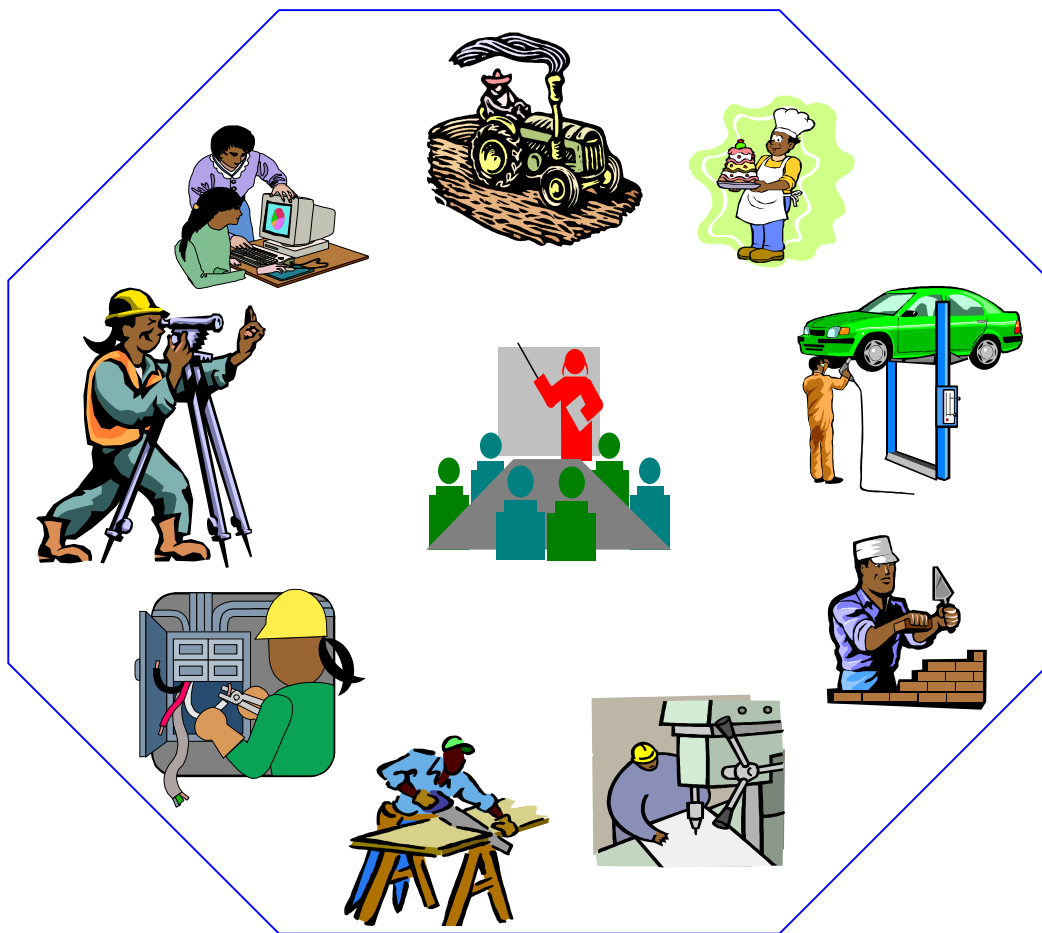




Federal Democratic Republic of Ethiopia  
OCCUPATIONAL STANDARD

**LEGAL SERVICES  
OPERATION  
NTQF Level IV**



*Ministry of Education  
August 2012*

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

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

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

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

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

The ensuing sections of this EOS document comprise a description of the respective 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 Unit of Titles
- contents of each Unit of Competence (competence standard)
- occupational map providing the Technical and Vocational Education and Training (TVET) providers with information and important requirements to consider when designing training programs for this standards, and for the individual, a career path

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## UNIT OF COMPETENCE CHART

**Occupational Standard: Legal Services Operation**

**Occupational Code: EIS LSO**

**NTQF Level III**

<p><a href="#">EIS LSO3 01 0812</a> Develop Keyboarding Speed and Accuracy</p>	<p><a href="#">EIS LSO3 02 0812</a> Contribute to Implementing Emergency Prevention Activities and Response Procedures</p>	<p><a href="#">EIS LSO3 03 0812</a> Apply Knowledge of the Legal System to Complete Tasks</p>
<p><a href="#">EIS LSO3 04 0812</a> Carry out Search of the Public Record</p>	<p><a href="#">EIS LSO3 05 0812</a> Deliver Court Documentation</p>	<p><a href="#">EIS LSO3 06 0812</a> Apply the Principles of Confidentiality and Security within the Legal Environment</p>
<p><a href="#">EIS LSO3 07 0812</a> Use Legal Terminology in Order to Carry Out Tasks</p>	<p><a href="#">EIS LSO3 08 0812</a> Maintain Records or Time and Disbursements in a Legal Practice</p>	<p><a href="#">EIS LSO3 09 0812</a> Organize Schedules</p>
<p><a href="#">EIS LSO3 10 0812</a> Produce Spreadsheets</p>	<p><a href="#">EIS LSO3 11 0812</a> Design and Produce Text Documents</p>	<p><a href="#">EIS LSO3 12 0812</a> Write Simple Documents</p>
<p><a href="#">EIS LSO3 13 0812</a> Deliver and Monitor Service to Customers</p>	<p><a href="#">EIS LSO3 14 0812</a> Monitor Implementation of Work plan /Activities</p>	<p><a href="#">EIS LSO3 15 0812</a> Apply Quality Control</p>
<p><a href="#">EIS LSO3 16 0812</a> Lead Workplace Communication</p>	<p><a href="#">EIS LSO3 17 0812</a> Lead Small Teams</p>	<p><a href="#">EIS LSO3 18 0812</a> Improve Business Practice</p>
<p><a href="#">EIS LSO3 19 1012</a> Prevent and Eliminate MUDA</p>		

**NTQF Level IV**

<p><b><u>EIS LSO4 01 0812</u></b> Implement Effective Communication Strategies</p>	<p><b><u>EIS LSO4 02 0812</u></b> Conduct Work within a Compliance Framework</p>	<p><b><u>EIS LSO4 03 0812</u></b> Identify and Apply the Legal Framework</p>
<p><b><u>EIS LSO4 04 0812</u></b> Establish and Maintain a File in Legal Services</p>	<p><b><u>EIS LSO4 05 0812</u></b> Produce Legal Documents</p>	<p><b><u>EIS LSO4 06 0812</u></b> Apply the Principles of Contract Law</p>
<p><b><u>EIS LSO4 07 0812</u></b> Apply the Principles of the Law of Torts</p>	<p><b><u>EIS LSO4 08 0812</u></b> Research Legal Information Using Primary Sources</p>	<p><b><u>EIS LSO4 09 0812</u></b> Apply the Principles of Evidence Law</p>
<p><b><u>EIS LSO4 10 0812</u></b> Provide Advocacy and Representation</p>	<p><b><u>EIS LSO4 11 0812</u></b> Attend Pretrial Negotiations</p>	<p><b><u>EIS LSO4 12 0812</u></b> Apply Civil and Criminal Procedure</p>
<p><b><u>EIS LSO4 13 0812</u></b> Apply Legal Principles in Criminal Law Matters</p>	<p><b><u>EIS LSO4 14 0812</u></b> Plan and Organize Work</p>	<p><b><u>EIS LSO4 15 0812</u></b> Migrate to New Technology</p>
<p><b><u>EIS LSO4 16 0812</u></b> Establish Quality Standards</p>	<p><b><u>EIS LSO4 17 0812</u></b> Develop Individuals and Team</p>	<p><b><u>EIS LSO4 18 0812</u></b> Utilize Specialized Communication Skills</p>
<p><b><u>EIS LSO4 19 0812</u></b> Manage and Maintain Small/Medium Business Operations</p>	<p><b><u>EIS LSO4 20 1012</u></b> Apply Problem Solving Techniques and Tools</p>	

