-type: none"> ➤ elimination of hazards ➤ engineering controls to reduce risk ➤ administrative controls ➤ use of personal protective equipment • Job role and responsibilities: <ul style="list-style-type: none"> ➤ location of nearest first aid assistant or facility ➤ manual handling and safe lifting techniques ➤ possible fire and safety hazards ➤ principles and techniques in interpersonal communication ➤ relevant WHS legislation and codes of practice ➤ sickness and accident procedures • Store policies and procedures in regard to: <ul style="list-style-type: none"> ➤ manual handling ➤ WHS emergency procedures ➤ unsafe or hazardous goods ➤ handling and storage ➤ disposal ➤ bomb threat procedures ➤ store evacuation
Underpinning Skills	<p>Demonstrate skills in:</p> <ul style="list-style-type: none"> • Communication and interpersonal skills to: <ul style="list-style-type: none"> ➤ provide information, coaching and feedback to team members ➤ involve team members ➤ refer issues to appropriate personnel through clear and direct communication ➤ motivate and lead a team ➤ use and interpret non-verbal communication • Literacy and numeracy skills to:

	<ul style="list-style-type: none"> ➤ generate reports ➤ interpret and apply WHS regulations ➤ interpret symbols used for WHS signage ➤ read store policy and procedures • Technical skills to: <ul style="list-style-type: none"> ➤ identify broken or damaged equipment ➤ identify hazardous goods and substances ➤ locate and use safety alarms, fire extinguishers and emergency exits
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	Competence may be assessed through: <ul style="list-style-type: none"> • Interview/Written Test • Observation/Demonstration with Oral Questioning
Context of Assessment	Competence may be assessed in the work place or in a simulated work place setting.

Occupational Standard: Cooperative Marketing Level III	
Unit Title	Recommend Products and Services for Cooperative Marketing
Unit Code	AGR CMT3 09 0118
Unit Descriptor	This unit describes the knowledge, skills and attitude required to provide advice and information within an organization about the development and distribution of its products and services in cooperative marketing.

Element	Performance Criteria
1. Identify and maintain knowledge of products and services	<p>1.1. Understanding of cooperatives products and services using authoritative sources are actively and regularly researched.</p> <p>1.2. Available product and service documentation are used to identify characteristics of products and services, and comparisons with other products and service are made.</p> <p>1.3. Information on products and services are accurately documented and maintained in a format consistent with cooperative organizational requirements.</p> <p>1.4. Acquired knowledge is applied to improve quality within personal work areas.</p>
2. Recommend products and services	<p>2.1. Recommendation on products and services is ensured and in line with cooperatives marketing requirements.</p> <p>2.2. Recommendations that emphasize product and service issues relevant to cooperatives member needs are provided.</p> <p>2.3. Evidence in support of recommendations is ensured, verifiable and presented in a suitable format.</p> <p>2.4. Recommendations are structured to identify clear benefits to clients and the organization.</p>
3. Advise on promotional activities	<p>3.1. Advice that is clear is provided and supported by verifiable evidence and is compatible with cooperatives marketing requirements.</p> <p>3.2. Promotional documentation and materials are ensured and appropriate to presentation of the cooperatives products and services.</p> <p>3.3. Costs of promotional activities conform to budget resources are ensured.</p> <p>3.4. Impact of promotional activities from verifiable customer feedback sources is estimated.</p>

	3.5. Benefits of promotional activities are evaluated and incorporated in plans for future promotional activities.
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Variable	Range
Products and services	<p>May include, but not limited to:</p> <ul style="list-style-type: none"> • Competitor products and services • Complementary products and services • Emerging products and services • Historical products and services • Organization's products • Specified range of products and services within an organization's offerings
Authoritative sources	<p>May include, but not limited to:</p> <ul style="list-style-type: none"> • Authorized suppliers • Cooperatives member • Industry associations • Cooperatives union • Industry conferences • Cooperatives federation • Federal cooperatives agency • Recognized industry media sources
Cooperative organizational requirements	<p>May include, but not limited to:</p> <ul style="list-style-type: none"> • Access and equity principles and practice • Confidentiality and security requirements • Defined resource parameters • Ethical standards • Filing and documentation storage processes • Goals, objectives, plans, systems and processes • Legal and organizational policies, guidelines and requirements • OHS policies, procedures and programs • Payment and delivery options • Pricing and discount policies • Quality assurance and/or procedures manuals • Replacement and refund policy and procedures • Responsible for products and services
Product and service issues	<p>May include, but not limited to:</p> <ul style="list-style-type: none"> • Customer delivery • Faults • Market share data • Organizational product knowledge • Production down-time • Sales figures
Promotional activities	<p>May include, but not limited to:</p> <ul style="list-style-type: none"> • Advertisements

	<ul style="list-style-type: none"> • Client functions • Employee functions • Media announcements • Product launches • Web pages
Verifiable customer feedback sources	<p>May include, but not limited to:</p> <ul style="list-style-type: none"> • Audit documentation and reports • Members complaints • Members /customer satisfaction questionnaires • Lapsed clients • Quality assurance data • Returned goods and Service calls

Evidence Guide

Critical Aspects of Competence	<p>A person must be able to provide evidence of:</p> <ul style="list-style-type: none"> • Assessing and reporting on customer satisfaction • Identifying commercial characteristics of products and services • Knowledge of products and service standards and best practice models • Preparing and structuring advice on products and services • Researching market availability of products and services
Underpinning Knowledge and Attitudes	<p>Demonstrate knowledge on:</p> <ul style="list-style-type: none"> • Key provision of relevant legislation from all levels of government that may affect aspects of business operations, such as: <ul style="list-style-type: none"> ➢ anti-discrimination legislation ➢ ethical principles ➢ codes of practice ➢ privacy laws ➢ Occupational Health and Safety (OHS) • Organization's products and services • Organizational policies and procedures for customer service including handling customer complaints • Product and service standards and best practice models • Principles and techniques of public relations and product promotion • Mechanisms to obtain and analyze customer feedback
Underpinning Skills	<p>Demonstrate skills in:</p> <ul style="list-style-type: none"> • Literacy skills to read and understand a variety of texts; to prepare general information and papers according to target audience; and to edit and proofread texts to ensure clarity of meaning, and accuracy of grammar and punctuation • Technology skills to select and use technology appropriate to a task

	<ul style="list-style-type: none"> • Communication skills to monitor and advise on customer service strategies • Problem-solving skills to deal with customer enquiries or complaints • Analytical skills to identify trends and positions of products and services
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	Competence may be assessed through: <ul style="list-style-type: none"> • Interview/Written Test • Observation/Demonstration with Oral Questioning
Context of Assessment	Competence may be assessed in the work place or in a simulated work place setting.

Occupational Standard: Cooperatives Marketing Level III	
Unit Title	Purchase Goods and Services
Unit Code	AGR CMT3 10 0118
Unit Descriptor	This unit describes the knowledge, skills and attitude required to determine purchasing requirements, and make and receive purchases.

Element	Performance Criteria
1. Develop understand purchasing and own requirements	<p>1.1. Cooperatives purchasing strategies are read, understood and clarified as required.</p> <p>1.2. Own role and limits of authority are determined in consultation with relevant personnel.</p>
2. Make purchases	<p>2.1. Purchase specifications are received from relevant personnel and clarified as required.</p> <p>2.2. Purchasing methods most appropriate to particular purchases are selected within limits of own role.</p> <p>2.3. Approvals are obtained for purchases as required.</p> <p>2.4. Quotations are obtained from suppliers as required.</p> <p>2.5. Suppliers, place orders are selected and purchases are made.</p>
3. Receive purchases	<p>3.1. Goods are received and arrangements made to receive services.</p> <p>3.2. Relevant personnel of receipts of purchase are advised.</p> <p>3.3. Ensure goods received are checked for compliance with specifications.</p> <p>3.4. Action is taken to resolve non-compliance with specifications.</p> <p>3.5. Registration of new assets is facilitated.</p> <p>3.6. Purchase records are filed and stored.</p>

Variable	Range
Purchasing strategies	<p>May include, but not limited to:</p> <ul style="list-style-type: none"> • Criteria for making purchasing decisions • Legal requirements and policies and procedures and by-law coop. that underpin strategies and that are relevant to based on the role of cooperatives. • Policies, procedures, guidelines and documentation formats for purchasing from suppliers including entities owned by the organization, cooperative union , cooperatives members and non member or farmer and distance suppliers