## NQTF Level III

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Occupational Standard: Legal Services Operation Level III	
Unit Title	Develop Keyboarding Speed and Accuracy
Unit Code	<a href="#">EIS LSO3 01 0812</a>
Unit Descriptor	This unit describes the performance outcomes, skills and knowledge required to develop keyboard skills with speed and accuracy using touch typing techniques.

Elements	Performance Criteria
1. Use safe work practices	<p>1.1 Workspace, furniture and equipment are adjusted to suit <b>ergonomic requirements</b> of the user</p> <p>1.2 <b>Work organization</b> meets organizational and occupational health and safety (OHS) requirements is ensured for computer operation</p>
2. Identify and develop keyboard skills	<p>2.1 Keyboard functions are identified and applied for both alpha or numeric keyboard functions</p> <p>2.2 <b>Touch typing technique</b> are applied to complete tasks</p> <p>2.3 <b>Speed and accuracy</b> are developed in accordance with workplace requirements for level of responsibility</p>
3. Check accuracy	<p>3.1 Document is proofread carefully to identify errors</p> <p>3.2 Document is amended, ensure errors are corrected and a final accuracy check is completed</p>

Variable	Range
Ergonomic requirements may include but not limited to:	<ul style="list-style-type: none"> <li>• avoiding radiation from computer screens</li> <li>• chair height, seat and back adjustment</li> <li>• document holder</li> <li>• footrest</li> <li>• keyboard and mouse position</li> <li>• lighting</li> <li>• noise minimization</li> <li>• posture</li> <li>• screen position</li> <li>• workstation height and layout</li> </ul>
Work organization may include but not limited to:	<ul style="list-style-type: none"> <li>• exercise breaks</li> <li>• mix of repetitive and other activities</li> <li>• rest periods</li> <li>• visual display unit (VDU) eye testing</li> </ul>
Touch typing technique may vary according to:	<ul style="list-style-type: none"> <li>• level of competency of operator</li> <li>• workplace requirements</li> </ul>
Speed and accuracy must be:	<ul style="list-style-type: none"> <li>• consistent with degree of experience of operator</li> <li>• relevant to level of responsibility</li> </ul>

<b>Evidence Guide</b>	
Critical Aspects of Competence	Demonstrates skills and knowledge in: <ul style="list-style-type: none"> <li>• producing word processed documents</li> <li>• typing with 98% accuracy assessed under test conditions in Keyboarding speed tests</li> <li>• knowledge of relevant legislation</li> </ul>
Underpinning Knowledge and Attitudes	Demonstrates knowledge of: <ul style="list-style-type: none"> <li>• key provisions of relevant legislation from all forms of government that may affect aspects of business operations, such as: <ul style="list-style-type: none"> <li>➢ privacy laws</li> <li>➢ copyright</li> </ul> </li> <li>• OHS</li> </ul>
Underpinning Skills	Demonstrates skills to: <ul style="list-style-type: none"> <li>• keyboarding skills to enter text and numerical data</li> <li>• literacy skills to read, proofread and edit documents</li> <li>• numeracy skills to collate and present data, graphs and annotated references</li> </ul>
Resources Implication	Access is required to real or appropriately simulated situations, including work areas, materials and equipment, and to information on workplace practices and OHS practices.
Methods of Assessment	Competency may be assessed through: <ul style="list-style-type: none"> <li>• Interview / Written Test / Oral Questioning</li> <li>• Observation / Demonstration</li> </ul>
Context of Assessment	Competency may be assessed in the work place or in a simulated work place setting

Occupational Standard: Legal Services Operation Level III	
Unit Title	Contribute to Implementing Emergency Prevention Activities and Response Procedures
Unit Code	<a href="#">EIS LSO3 02 0812</a>
Unit Descriptor	This unit describes the performance outcomes, skills and knowledge required to contribute to the implementation of emergency prevention and response procedures. It includes determining relevant legislation and contributing to any actions to ensure compliance with occupational health and safety (OHS) legislation, codes and standards.

Elements	Performance Criteria
1. Contribute to implementing emergency prevention activities	<p>1.1 Situations that could lead to <b>workplace emergencies</b> are identified, recorded and reported to the appropriate person</p> <p>1.2 The implementation of <b>actions, controls or treatments</b> is contributed to prevent potential emergency situations from occurring</p> <p>1.3 Information about what an emergency control organization is and how it operates in the workplace to relevant others is provided</p> <p>1.4 <b>Information about emergency prevention and response plans</b> is communicated effectively to relevant others</p>
2. Contribute to implementing emergency responses	<p>2.1 Emergencies are identified and reported to relevant persons according to workplace emergency procedures</p> <p>2.2 <b>Emergency warnings</b> and advice are responded according to workplace emergency procedures</p> <p>2.3 <b>Instructions</b> from <b>emergency control response personnel</b> are followed</p> <p>2.4 Allocated tasks in emergency situations are performed as outlined in workplace emergency procedures</p> <p>2.5 Relevant others that an emergency is occurring are informed and reminded of their role in the emergency response process</p>

Variable	Range



<p>Workplace emergencies may include but not limited to:</p>	<ul style="list-style-type: none"> <li>• civil disorder or criminal acts such as robberies and shootings</li> <li>• contamination</li> <li>• emergencies requiring evacuation</li> <li>• explosions and bomb alerts</li> <li>• external emergencies such as flood, cyclone, earthquake, storm and traffic accident impacting on the organization</li> <li>• fires and explosions</li> <li>• hazardous substances and chemical spills</li> <li>• hostage situations or terrorism</li> <li>• internal emergencies such as loss of power or water supply and structural collapse</li> <li>• security emergencies such as armed robberies, intruders or disturbed persons</li> <li>• serious injury events or medical emergencies</li> </ul>		
<p>Actions, controls or treatments may include but not limited to:</p>	<ul style="list-style-type: none"> <li>• audits</li> <li>• cessation of work where there is an immediate risk to health and safety</li> <li>• drills for emergency situations</li> <li>• fire or smoke alarms</li> <li>• initiation of responses set out in legislation, workplace policies and procedures</li> <li>• inspections</li> <li>• records of equipment and systems compliance with safety standards</li> <li>• security alarms</li> <li>• training logs and records</li> <li>• visual checks</li> </ul>		
<p>Information about emergency prevention and response plans may include but not limited to:</p>	<ul style="list-style-type: none"> <li>• articles in newsletters</li> <li>• holding informal discussions and meetings</li> <li>• multimedia aids such as videos and digital video discs (DVDs)</li> <li>• posters, leaflets and flyers</li> <li>• raising OHS issues at committee meetings</li> <li>• speaking to individuals and groups</li> </ul>		
<p>Emergency warnings may include but not limited to:</p>	<ul style="list-style-type: none"> <li>• advice from designated personnel</li> <li>• alarms triggered by automatic fire, leak spill or movement detectors</li> <li>• automatic sprinkler systems</li> <li>• closed circuit television (CCTV)</li> <li>• communications equipment</li> <li>• electronic warning devices</li> </ul>		
<p>Instructions may include but not limited to:</p>	<ul style="list-style-type: none"> <li>• ordering the cessation of work</li> <li>• ordering to evacuate the premises or to meet at designated meeting points</li> </ul>		
<p>Emergency control response personnel may include but not limited to:</p>	<ul style="list-style-type: none"> <li>• ambulance</li> <li>• emergency services</li> <li>• fire brigade</li> <li>• hazardous materials response teams (hazmat)</li> </ul>		
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	<ul style="list-style-type: none"> <li>• internal emergency response control personnel</li> <li>• internal or external advisors in safety, chemicals, engineering, security and emergency response</li> <li>• OHS personnel or authorities</li> <li>• police</li> <li>• representatives from government departments</li> </ul>
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<b>Evidence Guide</b>	
Critical Aspects of Competence	Demonstrates skills and knowledge in: <ul style="list-style-type: none"> <li>• effective contribution to the implementation of workplace emergency prevention response procedures</li> <li>• knowledge of relevant OHS legislation, codes of practice, standards and guidance material</li> </ul>
Underpinning Knowledge and Attitudes	Demonstrates knowledge of: <ul style="list-style-type: none"> <li>• basic emergency prevention controls typically installed in a workplace, such as:               <ul style="list-style-type: none"> <li>➢ emergency alerting systems</li> <li>➢ emergency protection systems</li> <li>➢ fire and smoke alarms, and fire extinguishers</li> <li>➢ required safety wear</li> <li>➢ security systems</li> </ul> </li> <li>• enterprise physical site and work areas</li> <li>• enterprise reporting procedures in an emergency</li> <li>• essential actions of self and others in an emergency</li> <li>• hazards and precautions to be taken during an emergency</li> <li>• internal and external sources of OHS information</li> <li>• organizational policies and procedures for acting in an emergency situation</li> <li>• powers of safety representatives and other authorized OHS personnel to cease work immediately if an immediate danger to OHS exists</li> <li>• relevant OHS legislation, codes of practice, standards and guidance material</li> <li>• roles, responsibilities and authority of OHS personnel</li> <li>• information needs of work unit or work team</li> </ul>
Underpinning Skills	Demonstrates skills to: <ul style="list-style-type: none"> <li>• communication skills to communicate effectively about prevention of hazardous circumstances which may lead to emergencies</li> <li>• organizational skills to act in accordance with organizational policies and procedures in emergency situations</li> </ul>
Resources Implication	Access is required to real or appropriately simulated situations, including work areas, materials and equipment, and to information on workplace practices and OHS practices.
Methods of Assessment	Competency may be assessed through: <ul style="list-style-type: none"> <li>• Interview / Written Test / Oral Questioning</li> <li>• Observation / Demonstration</li> </ul>

Context of Assessment	Competency may be assessed in the work place or in a simulated work place setting
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Occupational Standard: Legal Services Operation Level III	
Unit Title	Apply Knowledge of the Legal System to Complete Tasks
Unit Code	<a href="#">EIS LSO3 03 0812</a>
Unit Descriptor	This unit describes the performance outcomes, skills and knowledge required to complete a range of common legal administrative duties and the legal system that is required to carry them out.

Elements	Performance Criteria
1. Identify the main roles and responsibilities of key bodies in the legal system	<p>1.1 The functions of the <b><i>courts, regulatory bodies and other legal service providers</i></b> are identified</p> <p>1.2 The roles of <b><i>key personnel in the legal industry</i></b> are identified</p> <p>1.3 Practical implications of <b><i>relevant legal practice legislation</i></b> are explained and applied in regard to own activities</p> <p>1.4 Research identified gaps in knowledge</p>
2. Identify key personnel/sections within a legal firm and their functions, to complete routine administrative tasks	<p>2.1 Ensure the <b><i>key functions of a firm</i></b> are identified and can be explained</p> <p>2.2 The <b><i>key functions of all personnel/sections</i></b> are identified within a firm</p> <p>2.3 <b><i>Personnel responsible for authorization of specific matters</i></b> is identified</p> <p>2.4 The correct names of personnel/sections are used in administrative tasks according to <b><i>a firm's policies and procedures</i></b></p>
3. Produce and dispatch legal documentation	<p>3.1 Ensure purpose of <b><i>document/form</i></b>, and the stage of the legal process to which it relates, can be explained</p> <p>3.2 Relevant information are accessed from the client file</p> <p>3.3 <b><i>Precedent</i></b> is accessed from firm's <b><i>bank</i></b> of forms/routine documentation or draft document according to firm's procedures</p> <p>3.4 File/matter number is attached to all relevant documentation</p> <p>3.5 Document/form is self-checked for accuracy and presented to the legal practitioner, within agreed timelines</p> <p>3.6 Self or other is organized to <b><i>dispatch document</i></b> in the appropriate manner</p> <p>3.7 All activities, actions and outcomes are documented and time recorded as required</p> <p>3.8 Documentation is filed correctly</p>

<p>4. Organize self or other to apply for certificates</p>	<p>4.1 Timelines are arranged, documented/recorded with designated person</p> <p>4.2 <b>Supplier of certificate</b> is identified and located</p> <p>4.3 Applicable fees, taxes and rebates are identified and advised to client, if appropriate</p> <p>4.4 Self or other is organized to apply for certificate using appropriate application forms and processes</p> <p>4.5 Record of application is obtained as appropriate.</p> <p>4.6 Legal practitioner's review of self or other's work is facilitated</p> <p>4.7 Self or other is organized to pursue appropriate follow-up action if certificates are not received on time or further information is required.</p>
<p>5. Use court etiquette appropriate to the various courts</p>	<p>5.1 The appropriate manner of entering into and departing is used from the courts/tribunals</p> <p>5.2 The appropriate manner of addressing the courts/tribunals is used</p> <p>5.3 Relevant legal language is used where appropriate</p> <p>5.4 Gaps in knowledge of court etiquette are identified and researched</p>

Variable	Range
<p>Courts, regulatory bodies and other legal service providers may include but not limited to:</p>	<ul style="list-style-type: none"> <li>• Regional State Courts</li> <li>• Federal Courts</li> <li>• Labor relation Court</li> <li>• Family Bench</li> <li>• Cassation Bench</li> <li>• Regional State and Federal Administrative Tribunals</li> <li>• Registrar of Probates</li> <li>• others not included in this listing</li> </ul>
<p>Relevant legal practice legislation requirements may relate to:</p>	<ul style="list-style-type: none"> <li>• relevant Federal or Regional State legislation</li> <li>• Schedules of fees and duties payable</li> <li>• The area of law.</li> <li>• The client and a firm.</li> <li>• Other local legislations, rules, regulations and/or codes of practice not included in this listing.</li> </ul>