Limits	<p>May include, but not limited to:</p> <ul style="list-style-type: none"> • Approval processes for purchases • Expenditure approval limits
Relevant personnel	<p>May include, but not limited to:</p> <ul style="list-style-type: none"> • CEOs • Managers • Leaders • Organizer • Supervisors • Other persons authorized to commit the organization to purchases • Internal users of purchased goods and service • Owner • Board members • Member of coop. • Specialist personnel involve in purchasing, asset maintenance and finance
Purchasing methods	<p>May include, but not limited to:</p> <ul style="list-style-type: none"> • Open tender • Commission method • Limited tender • Request for proposal • Two stage tender • Direct purchases from retail outlets • Online purchases • Petty cash • Purchases using standing agreements or accounts with suppliers • Written and/or verbal quotations • Written and/or verbal supply agreements
Purchase records	<p>May include, but not limited to:</p> <ul style="list-style-type: none"> • Invoices, statements and payment requests • Petty cash vouchers • Purchase requests and orders • Receipt advices for goods and services • Records of supplier performance

Evidence Guide

Critical Aspects of Competence	<p>A person must be able to provide evidence of:</p> <ul style="list-style-type: none"> • Obtaining quotes from prospective suppliers for a low risk, low expenditure good to be purchased • Selection of appropriate purchasing methods for a low risk, low expenditure purchase • Receipt, checking and documentation of a low risk, low expenditure purchase
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Underpinning Knowledge and Attitudes	<p>Demonstrate knowledge on:</p> <ul style="list-style-type: none"> • Codes of ethics and conduct • Identification and overview knowledge of key provisions of relevant legislation from all levels of government that affects business operations, codes of practice and national standards, such as: <ul style="list-style-type: none"> ➤ contract law ➤ import of goods and services, where relevant • Organization policy and procedures relating to: <ul style="list-style-type: none"> ➤ purchasing strategies ➤ record-keeping systems related to purchasing and assets ➤ standard contracting arrangements • Product knowledge about the goods and service being supplied • Purchasing and procurement principles for: <ul style="list-style-type: none"> ➤ accountability ➤ probity and transparency ➤ risk management ➤ value for money
Underpinning Skills	<p>Demonstrate skills in:</p> <ul style="list-style-type: none"> • Culturally appropriate communication skills to related to people from diverse backgrounds and people with diverse abilities • Communication skills to liaise with suppliers and end users of purchases • Literacy skills to document purchases and write reports on purchasing activities • Information management and research skills to analyze and assess purchasing options and offers • Technology skills to use of software to keep records of purchases made • Data collection skills to keep records related to purchasing
Resources Implication	<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"> • Interview/Written Test • Observation/Demonstration with Oral Questioning
Context of Assessment	<p>Competence may be assessed in the work place or in a simulated work place setting.</p>

Occupational Standard: Cooperative Marketing Level III	
Unit Title	Sell Products and Services
Unit Code	AGR CMT3 11 0118
Unit Descriptor	This unit describes the knowledge, skills and attitude required to sell products and services in a marketing environment.

Element	Performance Criteria
1. Develop and apply product knowledge	<p>1.1. Product knowledge is developed by accessing relevant sources of information and confirmed with relevant staff.</p> <p>1.2. Knowledge of the use and application of relevant products and services is applied in interactions with customers according to store policy and cooperative legal requirements.</p> <p>1.3. Gaps are identified in product knowledge and resolved by accessing relevant sources of information.</p>
2. Approach customer/cooperatives member.	<p>2.1. Member/Customers are identified by name where possible.</p> <p>2.2. Knowledge of customer buying behaviour is developed by accessing relevant sources of information.</p> <p>2.3. Appropriate timing of customer approach is determined and applied according to store policy and customer behaviour.</p> <p>2.4. Customer contact is initiated according to store policy.</p> <p>2.5. A positive impression is conveyed to encourage /member /customer interest according to store policy.</p>
3. Gather and respond to information.	<p>3.1. Questioning techniques and listening skills are applied to determine customer buying motives and requirements.</p> <p>3.2. Non verbal communication cues are interpreted and clarified.</p> <p>3.3. Customer is directed to specific merchandise according to customer requirements and store policy.</p>
4. Sell benefits.	<p>4.1. Member needs are matched to appropriate products and services.</p> <p>4.2. Knowledge of product features and benefits is communicated clearly to member/customer.</p> <p>4.3. Product use and safety requirements are described to customers.</p>

	<p>4.4. Customers are referred to appropriate product specialist as required.</p> <p>4.5. Routine member/customer questions are answered about merchandise accurately and honestly or refer to senior sales staff.</p>
5. Overcome objections.	<p>5.1. Customer objections are identified and acknowledged according to store policy.</p> <p>5.2. Objections are categorized into price, time and merchandise characteristics and consider solutions.</p> <p>5.3. Solutions are offered to customer objections according to store policy.</p> <p>5.4. Problem solving is applied within personal scope of responsibilities to overcome customer objections or refer to senior staff.</p>
6. Close sale and Maximize sales opportunities	<p>6.1. Customer buying signals are monitored, identified and responded appropriately.</p> <p>6.2. Customer is encouraged to make purchase decisions.</p> <p>6.3. Appropriate method of closing sale is selected and applied.</p> <p>6.4. Opportunities are recognized and applied for making additional sales according to store policy.</p> <p>6.5. Customer is advised of complementary products or services according to customers identified need.</p> <p>6.6. Personal sales outcomes are reviewed and strategies are considered to maximize future sales in consultation with relevant staff.</p>

Variable	Range
Product knowledge	<p>May include, but not limited to:</p> <ul style="list-style-type: none"> • Handling and storage requirements • Features and benefits • Price • Quality • Durability • Safety features • Stock availability • Use-by dates • Warranties
Relevant sources of information	<p>May include but not limit :</p> <ul style="list-style-type: none"> • Demonstrations • Internet

	<ul style="list-style-type: none"> • Labels • Product profiles • Staff members • Store or supplier product manuals • Store tours • Videos
Cooperative legislative requirements	<p>May include, but not limited to:</p> <ul style="list-style-type: none"> • Industry codes of practice • By-law of cooperative • Liquor laws • Work health and safety (whs) • Sale of second-hand goods • Tobacco laws • Trading hours • Transport, storage and handling of goods
Member/Customers	<p>May include, but not limited to:</p> <ul style="list-style-type: none"> • Customers with routine or special requests • Internal and external contacts • New or repeat contacts • People from a range of social, cultural and ethnic backgrounds • People with varying physical and mental abilities
Routine member/customer questions	<p>May include, but not limited to:</p> <ul style="list-style-type: none"> • Availability • Features and benefits • Price and price reductions • Quality
Problem solving	<p>May be affected by:</p> <ul style="list-style-type: none"> • Resource implications • Store policies and procedures or legal cooperatives
Sales	<p>May be completed:</p> <ul style="list-style-type: none"> • Face-to-face • Online and Over the telephone

Evidence Guide

Critical Aspects of Competence	<p>Assessment requires evidence that the candidate:</p> <ul style="list-style-type: none"> • Applies product knowledge and uses appropriate sales approach to sell the benefits of products and services, overcome objections and close sales • Uses questioning, listening and observation skills to determine customer requirements • Applies store policies and procedures in regard to selling products and services • Maximises sales opportunities according to store policies and procedures
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	<ul style="list-style-type: none"> • Applies industry codes of practice, relevant legislation and statutory requirements in regard to selling products and services • Evaluates personal sales performance to maximise future sales
Underpinning Knowledge and Attitudes	<p>Demonstrate knowledge of:</p> <ul style="list-style-type: none"> • Customer types and needs, including: <ul style="list-style-type: none"> ➢ Customer behaviour and cues ➢ Customer buying motives ➢ Demographics, lifestyle and income ➢ Individual and cultural differences ➢ Types of customer needs, such as: <ul style="list-style-type: none"> ➢ Functional ➢ Psychological • Relevant industry codes of practice, legislation and statutory requirements relating to the sale of products and services • Selling techniques, including: <ul style="list-style-type: none"> ➢ Add-ons and complementary sales ➢ Closing techniques ➢ Opening techniques ➢ Overcoming customer objections ➢ Recognizing buying signals ➢ Using strategies to focus customer on specific merchandise • Specific product knowledge for area or section • Store merchandise and service range • Store policies and procedures in regard to: <ul style="list-style-type: none"> ➢ Allocated duties and responsibilities ➢ Selling products and services and sales performance
Underpinning Skills	<p>Demonstrate skills in:</p> <ul style="list-style-type: none"> • Communication and interpersonal skills to: <ul style="list-style-type: none"> ➢ handle difficult customers • Verbal and non-verbal communication skills to: <ul style="list-style-type: none"> ➢ question, listen and observe ➢ overcome objections and close sale • Literacy and numeracy skills to: <ul style="list-style-type: none"> ➢ handle payments for goods ➢ read product information ➢ read store policies and procedures ➢ record information ➢ weigh and measure goods • Selling skills to use a range of selling techniques
Resources Implication	<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	Competence may be assessed through: <ul style="list-style-type: none"> • Interview/Written Test • Observation/Demonstration with Oral Questioning
Context of Assessment	Competence may be assessed in the work place or in a simulated work place setting.