<p>Key functions of a firm may include but not limited to:</p>	<ul style="list-style-type: none"> <li>• commercial law</li> <li>• corporate law</li> <li>• criminal law</li> <li>• family law</li> <li>• Labor Law/employment law</li> <li>• litigation</li> <li>• property law</li> <li>• services in a specific area of law such as: <ul style="list-style-type: none"> <li>• tax law</li> <li>• wills and probate</li> </ul> </li> <li>• a range of legal services in specific settings such as: <ul style="list-style-type: none"> <li>• Community Legal Centers</li> <li>• Government Solicitor's offices</li> <li>• Legal Aid Commissions</li> </ul> </li> <li>• legal departments in large businesses</li> <li>• paralegal agencies (debt recovery, conveyancing)</li> <li>• private law firms (large, medium and small)</li> <li>• other areas of law not included in this listing</li> </ul>
<p>Key functions of personnel/departments may include but not limited to:</p>	<ul style="list-style-type: none"> <li>• accounts</li> <li>• catering</li> <li>• financial management</li> <li>• human resources</li> <li>• information technology</li> <li>• library/information services</li> <li>• mail room</li> <li>• marketing</li> <li>• reception</li> <li>• specialized areas of law</li> </ul>
<p>Personnel responsible for authorisation of specific matters may include but not limited to:</p>	<ul style="list-style-type: none"> <li>• business manager</li> <li>• lawyer</li> <li>• legal practice manager</li> <li>• partner</li> <li>• supervisor</li> <li>• teacher/trainer</li> <li>• work colleague</li> <li>• other personnel not included in this listing</li> </ul>
<p>A firm's policies and procedures may include but not limited to:</p>	<ul style="list-style-type: none"> <li>• accessing files</li> <li>• checklists</li> <li>• contingencies</li> <li>• core values</li> <li>• emergency procedures</li> <li>• firm charter</li> <li>• information sources</li> <li>• information specific to the firm</li> <li>• initiation of files</li> <li>• on-line information manuals</li> <li>• privacy</li> </ul>

	<ul style="list-style-type: none"> <li>• procedure manual</li> <li>• professional conduct code</li> <li>• recording information</li> <li>• security/confidentiality procedures</li> <li>• telephone protocol</li> <li>• training guides</li> <li>• updating files</li> <li>• verifying and authorizing information</li> </ul>
Documents/forms may include but not limited to:	<ul style="list-style-type: none"> <li>• agreements</li> <li>• briefs</li> <li>• emails</li> <li>• internal correspondence</li> <li>• letters</li> <li>• memorandums of law</li> <li>• opinion letters</li> <li>• pleadings</li> <li>• precedents</li> <li>• registered legal instruments</li> <li>• transcripts from supervisor's notes</li> </ul>
Requirements for documents/forms may include but not limited to:	<ul style="list-style-type: none"> <li>• appropriate use of letterhead</li> <li>• correct line spacing</li> <li>• correct margins</li> <li>• correct use of reference</li> <li>• dual column system</li> <li>• list of enclosures</li> <li>• paragraph numbering</li> <li>• placing of headings</li> <li>• presence/absence of a back sheet</li> <li>• presence/absence of a cover sheet</li> <li>• specific sign off clauses</li> <li>• usage of keycaps and font features</li> <li>• use of document footers</li> </ul>
Precedents relevant to the particular area of law may include but not limited to:	<ul style="list-style-type: none"> <li>• a firm's templates</li> <li>• agreements</li> <li>• contracts</li> <li>• court documents</li> <li>• leases</li> <li>• letter confirming client's instructions and rights</li> <li>• mortgages</li> <li>• standard letters</li> <li>• transfer of shares</li> <li>• wills</li> <li>• other precedents not included in this listing</li> </ul>
The precedent bank may be:	<ul style="list-style-type: none"> <li>• external</li> <li>• in-house</li> <li>• on-line</li> <li>• stored pre-printed forms</li> </ul>

Documents may be dispatched via:	<ul style="list-style-type: none"> <li>• courier</li> <li>• email</li> <li>• fax</li> <li>• hand delivery</li> <li>• pick up by client</li> <li>• post</li> </ul>
Supplier of certificates may include but not limited to:	<ul style="list-style-type: none"> <li>• clients</li> <li>• contracted supplier</li> <li>• local government agencies</li> <li>• other law firms</li> <li>• State and Federal government agencies.</li> </ul>

<b>Evidence Guide</b>	
Critical Aspects of Competence	<p>Demonstrates skills and knowledge in:</p> <ul style="list-style-type: none"> <li>• accurately explaining relevant legal terminology in simple terms and using it correctly where appropriate</li> <li>• applying knowledge of the purpose of different types of documents/forms to read and interpret client's file and select appropriate information for inclusion</li> <li>• correctly preparing a range of relevant documents/ forms for lodgment or delivery in accordance with firm's procedures, relevant timelines and legislative requirements</li> <li>• accurately referring to key personnel/sections of a firm according to their functions in all administrative tasks, written information and when responding to enquiries</li> <li>• applying correct processes, as designated by supplier, for the lodgment and receipt of certificates</li> </ul>
Underpinning Knowledge and Attitudes	<p>Demonstrates knowledge of:</p> <ul style="list-style-type: none"> <li>• scope of legal practitioner/support role and own responsibilities and obligations to provide legal advice, complete or sign off on legal work and/or appear in court as described by relevant jurisdiction(s)</li> <li>• firm's policies and procedures</li> <li>• accepted codes of conduct including those relating to: <ul style="list-style-type: none"> <li>• privacy and confidentiality</li> <li>• use of company property</li> <li>• duty of care</li> <li>• ethical behavior</li> <li>• non-discriminatory practice</li> <li>• conflict of interest</li> <li>• compliance with reasonable direction</li> </ul> </li> <li>• legal terminology in relation to the area of law and the relevant legal process</li> <li>• purpose of a range of certificates, documents and forms in relation to the area of law</li> <li>• authorized 'signing parties'</li> </ul>



Underpinning Skills	<p>Demonstrates skills to:</p> <ul style="list-style-type: none"> <li>• literacy skills to read and interpret documents/forms; follow sequenced written instructions; use appropriate legal terminology and sentence structures; display awareness of purpose and context of documents</li> <li>• organizational skills to select and apply the procedures and strategies needed to perform a range of tasks, e.g. legal forms and enclosures; and to undertake tasks concurrently</li> <li>• proofreading skills</li> <li>• research skills to identify gaps in knowledge and search and assemble relevant information</li> <li>• communication skills to listen and question to clarify information; explain legal terminology to others; modify language to meet audience requirements; and consult where necessary with team members and clients</li> <li>• numeracy skills to use a combination of oral and written mathematical and general language for record keeping purposes</li> <li>• technology skills to use a range of software applications, electronic mail and internet</li> </ul>
Resources Implication	Access is required to real or appropriately simulated situations, including work areas, materials and equipment, and to information on workplace practices and OHS practices.
Methods of Assessment	<p>Competency may be assessed through:</p> <ul style="list-style-type: none"> <li>• Interview / Written Test / Oral Questioning</li> <li>• Observation / Demonstration</li> </ul>
Context of Assessment	Competency may be assessed in the work place or in a simulated work place setting

Occupational Standard: Legal Services Operation Level III	
Unit Title	Carry out Search of the Public Record
Unit Code	<a href="#">EIS LSO3 04 0812</a>
Unit Descriptor	This unit describes the performance outcomes, skills and knowledge required to complete a search of the public record. This involves planning and conducting the search, and obtaining and delivering the information according to instructions.