Occupational Standard: Cooperative Marketing Level III	
Unit Title	Apply Economics of Cooperative
Unit Code	AGR CMT3 12 0118
Unit Descriptor	This unit covers the knowledge, skills and attitude required to Create awareness about basic economic concepts in cooperatives, Identify members transaction and Implement surplus appropriate of cooperative.

Element	Performance Criteria
1. Create awareness about basic economic concepts in cooperatives	<p>1.1. The meaning, role and concept of economics in cooperative are enlightened.</p> <p>1.2. Appropriate cooperative business economic issues of the cost/price, profit and benefit are identified and used in decisions of the work place.</p> <p>1.3. Information on investment decision making, customer value and demand curves are recognized</p> <p>1.4. Market changes and scope of economics of scale are identified for improved decision and benefits in the cooperatives</p>
2. Identify members transaction	<p>2.1. Meanings, requirements, contributions, role, liability, benefit and impacts of members are explained in the cooperative societies business transaction</p> <p>2.2. The appropriate ways of managing members participation in different cooperatives are worked with using different controlling and handling means for the services and products</p> <p>2.3. Motivation and certification are assisted in based information to members for better performance and governance concern</p>
3. Implement surplus appropriate	<p>3.1. The concepts of profit and surplus are described and differentiated in cooperative business context</p> <p>3.2. Information about members transaction with the cooperatives are gathered and identified for fair and proper work according to functions of cooperatives</p> <p>3.3. The status of cooperative is identified and appropriate division of cooperatives' surplus applied according to the appropriate cooperative laws</p> <p>3.4. The different appropriate methods/approaches of surplus appropriation are identified and used in the cooperative</p>

	<p>3.5. Different appropriate methods of loss appropriation are identified and used in the cooperative</p> <p>3.6. Appropriate methods of surplus and /or loss appropriation are implemented in the cooperative depending on the status of cooperative society</p>
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Variable	Range
Liability	May include, but not limited to: <ul style="list-style-type: none"> • Limited • Unlimited
Different controlling and handling means	May include, but not limited to: <ul style="list-style-type: none"> • Pass book • Ledger • Membership certificate • Share certificate • Receipts • Contract agreement • Cash payment • Notices • Documentation • Openness
Certification	May include, but not limited to: <ul style="list-style-type: none"> • Membership certificate • Share certificate
Members transaction	May include, but not limited to: <ul style="list-style-type: none"> • Participation • Purchase • Used Services • Goods and services • Collection • Producers/Processing
Functions of cooperatives	May include, but not limited to: <ul style="list-style-type: none"> • Production • Services rendering
Appropriate division of cooperatives' surplus	May include, but not limited to: <ul style="list-style-type: none"> • Dividend • Patronage • Reserve fund • Cooperative fund • Expansion fund • Training and miscellaneous expenses fund
Cooperative laws	May include, but not limited to: <ul style="list-style-type: none"> • Coop Proclamation • Coop Directives

	<ul style="list-style-type: none"> • By Law • Internal By Law
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Evidence Guide	
Critical Aspects of Competence	<p>A candidate must be able to demonstrate the ability to:</p> <ul style="list-style-type: none"> • Identify basics of economic of cooperatives • Identify strategy to manage the cooperative members performance • Select relevant and available practices of member's transaction management and surplus/loss appropriation. • Apply the appropriate surplus/loss appropriation according to the appropriate cooperatives law
Underpinning Knowledge and Attitudes	<p>Demonstrate knowledge of:</p> <ul style="list-style-type: none"> • The cooperative values, principles, concept and scope • Cooperative thoughts and theories • Internal and bylaws of the cooperative
Underpinning Skills	<p>Demonstrate skills to:</p> <ul style="list-style-type: none"> • Apply cooperative values/ethical values, principles, concept, bylaws of the cooperative, business plan, communication, bookkeeping, report writing, organizing procedures, basic marketing concepts
Resources Implication	<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"> • Interview/Written Test • Observation/Demonstration with Oral Questioning
Context of Assessment	<p>Competence may be assessed in the work place or in a simulated work place setting.</p>

Occupational Standard: Cooperative Marketing Level III	
Unit Title	Perform Financial Calculations
Unit Code	AGR CMT3 13 0118
Unit Descriptor	This unit describes the knowledge, skills in attitude required to use a range of common calculation methods and techniques for conducting routine financial calculations and transactions.

Element	Performance Criteria
1. Obtain data and resources for financial calculations	<p>1.1. Input data is obtained and verified as relevant for workplace calculations</p> <p>1.2. Outcomes of calculations are determined and confirmed from task specifications</p> <p>1.3. Relevant resources and equipment are acquired to perform the calculations effectively</p> <p>1.4. Simple spreadsheets are developed where necessary to perform calculations that may be repeated</p>
2. Select appropriate methods and carry out financial calculations	<p>2.1. Hand held calculators are primarily used for performing calculations with other equipment that may be required identified and obtained as necessary</p> <p>2.2. Calculations are performed to complete the work requirements using appropriate techniques</p> <p>2.3. Data used in calculations is re-checked against task specifications</p>
3. Check calculations and record outcomes	<p>3.1. Results are checked to ensure the calculations are accurate, meet the required outcomes with common computational errors recognized and corrected where required</p> <p>3.2. Calculation results are recorded to industry standards and enterprise requirements</p> <p>3.3. Calculation worksheets are stored or electronically filed for future use</p>

Variable	Range
Input data	<p>May include, but not limited to:</p> <ul style="list-style-type: none"> • Client records • Enterprise tables and associated documentation • Industry and government data and statistics such as: <ul style="list-style-type: none"> ➤ Tax tables ➤ Compound interest tables ➤ Loan calculators and Depreciation factors

Workplace calculations	<p>May include, but not limited to:</p> <ul style="list-style-type: none"> • Basic loan calculations • Compound interest • Credit interest • Goods and services tax calculations • Inflation effects • Mark up and break even • Simple interest and Straight-line depreciation
Resources and equipment	<p>Must include hand held calculators and may include, but not limited to:</p> <ul style="list-style-type: none"> • Computers • Financial services software • Spreadsheets • On-line special purpose calculators
Appropriate techniques	<p>May include, but not limited to:</p> <ul style="list-style-type: none"> • Division • Addition • Subtraction • Multiplication • Percentages • Fractions • Decimals and Straight-line graphs
Common computational errors	<p>May include, but not limited to:</p> <ul style="list-style-type: none"> • Input/transcription errors • Wrong spreadsheet function or formula used • Incorrect methodology • Wrong computational sign • Incorrect order of operations • Loss of constants • Incorrect positioning of decimal points and brackets in equations

Evidence Guide

Critical Aspects of Competence	<p>Assessment requires evidence that the candidate:</p> <ul style="list-style-type: none"> • Use sound written communication skills • Apply mathematical techniques and methods of calculation • Effectively use relevant data entry, office equipment and software • Check for accuracy of computational results • Record calculation worksheets used for future reference and use
Underpinning Knowledge and Attitudes	<p>Demonstrates knowledge of:</p> <ul style="list-style-type: none"> • Relevant financial services legislation and statutory requirements

	<ul style="list-style-type: none"> • Organisation policy on record keeping and filing
Underpinning Skills	<p>Demonstrates skills in:</p> <ul style="list-style-type: none"> • Ability to communicate effectively with co-workers and supervisors in order to clarify information • Basic numeracy skills • Data entry skills • IT skills for accessing and using appropriate software such as spreadsheets and databases and using internet information • Questioning/listening techniques • Time management skills • Written communication skills necessary to complete business documentation
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"> • Interview/Written Test • Observation/Demonstration with Oral Questioning
Context of Assessment	Competence may be assessed in the work place or in a simulated work place setting.

Occupational Standard: Cooperative Marketing Level III	
Unit Title	Provide Training on Basic Marketing
Unit Code	AGR CMT3 14 0118
Unit Descriptor	This unit covers the knowledge, skills and attitude required to create awareness and give training on basic marketing.