Elements	Performance Criteria
1. Plan search	<p>1.1 <b>Timelines</b> are arranged for completing search and plan work.</p> <p>1.2 Appropriate <b>information sources</b> are identified for completing the search and procedure identified for obtaining information from sources and clarified if necessary.</p>
2. Conduct search	<p>2.1 Appropriate <b>search request</b> is accessed and completed form accurately</p> <p>2.2 Self or other is organized to lodge search request appropriate person/official at correct <b>search location</b></p> <p>2.3 <b>Record of lodgment</b> is obtained</p>
3. Receive outcome of search	<p>3.1 Process of obtaining information are arranged with the appropriate person/official</p> <p>3.2 Self or other is organized to collect information from external agency in the arranged manner</p> <p>3.3 All records of expense are filed</p> <p>3.4 Information is checked to see that it meets identified needs and appropriate follow-up action taken with assistance if necessary</p>
4. Deliver information	<p>4.1 Information intact is delivered to <b>designated person</b></p> <p>4.2 <b>Difficulties</b> are identified and resolved within timelines</p> <p>4.3 All activities, actions and outcomes are documented and time recorded</p>

Variable	Range
Timelines may be contingent upon:	<ul style="list-style-type: none"> <li>• case issues</li> <li>• changes in legislation</li> <li>• client needs</li> <li>• court deadlines</li> <li>• legal practitioner's workload</li> <li>• Significant dates such as New Year end of financial year.</li> </ul>

The information source may be:	<ul style="list-style-type: none"> <li>• external agency</li> <li>• on-line, including: <ul style="list-style-type: none"> <li>➢ at agency</li> <li>➢ land data</li> <li>➢ law point</li> <li>➢ on-line services</li> <li>➢ another law firm</li> </ul> </li> <li>• Business License Centre</li> <li>• credit files</li> <li>• databases</li> <li>• electoral rolls</li> <li>• motor vehicle registrations</li> <li>• public telephone directories</li> <li>• rates searches</li> <li>• Regional State and Supreme Courts libraries</li> <li>• Titles Office/council records</li> <li>• other sources not included in this listing</li> </ul>
The search request may vary according to:	<ul style="list-style-type: none"> <li>• the information required before the search can be carried out</li> <li>• the search location</li> <li>• whether information can be requested by email or fax or on-line</li> <li>• whether specific form is required</li> </ul>
Search location may include but not limited to:	<ul style="list-style-type: none"> <li>• Court/Organizational library</li> <li>• Local/Regional/State/Federal government institution</li> <li>• Statutory bodies</li> <li>• Titles Office</li> </ul>
Record of lodgment may include but not limited to:	<ul style="list-style-type: none"> <li>• copy of request</li> <li>• email confirmation</li> <li>• number</li> <li>• receipt</li> <li>• stamped copy of request</li> </ul>
Designated person may include but not limited to:	<ul style="list-style-type: none"> <li>• external client</li> <li>• external official</li> <li>• lawyer</li> <li>• legal practice manager</li> <li>• partner</li> <li>• supervisor</li> <li>• work colleague</li> </ul>
Difficulties in meeting timelines may relate to:	<ul style="list-style-type: none"> <li>• alterations to instructions</li> <li>• available resources</li> <li>• backlog at supplier's end</li> <li>• client needs</li> <li>• liaising with others</li> <li>• technical difficulties</li> </ul>

A firm's policies and procedures may include but not limited to:	<ul style="list-style-type: none"> <li>• charging of search expenses</li> <li>• contingencies in terms of inadequate monies, unavailable information</li> <li>• handling monies</li> <li>• information sources</li> <li>• office procedure manual</li> <li>• recording information</li> <li>• security/confidentiality/ privacy procedures</li> </ul>
Legislative requirements may relate to:	<ul style="list-style-type: none"> <li>• Legal Practice directives.</li> <li>• relevant Regional State or Federal legislation</li> <li>• the client and a firm</li> <li>• schedule of fees and duties payable</li> <li>• accessing information under the Freedom of Information rules</li> <li>• other relevant legislations, rules, regulations and/or codes of practice not included in this listing</li> </ul>

<b>Evidence Guide</b>			
Critical Aspects of Competence	Demonstrates skills and knowledge in: <ul style="list-style-type: none"> <li>• accurately searching and appropriately accessing a variety of information sources to meet identified needs</li> <li>• giving clear and sufficient instruction to others and providing adequate explanation where necessary</li> <li>• maintaining detailed file notes at each step of the search process, including a record of lodgment</li> <li>• proactively consulting the legal practitioner or supervisor where difficulties cannot be resolved through standard procedures</li> <li>• maintaining records of all activities, actions, outcomes, time and costs in accordance with firm's policies and procedures</li> </ul>		
Underpinning Knowledge and Attitudes	Demonstrates knowledge of: <ul style="list-style-type: none"> <li>• scope of legal practitioner/support role and own responsibilities and obligations to provide legal advice, complete or sign off on legal work and/or appear in court as described by relevant jurisdiction(s)</li> <li>• firm's policies and procedures</li> <li>• accepted codes of conduct including those relating to:               <ul style="list-style-type: none"> <li>➤ privacy and confidentiality</li> <li>➤ use of company property</li> <li>➤ duty of care</li> <li>➤ ethical behavior</li> <li>➤ non-discriminatory practice</li> <li>➤ conflict of interest</li> <li>➤ compliance with reasonable direction</li> <li>➤ legal terminology in relation to the area of law and the relevant legal process</li> </ul> </li> <li>• location and appropriate search procedures of relevant search sources, including on-line information locations</li> </ul>		
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	<ul style="list-style-type: none"> <li>• standard problems and resolutions in the sourcing and delivery of information</li> <li>• roles and responsibilities of internal and relevant external individuals/authorities</li> </ul>
Underpinning Skills	<p>Demonstrates skills to:</p> <ul style="list-style-type: none"> <li>• communication skills to listen and question to clarify information; explain legal terminology to others; and consult where necessary with team members and clients</li> <li>• literacy skills to follow legal procedures; follow sequenced written instructions involving legal terminology; lodge requests and provide clear and specific written instructions about information required</li> <li>• research skills to conduct searches such as matching, key word searches, and locate specific information from a range of sources such as libraries, internet, government information services</li> <li>• numeracy skills to use a combination of oral and written mathematical and general language record keeping purposes and in relation to search fees</li> <li>• organizational skills to select and apply the procedures and strategies needed to perform a range of tasks; and to manage tasks within specified timelines</li> <li>• technology skills to use a range of software, on-line applications and organizational information systems</li> </ul>
Resources Implication	Access is required to real or appropriately simulated situations, including work areas, materials and equipment, and to information on workplace practices and OHS practices.
Methods of Assessment	<p>Competency may be assessed through:</p> <ul style="list-style-type: none"> <li>• Interview / Written Test / Oral Questioning</li> <li>• Observation / Demonstration</li> </ul>
Context of Assessment	Competency may be assessed in the work place or in a simulated work place setting

Occupational Standard: Legal Services Operation Level III	
Unit Title	Deliver Court Documentation
Unit Code	<a href="#">EIS LSO3 05 0812</a>
Unit Descriptor	This unit describes the performance outcomes, skills and knowledge required to Organize court documents for delivery, planning a schedule of delivery, delivering documents to the appropriate courts and returning proof of document lodgement.

Elements	Performance Criteria
1. Organize self or other to copy and collate court/tribunal documents	<p>1.1 Documents are identified for the same <b><i>courts/tribunals</i></b></p> <p>1.2 Self or other is organized to copy and collate documents according to <b><i>court requirements</i></b> and <b><i>a firm's policies and procedures</i></b>.</p> <p>1.3 File/matter number is attached to copies of all relevant documents where appropriate</p> <p>1.4 Copies of all <b><i>documents to be delivered</i></b> appropriately filed.</p>
2. Plan court/tribunal delivery schedule	<p>2.1 Times of delivery are established to ensure court/tribunal timelines are met</p> <p>2.2 Appropriate <b><i>delivery method</i></b> is selected</p>
3. Organize self or other to deliver documents	<p>3.1 Documents are transported securely to court/tribunal</p> <p>3.2 Documents and monies are handed over if necessary for court filing fees to <b><i>appropriate court official</i></b></p> <p>3.3 Information regarding deficiency is sought and recorded from court official if documents are deficient and cannot be lodged,</p> <p>3.4 <b><i>Proof of lodgments</i></b> and any associated documents are collected and filed appropriately</p> <p>3.5 <b><i>Difficulties with lodgment</i></b> are appropriately resolved or referred to <b><i>designated person</i></b> as appropriate</p>

Variable	Range
Court requirements may include but not limited to:	<ul style="list-style-type: none"> <li>• back cover sheet</li> <li>• color and weight of paper</li> <li>• front cover sheet</li> <li>• margins</li> <li>• nature of binding</li> <li>• paper size</li> <li>• ribbon</li> </ul>

A firm's policies and procedures may include but not limited to:	<ul style="list-style-type: none"> <li>• contingencies</li> <li>• delivering a firm's business</li> <li>• emergency procedures</li> <li>• information specific to the firm</li> <li>• keeping files up to date</li> <li>• office procedure manual</li> <li>• privacy/security/confidentiality procedures</li> <li>• recording information</li> <li>• time recording procedures</li> <li>• verifying and authorizing information</li> </ul>
Documents to be delivered may include but not limited to:	<ul style="list-style-type: none"> <li>• affidavits</li> <li>• briefs</li> <li>• exhibits</li> <li>• expert reports</li> <li>• notices</li> <li>• pleading documents</li> <li>• witness statements</li> <li>• writs</li> </ul>
Delivery method may include but not limited to:	<ul style="list-style-type: none"> <li>• Messenger/courier</li> <li>• personal service</li> <li>• post</li> </ul>
Appropriate court official may include but not limited to:	<ul style="list-style-type: none"> <li>• bailiff/Bail executer</li> <li>• court clerk</li> <li>• sheriff/Police</li> </ul>
Proof of lodgement may involve:	<ul style="list-style-type: none"> <li>• affidavit of services</li> <li>• receipt</li> <li>• signature of court official</li> </ul>
Difficulties with lodgement may relate to:	<ul style="list-style-type: none"> <li>• failure to meet court/case deadlines</li> <li>• incomplete forms and documents</li> <li>• incorrect address</li> <li>• insufficient monies</li> </ul>
Designated person may include but not limited to:	<ul style="list-style-type: none"> <li>• lawyer</li> <li>• partner</li> <li>• supervisor</li> <li>• teacher/trainer</li> </ul>

### Evidence Guide

Critical Aspects of Competence	<p>Demonstrates skills and knowledge in:</p> <ul style="list-style-type: none"> <li>• correctly collating and lodging documentation for each court, with correct number of copies, signatures if necessary, and</li> </ul>
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	<p>relevant attachments according to firm's policies and procedures and the court's requirements</p> <ul style="list-style-type: none"> <li>• maintaining communication with designated person/s regarding actions, activities and outcomes and, where difficulties arise, contacting them if standard resolutions are not applicable</li> <li>• planning court delivery schedule to accommodate agreed timelines, closing times of courts and the number of documents to be lodged</li> <li>• Maintaining records of all activities, actions, outcomes, time and costs in accordance with firm's policies and procedures.</li> </ul>		
<p>Underpinning Knowledge and Attitudes</p>	<p>Demonstrates knowledge of:</p> <ul style="list-style-type: none"> <li>• scope of legal practitioner/support role and own responsibilities and obligations to provide legal advice, complete or sign off on legal work and/or appear in court as described by relevant jurisdiction(s)</li> <li>• firm's policies and procedures</li> <li>• accepted codes of conduct including those relating to: <ul style="list-style-type: none"> <li>• privacy and confidentiality</li> <li>• use of company property</li> <li>• duty of care</li> <li>• ethical behavior</li> <li>• non-discriminatory practice</li> <li>• conflict of interest</li> <li>• compliance with reasonable direction</li> </ul> </li> <li>• overview knowledge of relevant; court processes, current legislation, legal processes and required documentation</li> </ul>		
<p>Underpinning Skills</p>	<p>Demonstrates skills to:</p> <ul style="list-style-type: none"> <li>• communication skills to issue and follow clear, sequenced verbal instructions; and clarify information by questioning as necessary</li> <li>• literacy skills to follow legal procedures; issue and follow written instructions about routine legal procedures; and complete routine forms about legal matters according to established workplace procedures</li> <li>• numeracy skills to apply knowledge of mathematical concepts in relation to record keeping; adhere to deadlines; and copy and collate documents</li> <li>• organizational skills to plan and prioritize own and other's activities and time</li> <li>• problem solving skills to plan appropriate and efficient methods of delivery with regards to deadlines</li> <li>• teamwork skills to define purposes and objectives to be achieved by working with others and negotiate task distribution with other members of the group</li> </ul>		
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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	Competency may be assessed through: <ul style="list-style-type: none"> <li>• Interview / Written Test / Oral Questioning</li> <li>• Observation / Demonstration</li> </ul>
Context of Assessment	Competency may be assessed in the work place or in a simulated work place setting

Occupational Standard: Legal Services Operation Level III	
Unit Title	Apply the Principles of Confidentiality and Security Within the Legal Environment
Unit Code	<a href="#">EIS LSO3 06 0812</a>
Unit Descriptor	<p>This unit describes the performance outcomes, skills and knowledge required to use ethical behaviour when dealing with sensitive and confidential information in a legal environment.</p> <p>All aspects of legal practice may be subject to a range of legislation, rules, regulations and/or codes of practice relevant to different job roles and jurisdictions.</p>