Element	Performance Criteria
1. Create awareness and give training on basic marketing system	<p>1.1. Target groups are identified</p> <p>1.2. Knowledge gap is assessed.</p> <p>1.3. A safe learning environment is confirmed</p> <p>1.4. Instruction and demonstration objectives are gathered and checked and assistance is sought if required</p> <p>1.5. Relevant learning resources and learning materials are accessed and reviewed for suitability and relevance and assistance sought to interpret the contextual application</p> <p>1.6. Access to necessary equipment or physical resources required for instruction and demonstration is organized</p> <p>1.7. Trainees are engaged in the selection of the delivery techniques to be used</p> <p>1.8. Learners are notified of details regarding the implementation of learning program and/or delivery plan</p> <p>1.9. Training is conducted</p>
2. Follow up the implementation of accounting system	<p>2.1. Recording is assisted based on guidelines.</p> <p>2.2. Proper accounting records are checked according to principles and guidelines.</p> <p>2.3. Advice is provided based on appropriate accounting records.</p> <p>2.4. Periodical accounting reports are checked based on work requirement/inspected</p>
3. Report on the conduct of the training	<p>3.1. Positive and negative features experienced in training conducted are reported to those responsible for the evaluation procedure.</p> <p>3.2. Any assessment decision disputed by the person(s) being trained is recorded and reported promptly to those responsible for the assessment procedure.</p>

	3.3. Suggestions for improving any aspect of the training process are made to appropriate personnel.
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Variable	Range
Target groups	May include, but not limited to: <ul style="list-style-type: none"> • Data clerk • Cashier • Accountant • Auditor • Members of the cooperative management body
Safe learning environment	May include, but not limited to: <ul style="list-style-type: none"> • Exit requirements • Personal protective equipment, if needed • Safe access • Use of equipment
Instruction and demonstration objectives	May relate to: <ul style="list-style-type: none"> • Competencies to be achieved • Generic and/or technical skills and may be: <ul style="list-style-type: none"> • Provided by the organisation • Developed by a colleague individual/group objectives • Learning outcomes
Learning resources	May be CDs and audio tapes: <ul style="list-style-type: none"> • Commercially available support materials for Training Packages/courses • Competency standards as a learning resource • Learning resources and learning materials developed under the Workplace Language and Literacy Program • Learning resources produced in languages other than English as appropriate to learner group and workplace manuals • Organisational learning resources • Record/log books • References and texts Training package noted support materials, such as: <ul style="list-style-type: none"> • Learner/user guides • Trainer/Facilitator guides • How to organise training guides • Example training programs • Specific case studies • Professional development materials • Assessment materials and Videos
Learning materials	May include, but not limited to: <ul style="list-style-type: none"> • Handouts for learners • Materials sourced from the workplace, e.g. Workplace documentation, operating procedures, specifications

	<ul style="list-style-type: none"> • Prepared activity sheets • Prepared case studies • Prepared presentations and overheads • Prepared research tasks • Prepared role-plays • Prepared scenarios, projects, assignments • Prepared task sheets • Prepared topic/unit/subject information sheets • Worksheets • Workbooks
Delivery techniques	<p>May include, but not limited to:</p> <ul style="list-style-type: none"> • Case studies • Coaching • Demonstrations • Discovery activities • Explanations • Group/pair work • Problem solving • Providing • Opportunities to practise skills • Question and answer
Details	<p>May include, but not limited to:</p> <ul style="list-style-type: none"> • Location • Outcomes of instruction/demonstration reason for instruction/demonstration • Who will be attending • Time of instruction/demonstration
Learning program	<p>May include, but not limited to:</p> <ul style="list-style-type: none"> • An overview of the content to be covered in each segment of the learning program • Assessment methods and tools to be used to collect evidence of competency, where assessment is required competencies or other criteria to be achieved • Delivery methods for each segment of the learning program • Identification of assessment points to measure learner progress • Learning resources, learning materials and activities for each chunk/segment of the learning program • Number and duration of training sessions/classes required and overall timelines • OHS issues to be addressed in delivery • Specific learning outcomes derived from the criteria for each chunk or segment of the learning program
OHS procedures	<p>May include, but not limited to:</p>

	<ul style="list-style-type: none"> • Emergency procedures • Hazards and their means of control • Incident reporting • Use of personal protective equipment • Safe working practices • Safety briefing • Site-specific safety rules
Tools and Equipment	Stationery, computer ,communication media, transportation, other consumable materials etc
Types and sources of information	May include, but not limited to: <ul style="list-style-type: none"> • Primary and secondary data • Members, books, manuals, journals, ledgers, previous audit report, medias and periodicals

Evidence Guide	
Critical Aspects of Competence	A candidate must be able to demonstrate the ability to: <ul style="list-style-type: none"> • Demonstrate techniques of training, • Identify the knowledge gap of trainee, • Identify proper accounting records.
Underpinning Knowledge and Attitudes	Demonstrate knowledge of: <ul style="list-style-type: none"> • Cooperative accounting and auditing • Economics • Cooperative inspection guideline • Cooperative bylaws • Cooperative financial management
Underpinning Skills	Demonstrate skill in: <ul style="list-style-type: none"> • Operating and using computer • Communicating effectively with client and staff • Management basic operations
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	Competence may be assessed through: <ul style="list-style-type: none"> • Interview/Written Test • Observation/Demonstration with Oral Questioning
Context of Assessment	Competence may be assessed in the work place or in a simulated work place setting.

Occupational Standard: Cooperative Marketing Level III	
Unit Title	Record Warehouse Operations
Unit Code	AGR CMT3 15 0118
Unit Descriptor	This unit involves the skills and knowledge required to record warehouse operations in accordance with workplace requirements.

Element	Performance Criteria
1 Identify record management databases and storage types	<p>1.1. Requirements for records operations are identified and defined.</p> <p>1.2. Types of record systems which might meet workplace requirements are identified and reviewed.</p> <p>1.3. Advantages and disadvantages of identified systems are evaluated and noted.</p> <p>1.4. Record management systems are selected in accordance with workplace requirements.</p> <p>1.5. Appropriate action is taken to establish the selected record system in accordance with workplace procedures and operational requirements.</p>
2 Store warehouse records	<p>2.1. Warehouse records are collected and consolidated in accordance with workplace procedures.</p> <p>2.2. Records are stored manually and/or electronically as required in accordance with system developers instructions and workplace procedures.</p> <p>2.3. Records are maintained in accordance with workplace procedures.</p>
3 Use record management systems to retrieve information	<p>3.1. Responses to requests for information are processed promptly.</p> <p>3.2. Required records are accessed and retrieved in accordance with workplace procedures.</p>

Variable	Range
Requirements	<p>May include, but not limited to:</p> <ul style="list-style-type: none"> • Security • Clean environment • Computer disks • Type of document • Confidentiality • Accessibility • Microfilm and Hard copies

Workplace	May comprise: <ul style="list-style-type: none"> • Large, medium or small worksites
Information	May include, but not limited to: <ul style="list-style-type: none"> • Goods identification numbers and codes • Manifests, picking slips, merchandise transfers, stock requisitions and bar codes • Codes of practice and regulations relevant to the identification, handling and stacking of goods • Ethiopian and international regulations and codes of practice for the handling, stacking and transport of dangerous goods and hazardous substances • Operations manuals, job specifications and induction documentation • Manufacturers specifications for equipment • Workplace procedures and policies • Supplier and/or client instructions • Dangerous goods declarations and material safety data sheets (where applicable) • Award, enterprise bargaining agreement, other industrial arrangements • Relevant Ethiopian standards and certification requirements • Quality assurance procedures • Emergency procedures
Workplace procedures	May include, but not limited to: <ul style="list-style-type: none"> • Company procedures • Enterprise procedures • Organizational procedures • Established procedures
Work	May be conducted: <ul style="list-style-type: none"> • In a range of work environments • By day or night • Restricted spaces • Exposed conditions • Controlled or open environments
Customers	May be internal or external
Record storage systems	May be micro-film and computer images
Hazards in the work area	May include, but not limited to: <ul style="list-style-type: none"> • Chemicals • Dangerous or hazardous substances • Movements of equipment, goods and materials • Oil or water on floor • A fire or explosion • Damaged packaging or pallets • Debris on floor

	<ul style="list-style-type: none"> • Faulty racking • Poorly stacked pallets • Faulty equipment
Communication in the work area	<p>May include, but not limited to:</p> <ul style="list-style-type: none"> • Phone • Electronic Data Interchange (EDI) • Fax • Email • Internet • RF systems • Oral, aural or signed communications
Personal protective equipment	<p>May include, but not limited to:</p> <ul style="list-style-type: none"> • Gloves • Safety headwear and footwear • Safety glasses • Two-way radios and High visibility clothing
Consultative processes	<p>May involve:</p> <ul style="list-style-type: none"> • Other employees and supervisors • Record system developers and suppliers • Customers and clients • Relevant authorities and institutions • Management and union representatives • Industrial relations and ohs specialists • Other maintenance, professional or technical staff
Applicable regulations and legislation	<p>May include</p> <ul style="list-style-type: none"> • Relevant codes and regulations for the packaging of goods • Ethiopian and international regulations and codes of practice for the handling and transport of dangerous goods and hazardous substances, including: <ul style="list-style-type: none"> ➤ Ethiopian and international dangerous goods codes ➤ Ethiopian and international explosives codes • Relevant ethiopian standards and certification requirements • License, patent or copyright arrangements • Water and road use and license arrangements • Export/import/quarantine/bond requirements • Relevant federal and/or regional states ohs and environmental protection legislation • Workplace relations regulations • Workers compensation regulations