Elements	Performance Criteria
1. Work within accepted codes of conduct	<p>1.1 Work is submitted for review and approval by the legal practitioner who delegated the task/s</p> <p>1.2 Paperwork is kept up to date and reports are forwarded on the progress of matter/s to clients regularly according to instructions and relevant legislation</p> <p>1.3 Clients and fellow workers' <b>conflicts</b> are treated with respect</p> <p>1.4 Care is taken to behave with honesty and integrity at all times</p>
2. Follow confidentiality procedures	<p>2.1 Information with regard to what is and what is <b>not-disclosable</b> is assessed</p> <p>2.2 Discretion and judgment are used in all communications.</p> <p>2.3 Client-related matters are discussed only within the confines of the practice and with appropriate personnel</p>
3. Follow security procedures	<p>3.1 File related information, including <b>electronically stored information</b> is appropriately stored and secured</p> <p>3.2 Discussions relating to client matters are held in a private location</p> <p>3.3 Ensure all documents/exhibits relating to a file are locked away securely after use according to <b>a firm's policies and procedures</b></p> <p>3.4 Ensure all materials required by legislation to be stored for certain periods of time are clearly labeled and stored securely according to a firm's policies and procedures</p>

Variable	Range
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Conflict of interest may exist where:	<ul style="list-style-type: none"> <li>• a law firm, legal practitioner or support person sometime in the past represented a client who is now on the other side in another case</li> <li>• a legal practitioner and client are in business together</li> <li>• a legal practitioner or support person has a personal, financial or other interest in a case</li> <li>• a legal practitioner or support person is a witness in a case</li> <li>• a legal practitioner simultaneously represents two clients whose interests are adverse to one another</li> <li>• the legal stance of one client is detrimental to the business activities of another client</li> </ul>
Non-disc losable information may include but not limited to:	<ul style="list-style-type: none"> <li>• Name, addresses of clients, telephone number witnesses or staff if necessary.</li> <li>• details about the firm itself</li> <li>• exhibits if necessary</li> <li>• fact that the client has consulted the firm</li> <li>• financial information</li> <li>• firm's client database</li> <li>• information relating to a client's legal matter</li> <li>• names of clients, witnesses or staff</li> <li>• nature of client's legal matter</li> <li>• passwords or security procedures</li> <li>• telephone numbers of clients, witnesses or staff</li> <li>• trust account information</li> <li>• witness statements</li> </ul>
Electronically stored information may be:	<ul style="list-style-type: none"> <li>• on audio-cassette</li> <li>• on computer hard-drive or floppy disk</li> <li>• on voice mail</li> <li>• on-line (email or web)</li> </ul>
A firm's policies and procedures may include but not limited to:	<ul style="list-style-type: none"> <li>• charging of search expenses</li> <li>• contingencies in terms of inadequate monies, unavailable information</li> <li>• handling monies</li> <li>• information sources</li> <li>• office procedure manual</li> <li>• recording information</li> <li>• Security/confidentiality/ privacy procedures.</li> </ul>

<b>Evidence Guide</b>			
Critical Aspects of Competence	Demonstrates skills and knowledge in: <ul style="list-style-type: none"> <li>• observation of presentations</li> <li>• questioning (oral or written)</li> <li>• review of testimony from team members, colleagues, supervisors or managers tests of knowledge on relevant legislation, rules, regulations, codes of practice and research resources</li> </ul>		
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Underpinning Knowledge and Attitudes	<p>Demonstrates knowledge of:</p> <ul style="list-style-type: none"> <li>• scope of legal practitioner/support role and own responsibilities to complete or sign off on legal work</li> <li>• firm's policies and procedures</li> <li>• accepted codes of conduct including those relating to: <ul style="list-style-type: none"> <li>• privacy and confidentiality</li> <li>• use of company property</li> <li>• duty of care</li> <li>• ethical behavior</li> <li>• non-discriminatory practice</li> <li>• conflict of interest</li> </ul> </li> <li>• compliance with reasonable direction overview knowledge of relevant; court processes, current legislation, legal processes and required documentation</li> </ul>
Underpinning Skills	<p>Demonstrates skills to:</p> <ul style="list-style-type: none"> <li>• communication skills to listen to clear, sequenced instructions; and use strategies to confirm, repair or clarify understanding of terms and context</li> <li>• literacy skills to interpret, classify and evaluate information</li> <li>• ability to apply judgment in terms of identifying potential conflict of interest organizational skills to comply with statutory regulations concerning security of records and keep clients up to date on file matters</li> </ul>
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>Competency may be assessed through:</p> <ul style="list-style-type: none"> <li>• Interview / Written Test / Oral Questioning</li> <li>• Observation / Demonstration</li> </ul>
Context of Assessment	<p>Competency may be assessed in the work place or in a simulated work place setting</p>

Occupational Standard: Legal Services Operation Level III	
<b>Unit Title</b>	<b>Use Legal Terminology in Order to Carry out Tasks</b>
<b>Unit Code</b>	<a href="#">EIS LSO3 07 0812</a>
<b>Unit Descriptor</b>	This unit describes the performance outcomes, skills and knowledge required to understand and use legal terminology in order to undertake tasks.

Elements	Performance Criteria
1. Use appropriate legal terminology in written and oral communication with internal and external parties	1.1 Appropriate <b>legal terminology</b> is used in both written and oral communication with internal and external parties 1.2 Legal terminology is spelled and pronounced correctly and appropriate context used when completing <b>work tasks</b>
2. Extend understanding of legal terminology	2.1 Gaps are identified in knowledge and <b>clarification</b> sought through appropriate source or <b>designated person</b> 2.2. Abbreviations are identified and used for commonly used legal terms and associated processes where appropriate 2.3 Ensure questions relating to legal terminology can be answered and terms defined

Variable	Range
Commonly used legal terminology may relate to:	<ul style="list-style-type: none"> <li>• courts and tribunals</li> <li>• legal documentation</li> <li>• legal personnel</li> <li>• legal procedures</li> <li>• legislation and regulations</li> <li>• a particular legal procedure</li> <li>• Legal setting e.g. community legal work</li> <li>• the area of law</li> </ul> <p>the jurisdiction</p>

Work tasks may include but not limited to:	<ul style="list-style-type: none"> <li>• contacting external parties</li> <li>• drafting letters in response to queries</li> <li>• filing</li> <li>• maintenance/update of clients' files, e.g. file notes, certificates, results of public search, correspondence with a barrister</li> <li>• preparing court documentation</li> <li>• producing office memos</li> <li>• taking and forwarding messages</li> <li>• typing legal practitioner's notes</li> </ul>
Clarification regarding commonly used legal terminology may be sought from:	<ul style="list-style-type: none"> <li>• designated person/s</li> <li>• glossary of commonly use legal terminology and processes</li> <li>• legal dictionary</li> <li>• relevant legal terminology reference</li> </ul>
Designated person may include but not limited to:	<ul style="list-style-type: none"> <li>• lawyer</li> <li>• partner</li> <li>• supervisor</li> <li>• work colleague</li> </ul>

<b>Evidence Guide</b>	
Critical Aspects of Competence	<p>Demonstrates skills and knowledge in:</p> <ul style="list-style-type: none"> <li>• proactively applying research and communication skills to increase own knowledge of legal terminology</li> <li>• consistently seeking clarification from appropriate person/source of information when instructions are unclear or to locate missing information</li> <li>• competently carrying out instructions containing commonly used legal terminology and abbreviations</li> <li>• accurately identifying and communicating the legal and financial consequences of misusing legal terminology</li> <li>• using simple, non-legal language to explain legal terminology and processes to others using legal terminology appropriate to the situation when completing delegated administrative tasks</li> </ul>
Underpinning Knowledge and Attitudes	<p>Demonstrates knowledge of:</p> <ul style="list-style-type: none"> <li>• scope of legal practitioner/support role and own responsibilities and obligations to provide legal advice, complete or sign off on legal work and/or appear in court as described by relevant jurisdiction(s)</li> <li>• firm's policies and procedures</li> <li>• accepted codes of conduct including those relating to: <ul style="list-style-type: none"> <li>• privacy and confidentiality</li> <li>• Using Institutions property carefully.</li> </ul> </li> </ul>

	<ul style="list-style-type: none"> <li>• duty of care</li> <li>• ethical behavior</li> <li>• non-discriminatory practice</li> <li>• conflict of interest</li> <li>• compliance with reasonable direction overview knowledge of relevant; court processes, current legislation, legal processes and required documentation</li> </ul>
Underpinning Skills	<p>Demonstrates skills to:</p> <ul style="list-style-type: none"> <li>• communication skills to accurately pronounce legal terminology; follow oral, sequenced instructions involving legal terminology ; and apply strategies to confirm, repair or clarify understanding of terms and context</li> <li>• literacy skills to read and interpret legal documents; understand and use vocabulary for a specific purpose; and follow written, sequenced instructions involving legal terminology research skills to clarify intended meaning and legal context of instructions or legal terminology; and increase own knowledge of legal terminology.</li> </ul>
Resources Implication	Access is required to real or appropriately simulated situations, including work areas, materials and equipment, and to information on workplace practices and OHS practices.
Methods of Assessment	<p>Competency may be assessed through:</p> <ul style="list-style-type: none"> <li>• Interview / Written Test / Oral Questioning</li> <li>• Observation / Demonstration</li> </ul>
Context of Assessment	Competency may be assessed in the work place or in a simulated work place setting

Occupational Standard: Legal Services Operation Level III	
Unit Title	Maintain Records for Time and Disbursements in a Legal Practice
Unit Code	<a href="#">EIS LSO3 08 0812</a>
Unit Descriptor	This unit describes the performance outcomes, skills and knowledge required to maintain time records and enter disbursements incurred.

Elements	Performance Criteria
1. Record fee earner time	<p>1.1 <b>Time sheets</b> submitted by <b>fee-earners</b> are accessed</p> <p>1.2 Self or other is organized to enter time recording onto the accounting system against the relevant client or client matter file, or other relevant codes.</p> <p>1.3 Irregularities and/or uncertainties are noted and standard resolution procedures or alert <b>designated person</b> as appropriate are followed</p> <p>1.4 Entries are made within agreed timelines</p>
2. Enter disbursements incurred	<p>2.1 Details of <b>disbursements</b> are recorded accurately against the relevant client or client master file according to <b>a Institutions' policy and procedures</b></p> <p>2.2 Note irregularities and/or uncertainties and ensure standard resolution procedures are followed or alert designated person as appropriate</p> <p>2.3 File/master number to all <b>relevant documentation</b> and file such documentation are attached appropriately</p>

Variable	Range
Time sheets may be:	<ul style="list-style-type: none"> <li>• electronic</li> <li>• Paper-based.</li> </ul>
Fee-earners may include but not limited to:	<ul style="list-style-type: none"> <li>• Accountant/casher</li> </ul>



Designated person may include but not limited to:	<ul style="list-style-type: none"> <li>• accountant</li> <li>• business manager</li> <li>• partner</li> <li>• supervisor</li> <li>• teacher/trainer</li> </ul>
Disbursements may include but not limited to:	<ul style="list-style-type: none"> <li>• cost of duty stamps</li> <li>• courier fees</li> <li>• court costs</li> <li>• filing fees</li> <li>• photocopying</li> <li>• postage</li> <li>• search fees</li> <li>• telephone charges</li> <li>• other disbursements as described by state requirements</li> </ul>
A policy and procedures may include but not limited to:	<ul style="list-style-type: none"> <li>• accessing accounting system</li> <li>• availability of information</li> <li>• definition of disbursement and amount to charge</li> <li>• detailing disbursements</li> <li>• information specific to the firm</li> <li>• liaising with financial institutions</li> <li>• office procedure manual</li> <li>• recording information</li> <li>• security/confidentiality/privacy procedures</li> <li>• time recording procedures</li> <li>• Verifying and authorizing information.</li> </ul>
Relevant documentation may relate to:	<ul style="list-style-type: none"> <li>• exchange of information</li> <li>• public search of record</li> <li>• verbal communication with external parties</li> </ul>

Methods for maintaining records for time and disbursements may include but not limited to:	<ul style="list-style-type: none"> <li>• specialized electronic software packages</li> <li>• standard books of account - trust account receipt book, cash book, cheque book, ledger, bank deposit book</li> <li>• timesheet</li> </ul>
The area of law may include but not limited to:	<ul style="list-style-type: none"> <li>• commercial law</li> <li>• corporate law</li> <li>• criminal law</li> <li>• family law</li> <li>• Labor Law</li> <li>• property law</li> <li>• tax law</li> <li>• Succession law</li> <li>• other areas of law not included in this listing</li> </ul>
Legislative requirements may relate to:	<ul style="list-style-type: none"> <li>• Ethiopian tax regulations</li> <li>• court Jurisdiction</li> <li>• definition of a disbursement</li> <li>• establishing a trust account</li> <li>• Governing Legal Practice rules.</li> <li>• Institute procedures.</li> <li>• relevant legislation</li> <li>• schedules of fees and duties payable</li> <li>• taxation and banking requirements</li> <li>• other not included in this listing</li> </ul>

<b>Evidence Guide</b>	
Critical Aspects of Competence	<p>Demonstrates skills and knowledge in:</p> <ul style="list-style-type: none"> <li>• demonstrating honesty and integrity</li> <li>• accurately entering time recording and disbursements with institutions policies and procedures</li> <li>• presenting relevant documentation to designated person/s for approval within agreed timelines</li> <li>• consistently handling and administering with institutions 's policies and procedures and legislative requirements</li> <li>• applying standard procedures to resolve irregularities and/or uncertainties and/or alerting designated person/s as appropriate</li> </ul>

Underpinning Knowledge and Attitudes	<p>Demonstrates knowledge of:</p> <ul style="list-style-type: none"> <li>• Scope of legal clerk /support role, responsibilities and obligations to complete or sign off work.</li> <li>• accepted codes of conduct including those relating to:</li> <li>• privacy and confidentiality</li> <li>• use of institutional property</li> <li>• duty of care</li> <li>• ethical behavior</li> <li>• non-discriminatory practice</li> <li>• conflict of interest</li> <li>• compliance with reasonable direction overview knowledge of relevant; court processes, current legislation, legal processes and required documentation</li> </ul>
Underpinning Skills	<p>Demonstrates skills to:</p> <