Evidence Guide	
Critical Aspects of Competence	The evidence required to demonstrate competency in this unit must be relevant to:

	<ul style="list-style-type: none"> • Identify record management databases, storage types and technologies • Store warehouse records • Use record management system to retrieve information
Underpinning Knowledge and Attitudes	<p>Demonstrates knowledge of:</p> <ul style="list-style-type: none"> • Ethiopian codes and regulations relevant to the organization of warehouse records operations • Relevant OHS and environmental protection procedures and guidelines • Workplace procedures and policies for the organization of warehouse records operations • Focus of operation of record systems, equipment, management and site operating systems for the organization of warehouse records • Principles of operation and functions of warehouse records systems • Principles of operation, functions and applications of different types of records systems • Requirements for accessibility, security and confidentiality of records • Computer records and documentation requirements for the organization of warehouse records operations • Problems that may occur when organizing warehouse records operations and appropriate action that can be taken • Housekeeping standards procedures required in the workplace • Site layout
Underpinning Skills	<p>Demonstrates skills to:</p> <ul style="list-style-type: none"> • Communicate effectively with others when organizing warehouse records operations • Read and comprehend simple statements in English • Read and interpret instructions, procedures and labels relevant to the organization of warehouse records operations • Interpret and follow operational instructions and prioritize work • Complete documentation related to the organization of warehouse records operations • Work collaboratively with others when organizing warehouse records operations • Adapt appropriately to cultural differences in the workplace, including modes of behavior and interactions with others • Promptly report and/or rectify any identified problems, faults or malfunctions when organizing warehouse

	<p>records operations in accordance with regulatory requirements and workplace procedures</p> <ul style="list-style-type: none"> • Apply precautions and required action to minimize, control or eliminate hazards that may exist during work activities • Monitor work activities in terms of planned schedule • Modify activities depending on differing operational contingencies, risk situations and environments • Work systematically with required attention to detail without injury to self or others, or damage to goods or equipment • Select and use required personal protective equipment conforming to industry and OHS standards • Select and use relevant communications, computing and office equipment when organizing warehouse records operations
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	Competence may be assessed through: <ul style="list-style-type: none"> • Interview/Written Test • Observation/Demonstration with Oral Questioning
Context of Assessment	Competence may be assessed in the work place or in a simulated work place setting.

Occupational Standard: Cooperative Marketing Level III	
Unit Title	Maintain Cooperatives Business Resources
Unit Code	AGR CMT3 16 0118
Unit Descriptor	This unit covers the knowledge, attitude and skills required to acquire, administer and maintain cooperative business resources to complete a variety of tasks.

Element	Performance Criteria
1. Advise on resource requirements	<p>1.1. Resource shortages and possible impact on operations are identified</p> <p>1.2. Cooperative business resources are identified, estimated, and market survey are under taken in accordance with organizational requirements</p> <p>1.3. Clear, concise and relevant advice is given on the most economical and effective choice of equipment, materials and suppliers to achievement of organizational requirements</p>
2. Monitor equipment/ resource usage and maintenance	<p>2.1. Resource handling is established in accordance with organizational requirements</p> <p>2.2. Business technology is used to monitor and identify the effective use of equipment and resources</p> <p>2.3. Consultation with individuals and teams is used to facilitate effective decision making on the appropriate allocation of resources</p> <p>2.4. Relevant policies regarding resource use are identified and adhered to in the performance of operational tasks</p> <p>2.5. Resource usage is routinely monitored and compared with estimate requirements in budget plans</p>
3. Acquire resources	<p>3.1. Acquisition and storage of resources is done in accordance with organizational requirements</p> <p>3.2. Acquisition of resources is made cost effective and consistent with organizational timelines</p> <p>3.3. Resources are acquired within available timelines to meet identified requirements</p> <p>3.4. Cooperative resource acquisition processes are reviewed to identify improvements in future resource acquisitions</p>

Variable	Range
Cooperative business resources	May include, but not limited to: <ul style="list-style-type: none"> • Facilities

	<ul style="list-style-type: none"> • Software • Raw materials • Human resource • Stock and supplies
Organizational requirements	<p>May include, but not limited to:</p> <ul style="list-style-type: none"> • Quality assertion and/or procedures manuals • Legal and organizational principles and guidelines requirements • Business and performance plans • Security and confidentiality requirements • Line management and accountability channels • Access and equity principles and practice • Ethical standards • Occupational Health and Safety policies, procedures and programs • Continuous improvement processes and standards
Business technology	<p>May include, but not limited to:</p> <ul style="list-style-type: none"> • Computers • Computer applications • Modems • Personal schedules • Email • Internet/Extranet/Intranet • Photocopiers
Cooperative resource acquisition processes	<p>May include, but not limited to:</p> <ul style="list-style-type: none"> • Tendered processes • Non-tendered processes • Contracted supplier ordering • Internal approvals and Periodic forecasts

Evidence Guide

Critical Aspects of Competence	<p>Assessment requires that the candidate:</p> <ul style="list-style-type: none"> • Collect and record data on resource use • Observe resource use over define and operational timeframes • Prepare reports to advise on resource needs • Access resources to maintain operations in line with requirement outcomes • Undertake routine maintenance
Underpinning Knowledge and Attitudes	<p>Demonstrate knowledge of:</p> <ul style="list-style-type: none"> • Cooperative business resource acquisition Principles , plans and procedures • The functions of a range of business equipment • The organizational procedures for record keeping/filing systems, security and safe recording practices

	<ul style="list-style-type: none"> • Organization's business structure • Procedures for routine maintenance
Underpinning Skills	<p>Demonstrate skills to:</p> <ul style="list-style-type: none"> • Reading organization's principles , plans and procedures; • Writing simple instructions for a particular routine task proof reading and editing skills to ensure conformity to organizational requirements, check for accuracy and consistency of information • Diagnose faults and to monitor cooperative resource usage • Solving problem and determine appropriate fault repair actions • Numeracy skills to calculate resource/equipment expenditure • Technology skills including the ability to select and use technology appropriate to a task • Ability to relate to people from a range of social, cultural and ethnic backgrounds and physical and mental abilities
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"> • Interview/Written Test • Observation/Demonstration with Oral Questioning
Context of Assessment	Competence may be assessed in the work place or in a simulated work place setting.

Occupational Standard: Cooperative Marketing Level III	
Unit Title	Monitor Implementation of Work Plan/Activities
Unit Code	AGR CMT3 17 0118
Unit Descriptor	This unit covers competence required to oversee and monitor the quality of work operations within an enterprise. This unit may be carried out by team leaders or supervisors.

Element	Performance Criteria
1. Monitor and improve workplace operations	<p>1.1. Efficiency and service levels are monitored on an ongoing basis.</p> <p>1.2. Operations in the workplace have been supported overall enterprise goals and quality assurance initiatives.</p> <p>1.3. Quality problems and issues are promptly identified and adjustments made accordingly.</p> <p>1.4. Procedures and systems are changed in consultation with colleagues to improve efficiency and effectiveness.</p> <p>1.5. Colleagues are consulted about ways to improve efficiency and service levels.</p>
2. Plan and organise workflow	<p>2.1. Current workload of colleagues is accurately assessed.</p> <p>2.2. Work is scheduled in a manner which enhances efficiency and customer service quality.</p> <p>2.3. Work is delegated to appropriate people in accordance with principles of delegation.</p> <p>2.4. Workflow is assessed against agreed objectives and timelines and colleagues are assisted in prioritisation of workload.</p> <p>2.5. Input regarding staffing needs is provided to appropriate management.</p>
3. Maintain workplace records	<p>3.1. Workplace records are accurately completed and submitted within required timeframes.</p> <p>3.2. Where appropriate, completion of records is delegated and monitored prior to submission.</p>
4. Solve problems and make decisions	<p>4.1. Workplace problems are promptly identified and considered from an operational and customer service perspective.</p> <p>4.2. Short term action is initiated to resolve the immediate problem where appropriate.</p> <p>4.3. Problems are analysed for any long term impact and potential solutions assessed and actioned in consultation with relevant colleagues.</p>

	<p>4.4. Where problem is raised by a team member, they are encouraged to participate in solving the problem.</p> <p>4.5. Follow up action is taken to monitor the effectiveness of solutions in the workplace.</p>
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Variables	Range
Problems	<p>May include, but not limited to:</p> <ul style="list-style-type: none"> • Difficult customer service situations • Equipment breakdown/technical failure • Delays and time difficulties • Competence
Workplace records	<p>May include, but is not limited to:</p> <ul style="list-style-type: none"> • Staff records and regular performance reports

Evidence Guide	
Critical Aspects of Competence	<p>Demonstrates skills and knowledge in:</p> <ul style="list-style-type: none"> • Ability to effectively monitor and respond to a range of common operational and service issues in the workplace • The role of staff involved in workplace monitoring • Quality assurance, principles of workflow planning, delegation and problem solving
Underpinning Knowledge and Attitude	<p>Demonstrate knowledge of:</p> <ul style="list-style-type: none"> • Roles and responsibilities in monitoring work operations • Overview of leadership and management responsibilities • Principles of work planning and principles of delegation • Typical work organization methods appropriate to the sector • Quality assurance principles and time management • Problem solving and decision making processes • Industrial and/or legislative issues which affect short term work organization as appropriate to industry sector
Underpinning Skills	<p>Demonstrate skills to:</p> <ul style="list-style-type: none"> • Monitor and improve workplace operations • Plan and organize workflow • Maintain workplace records
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"> • Interview/Written Test • Observation/Demonstration with Oral Questioning
Context of Assessment	<p>Competence may be assessed in the work place or in a simulated work place setting.</p>

Occupational Standard: Cooperative Marketing Level III	
Unit Title	Apply Quality Control
Unit Code	AGR CMT3 18 0118
Unit Descriptor	This unit covers the knowledge, attitudes and skills required in applying quality control in the workplace.

Element	Performance Criteria
1. Implement quality standards	<p>1.1. Agreed quality standard and procedures are acquired and confirmed.</p> <p>1.2. Standard procedures are introduced to organizational staff/personnel.</p> <p>1.3. Quality standard and procedures documents are provided to employees in accordance with the organization policy.</p> <p>1.4. Standard procedures are revised / updated when necessary.</p>
2. Assess quality of service delivered	<p>2.1. Services delivered are quality checked against organization quality standards and specifications.</p> <p>2.2. Service delivered are evaluated using the appropriate evaluation quality parameters and in accordance with organization standards.</p> <p>2.3. Causes of any identified faults are identified and corrective actions taken in accordance with organization 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.</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 organization procedures.</p> <p>4.2. Suitable preventive action is recommended based on organization quality standards and identified causes of deviation from specified quality standards of final service or output.</p>
5. Complete documentation	<p>5.1. Information on quality and other indicators of service performance is recorded.</p> <p>5.2. All service processes and outcomes are recorded.</p>

Variable	Range
Quality check	May include, but not limited to:

	<ul style="list-style-type: none"> • Check against design/specifications • Visual and Physical inspection
Quality standards	<p>May include, but not limited to:</p> <ul style="list-style-type: none"> • Materials • Components • Process and Procedures
Quality parameters	<p>May include, but not limited to:</p> <ul style="list-style-type: none"> • Standard Design / Specifications • Material Specification

Evidence Guide

Critical Aspects of Competence	<p>Demonstrates skills and knowledge to:</p> <ul style="list-style-type: none"> • Check completed work continuously against organization standard • Identify and isolate faulty or poor service • Check service delivered against organization standards • Identify and apply corrective actions on the causes of identified faults or error • Record basic information regarding quality performance • Investigate causes of deviations of services against standard • Recommend suitable preventive actions
Underpinning Knowledge and Attitude	<p>Demonstrates knowledge of:</p> <ul style="list-style-type: none"> • Relevant quality standards, policies and procedures • Characteristics of services • Safety environment aspects of service processes • Evaluation techniques and quality checking procedures • Workplace procedures and reporting procedures
Underpinning Skills	<p>Demonstrates skills to:</p> <ul style="list-style-type: none"> • Interpret work instructions, specifications and standards appropriate to the required work or service • Carry out relevant performance evaluation • Maintain accurate work records • Meet work specifications and requirements • Communicate effectively within defined workplace procedures
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"> • Interview/Written Test • Observation/Demonstration with Oral Questioning
Context of Assessment	<p>Competence may be assessed in the work place or in a simulated work place setting.</p>

Occupational Standard: Cooperative Marketing Level III	
Unit Title	Lead Workplace Communication
Unit Code	AGR CMT3 19 0118
Unit Descriptor	This unit covers the knowledge, attitudes and skills needed to lead in the dissemination and discussion of information and issues in the workplace.

Element	Performance Criteria
1. Communicate information about workplace processes	1.1. Appropriate communication method is selected. 1.2. Multiple operations involving several topics areas are communicated accordingly. 1.3. Questions are used to gain extra information. 1.4. Correct sources of information are identified. 1.5. Information is selected and organized correctly. 1.6. Verbal and written reporting is undertaken when required. 1.7. Communication skills are maintained in all situations.
2. Lead workplace discussion	2.1. Response to workplace issues is sought. 2.2. Response to workplace issues are provided immediately. 2.3. Constructive contributions are made to workplace discussions on such issues as production, quality and safety. 2.4. Goals/objectives and action plan undertaken in the workplace are communicated.
3. Identify and communicate issues arising in the workplace	3.1. Issues and problems are identified as they arise. 3.2. Information regarding problems and issues are organized coherently to ensure clear and effective communication. 3.3. Dialogue is initiated with appropriate staff/personnel. 3.4. Communication problems and issues are raised as they arise.

Variable	Range
Methods of communication	May include, but not limited to: <ul style="list-style-type: none"> • Non-verbal gestures • Verbal • Face to face • Two-way radio • Speaking to groups

	<ul style="list-style-type: none"> • Using telephone • Written • Using Internet • Cell phone
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Evidence Guide	
Critical Aspects of Competence	Demonstrates skills and knowledge to: <ul style="list-style-type: none"> • Deal with a range of communication/information at one time • Make constructive contributions in workplace issues • Seek workplace issues effectively • Respond to workplace issues promptly • Present information clearly and effectively written form • Use appropriate sources of information • Ask appropriate questions • Provide accurate information
Underpinning Knowledge and Attitude	Demonstrates knowledge of: <ul style="list-style-type: none"> • Organization requirements for written and electronic communication methods • Effective verbal communication methods
Underpinning Skills	Demonstrates skills to: <ul style="list-style-type: none"> • Organize information • Understand and convey intended meaning • Participate in variety of workplace discussions • Comply with organization requirements for the use of written and electronic communication methods
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	Competence may be assessed through: <ul style="list-style-type: none"> • Interview/Written Test • Observation / Demonstration with Oral Questioning
Context of Assessment	Competence may be assessed in the work place or in a simulated work place setting.

Occupational Standard: Cooperative Marketing Level III	
Unit Title	Lead Small Teams
Unit Code	AGR CMT3 20 0118
Unit Descriptor	This unit covers the skills, knowledge and attitudes required to determine individual and team development needs and facilitate the development of the work group.

Element	Performance Criteria
1. Provide team leadership	<p>1.1. Learning and development needs are systematically identified and implemented in line with organizational requirements.</p> <p>1.2. Learning plan is collaboratively developed and implemented to meet individual and group training and developmental needs.</p> <p>1.3. Individuals are encouraged to self-evaluate performance and areas identified for improvement.</p> <p>1.4. Feedback on performance of team members is collected from relevant sources and compared with established team learning process.</p>
2. Foster individual and organizational growth	<p>2.1. Learning and development program goals and objectives are identified to match the specific knowledge and skills requirements of competence standards.</p> <p>2.2. Learning delivery methods are made appropriate to the learning goals, the learning style of participants and availability of equipment and resources.</p> <p>2.3. Workplace learning opportunities and coaching/mentoring assistance are provided to facilitate individual and team achievement of competencies.</p> <p>2.4. Resources and timelines required for learning activities are identified and approved in accordance with organizational requirements.</p>
3. Monitor and evaluate workplace learning	<p>3.1. Feedback from individuals or teams is used to identify and implement improvements in future learning arrangements.</p> <p>3.2. Outcomes and performance of individuals/teams are assessed and recorded to determine the effectiveness of development programs and the extent of additional support.</p> <p>3.3. Modifications to learning plans are negotiated to improve the efficiency and effectiveness of learning.</p> <p>3.4. Records and reports of competence are maintained within organizational requirement.</p>

4. Develop team commitment and cooperation	<p>4.1. Open communication processes are used by team to obtain and share information.</p> <p>4.2. Decisions are reached by the team in accordance with its agreed roles and responsibilities.</p> <p>4.3. Mutual concern and camaraderie are developed in the team.</p>
5. Facilitate accomplishment of organizational goals	<p>5.1. Team members are made actively participatory in team activities and communication processes.</p> <p>5.2. Individual and joint responsibility has been developed teams members for their actions.</p> <p>5.3. Collaborative efforts are sustained to attain organizational goals.</p>

Variable	Range
Learning and development needs	<p>May include, but not limited to:</p> <ul style="list-style-type: none"> • Coaching, mentoring and/or supervision • Formal/informal learning program • Internal/external training provision • Work experience/exchange/opportunities • Personal study • Career planning/development • Performance appraisals • Workplace skills assessment & Recognition of prior learning
Organizational requirements	<p>May include, but not limited to:</p> <ul style="list-style-type: none"> • Quality assurance and/or procedures manuals • Goals, objectives, plans, systems and processes • Legal and organizational policy/guidelines and requirements • Safety policies, procedures and programs • Confidentiality and security requirements • Business and performance plans • Ethical standards • Quality and continuous improvement processes and standards
Feedback on performance	<p>May include, but not limited to:</p> <ul style="list-style-type: none"> • Formal/informal performance appraisals • Obtaining feedback from supervisors and colleagues • Obtaining feedback from clients • Personal and reflective behavior strategies • Routine and organizational methods for monitoring service delivery
Learning delivery	<p>May include, but not limited to:</p>

methods	<ul style="list-style-type: none"> • On the job coaching or mentoring • Problem solving • Presentation/demonstration • Formal course participation • Work experience and Involvement in professional networks • Conference/seminar attendance and induction
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Evidence Guide	
Critical Aspects of Competence	<p>Demonstrates skills and knowledge to:</p> <ul style="list-style-type: none"> • Identify and implement learning opportunities for others • Give and receive feedback constructively • Facilitate participation of individuals in the work of the team • Negotiate learning plans to improve the effectiveness of learning • Prepare learning plans to match skill needs • Access and designate learning opportunities
Underpinning Knowledge and Attitude and Attitude	<p>Demonstrates knowledge of:</p> <ul style="list-style-type: none"> • Coaching and mentoring principles • How to work effectively with team members who have diverse work styles, aspirations, cultures and perspective • How to facilitate team development and improvement • Methods and techniques for eliciting and interpreting feedback • Methods for identifying and prioritizing personal development opportunities and options • Career paths and competence standards in the industry
Underpinning Skills	<p>Demonstrates skills to:</p> <ul style="list-style-type: none"> • Read and understand a variety of texts, prepare general information and documents according to target audience; spell with accuracy; use grammar and punctuation effective relationships and conflict management • Receive feedback and report, maintain effective relationships and conflict management • Organize required resources and equipment to meet learning needs • Provide support to colleagues • Organize information; assess information for relevance and accuracy; identify and elaborate on learning outcomes • Facilitation skills to conduct small group training sessions • Relate to people from a range of social, cultural, physical and mental backgrounds

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

Occupational Standard: Cooperative Marketing Level III	
Unit Title	Improve Business Practice
Unit Code	AGR CMT3 21 0118
Unit Descriptor	This unit covers the knowledge, skills and attitudes required in promoting, improving and growing business operations.

Element	Performance Criteria
1. Diagnose the business	<p>1.1. Sources data is identified; data required for diagnosis is determined and acquired based on the business diagnosis toolkit.</p> <p>1.2. Value chain analysis is conducted.</p> <p>1.3. SWOT analysis of the data is undertaken.</p> <p>1.4. Competitive advantage of the business is determined from the data.</p>
2. Benchmark the business	<p>2.1. Product or service to be benchmarked is identified and selected.</p> <p>2.2. Sources of relevant benchmarking data are identified.</p> <p>2.3. Key indicators are selected for benchmarking in consultation with key stakeholders.</p> <p>2.4. Key indicators of own practice are compared with benchmark indicators.</p> <p>2.5. Areas of improvements are identified.</p>
3. Develop plans to improve business performance	<p>3.1. A consolidated list of required improvements is developed.</p> <p>3.2. Cost-benefit analysis is determined for required improvements.</p> <p>3.3. Work flow changes resulting from proposed improvements are determined.</p> <p>3.4. Proposed improvements are ranked according to agreed criteria.</p> <p>3.5. An action plan is developed and agreed to implement the top ranked improvements.</p> <p>3.6. Organizational structures are checked to ensure they are suitable.</p>
4. Develop marketing plans	<p>4.1. The practice vision statement is reviewed.</p> <p>4.2. Practice objectives are developed/ reviewed.</p> <p>4.3. Market research is conducted and result is obtained.</p> <p>4.4. Target markets are identified/ refined.</p>

	<p>4.5. Market position is developed/ reviewed.</p> <p>4.6. Practice brand is developed.</p> <p>4.7. Benefits of products or services are identified.</p> <p>4.8. Promotion tools are selected and developed.</p>
5. Develop business growth plans	<p>5.1. Plans are developed to increase profitability</p> <p>5.2. Proposed plans are ranked according to agreed criteria.</p> <p>5.3. An action plan is developed and agreed to implement the top ranked plans.</p> <p>5.4. Business work practices are reviewed to ensure they support growth plans.</p>
6. Implement and monitor plans	<p>6.1. Implementation plan is developed in consultation with all relevant stakeholders.</p> <p>6.2. Success indicators of the plan are agreed.</p> <p>6.3. Implementation is monitored against agreed indicators.</p> <p>6.4. Implementation is adjusted as required.</p>

Variable	Range
Data sources	May include primary data and secondary sources
Data required	<p>May include, but not limited to:</p> <ul style="list-style-type: none"> • Organization capability • Appropriate business structure • Level of client service which can be provided • Internal policies, procedures and practices • Staff levels, capabilities and structure • Market and market definition • Market changes/market segmentation • Market consolidation/fragmentation • Revenue • Level of commercial activity • Expected revenue levels, short and long term • Revenue growth rate • Break even data • Pricing policy • Revenue assumptions • Business environment • Economic conditions • Social factors • Demographic factors • Technological impacts • Political/legislative/regulative impacts • Competitors, competitor pricing and response to pricing

	<ul style="list-style-type: none"> • Competitor marketing/branding and products
SWOT analysis	<p>May include, but not limited to:</p> <ul style="list-style-type: none"> • Internal strengths such as staff capability, recognized quality • Internal weaknesses such as poor morale, under-capitalization, poor technology • External opportunities such as changing market and economic conditions • External threats such as industry fee structures, strategic alliances, competitor marketing
Competitive advantage	<p>May include, but not limited to:</p> <ul style="list-style-type: none"> • Quality • Pricing • Cost • Location • Technology • Delivery • Timeframe • Promotion • Niche marketing • Support from government
Key indicators	<p>May include, but not limited to:</p> <ul style="list-style-type: none"> • Staffing • Cost and expenses • Personnel productivity (particularly of principals) • Goodwill • Profitability • Price structure • Customers base • Productivity • Quality • System
Organizational structures	<p>May include, but not limited to:</p> <ul style="list-style-type: none"> • Lines of authority and reporting relationship
Objectives	<p>May include, but not limited to:</p> <ul style="list-style-type: none"> • Market share growth • Revenue growth • Profitability • Productivity • Innovation
Market position	<p>May include, but not limited to:</p> <ul style="list-style-type: none"> • The goods or service provided • Product mix • The core product - what is bought • The tangible product - what is perceived

	<ul style="list-style-type: none"> • The augmented product - total package of consumer • Features/benefits • Product differentiation from competitive products • New/changed products • Price and pricing strategies (cost plus, supply/demand, ability to pay, etc.) • Pricing objectives (profit, market penetration, etc.) • Cost components • Market position • Distribution strategies • Marketing channels • Promotion • Target audience • Communication
Practice brand	<p>May include, but not limited to:</p> <ul style="list-style-type: none"> • Practice image • Practice logo/letterhead/signage • Phone answering protocol • Facility decor • Slogans • Templates for communication/invoicing • Style guide • Writing style • AIDA (Attention, Interest, Desire and Action)
Benefits	<p>May include, but not limited to:</p> <ul style="list-style-type: none"> • Features as perceived by the client • Benefits as perceived by the client
Promotion tools	<p>May include, but not limited to:</p> <ul style="list-style-type: none"> • Networking and referrals • Seminars • Sales promotion • Advertising • Personal selling • Press releases • Publicity and sponsorship • Brochures • Newsletters (print and/or electronic) • Websites • Direct mail • Telemarketing/cold calling
Ranking	<p>May include, but not limited to:</p> <ul style="list-style-type: none"> • Importance • Urgency • Technology • Resource availability

Relevant stockholders	<p>May include, but not limited to:</p> <ul style="list-style-type: none"> • Micro and Small Enterprises development • Non-Government Organizations (NGOs) • Finance institutions • Capital goods leasing enterprise
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Evidence Guide	
Critical Aspects of Competence	<p>Demonstrates skills and knowledge of:</p> <ul style="list-style-type: none"> • Identifying the key indicators of business performance • Identifying the key market data for the business • A wide range of available information sources • Acquiring information not readily available within a business • Analyzing data and determine areas of improvement • Negotiating required improvements to ensure implementation • Evaluating systems against practice requirements • Forming recommendations and/or make recommendations • Assessing the accuracy and relevance of information
Underpinning Knowledge and Attitude	<p>Demonstrates knowledge of:</p> <ul style="list-style-type: none"> • Data gathering and analysis • Value chain analysis • SWOT analysis • Competitive advantage • Cost benefit analysis • Target market • Marketing principles • Organizational structure • Marketing mix • Promotion mix • Market position • Branding <p>Profitability demonstrates knowledge of:</p> <ul style="list-style-type: none"> • Data gathering and analysis • Value chain analysis • SWOT analysis • Competitive advantage • Cost benefit analysis • Target market • Marketing principles • Organizational structure • Marketing mix • Promotion mix • Market position

	<ul style="list-style-type: none"> • Branding • Profitability
Underpinning Skills	<p>Demonstrates skill in:</p> <ul style="list-style-type: none"> • Benchmarking skills • Communication skills • Computers skills to manipulate data and present information • Negotiation skills • Preparing action plan • Conducting market research • Identifying target market • Identifying suitable marketing mix • Preparing promotional tools • Problem solving • Planning skills • Monitoring and evaluation • Ability to acquire and interpret relevant data • Use of market intelligence • Development and implementation strategies of promotion and growth plans • Ability to acquire and interpret required data, current practice systems and structures and sources of relevant benchmarking data • Applying methods of selecting relevant key benchmarking indicators • Communication skills • Working and consulting with others when developing plans for the business • Negotiation skills • Using computers to manipulate, present and distribute information
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"> • Interview/Written Test • Observation/Demonstration with Oral Questioning
Context of Assessment	Competence may be assessed in the work place or in a simulated work place setting.

Occupational Standard: Cooperative Marketing Level III	
Unit Title	Prevent and Eliminate MUDA
Unit Code	AGR CMT3 22 0118
Unit Descriptor	This unit of competence covers the knowledge, skills and attitude required by a worker to prevent and eliminate MUDA/wastes in his/her their workplace. It covers responsibility for the day-to-day operation of the work and ensures Kaizen Element are continuously improved and institutionalized.

Element	Performance Criteria
1. Prepare for work.	<p>1.1. Work instructions are used to determine job requirements, including method, material and equipment.</p> <p>1.2. Job specifications are read and interpreted following working manual.</p> <p>1.3. OHS requirements, including dust and fume collection, breathing apparatus and eye and ear personal protection needs are observed throughout the work.</p> <p>1.4. Appropriate material is selected for work.</p> <p>1.5. Safety equipment and tools are identified and checked for safe and effective operation.</p>
2. Identify MUDA.	<p>2.1. Plan of MUDA identification is prepared and implemented.</p> <p>2.2. Causes and effects of MUDA are discussed.</p> <p>2.3. Tools and techniques are used to draw and analyze current situation of the work place.</p> <p>2.4. Wastes/MUDA are identified and measured based on relevant procedures.</p> <p>2.5. Identified and measured wastes are reported to relevant personnel.</p>
3. Eliminate wastes/MUDA.	<p>3. 1. Plan of MUDA elimination is prepared and implemented.</p> <p>3. 2. Necessary attitude and the ten basic principles for improvement are adopted to eliminate waste/MUDA.</p> <p>3. 3. Tools and techniques are used to eliminate wastes/MUDA based on the procedures and OHS.</p> <p>3. 4. Wastes/MUDA are reduced and eliminated in accordance with OHS and organizational requirements.</p> <p>3. 5. Improvements gained by elimination of waste/MUDA are reported to relevant bodies.</p>
4. Prevent occurrence of wastes/MUDA.	<p>4.1. Plan of MUDA prevention is prepared and implemented.</p>

	<p>4.2. Standards required for machines, operations, defining normal and abnormal conditions, clerical procedures and procurement are discussed and prepared.</p> <p>4.3. Occurrences of wastes/MUDA are prevented by using visual and auditory control methods.</p> <p>4.4. Waste-free workplace is created using 5W and 1H sheet.</p> <p>4.5. The completion of required operation is done in accordance with standard procedures and practices.</p> <p>4.6. The updating of standard procedures and practices is facilitated.</p> <p>4.7. The capability of the work team that aligns with the requirements of the procedure is ensured.</p>
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Variable	Range
OHS requirements	<p>May include, but not limited to:</p> <ul style="list-style-type: none"> • Are to be in accordance with 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 firefighting equipment, enterprise first aid, hazard control and hazardous materials and substances. • Personal protective equipment is to include that prescribed under legislation/regulations/codes of practice and workplace policies and practices. • Safe operating procedures are to include, but are not limited to the conduct of operational risk assessment and treatments associated with workplace organization. • 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.
Safety equipment and tools	<p>May include, but not limited to:</p> <ul style="list-style-type: none"> • Dust masks/goggles • Glove • Working cloth • First aid and safety shoes
Tools and techniques	<p>May include, but not limited to:</p> <ul style="list-style-type: none"> • Plant Layout • Process flow • Other Analysis tools • Do time study by work element • Measure Travel distance • Take a photo of workplace

	<ul style="list-style-type: none"> • Measure Total steps • Make list of items/products, who produces them and who uses them & those in warehouses, storages etc. • Focal points to Check and find out existing problems • 5S • Layout improvement • Brainstorming • Andon • U-line • In-lining • Unification • Multi-process handling & Multi-skilled operators • A.B. control (Two point control) • Cell production line • TPM (Total Productive Maintenance)
Relevant procedures	<p>May include, but not limited to:</p> <ul style="list-style-type: none"> • Make waste visible • Be conscious of the waste • Be accountable for the waste and Measure the waste.
The ten basic principles for improvement	<p>May include, but not limited to:</p> <ul style="list-style-type: none"> • Throw out all of your fixed ideas about how to do things. • Think of how the new method will work- not how it won. • Don't accept excuses. Totally deny the status quo. • Don't seek perfection. A 50 percent implementation rate is fine as long as it's done on the spot. • Correct mistakes the moment they are found. • Don't spend a lot of money on improvements. • Problems give you a chance to use your brain. • Ask "why?" At least five times until you find the ultimate cause. • Ten people's ideas are better than one person's. • Improvement knows no limits.
Visual and auditory control methods	<p>May include, but not limited to:</p> <ul style="list-style-type: none"> • Red Tagging • Sign boards • Outlining • Andons • Kanban, etc.
5W and 1H	<p>May include, but not limited to:</p> <ul style="list-style-type: none"> • Who • What • Where • When • Why and How

Evidence Guide	
Critical Aspects of Competence	<p>Demonstrates skills and knowledge to:</p> <ul style="list-style-type: none"> • Discuss why wastes occur in the workplace • Discuss causes and effects of wastes/MUDA in the workplace • Analyze the current situation of the workplace by using appropriate tools and techniques • Identify, measure, eliminate and prevent occurrence of wastes by using appropriate tools and techniques • Use 5W and 1H sheet to prevent
Underpinning Knowledge and Attitude	<p>Demonstrates knowledge of:</p> <ul style="list-style-type: none"> • Targets of customers and manufacturer/service provider • Traditional and kaizen thinking of price setting • Kaizen thinking in relation to targets of manufacturer/service provider and customer • value • The three categories of operations • the 3“MU” • waste/MUDA • wastes occur in the workplace • The 7 types of MUDA • The Benefits of identifying and eliminating waste • Causes and effects of 7 MUDA • Procedures to identify MUDA • Necessary attitude and the ten basic principles for improvement • Procedures to eliminate MUDA • Prevention of wastes • Methods of waste prevention • Definition and purpose of standardization • Standards required for machines, operations, defining normal and abnormal conditions, clerical procedures and procurement • Methods of visual and auditory control • TPM concept and its pillars. • Relevant OHS and environment requirements • Plan and report • Method of communication
Underpinning Skills	<p>Demonstrates skills to:</p> <ul style="list-style-type: none"> • Draw & analyze current situation of the work place • Use measurement apparatus (stop watch, tape, etc.) • Calculate volume and area • Use and follow checklists to identify, measure and eliminate wastes/MUDA • Identify and measure wastes/MUDA in accordance with

	<p>OHS and procedures</p> <ul style="list-style-type: none"> • Use tools and techniques to eliminate wastes/MUDA in accordance with OHS procedure • Apply 5W and 1H sheet • Update and use standard procedures for completion of required operation • Work with others • Read and interpret documents • Observe situations • Solve problems • Communicate • Gather evidence by using different means • Report activities and results using report formats
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	Competence may be assessed through: <ul style="list-style-type: none"> • Interview/Written Test • Observation/Demonstration with Oral Questioning
Context of Assessment	Competence may be assessed in the work place or in a simulated work place setting.

Sector: Agriculture

Sub Sector: Agricultural Cooperative



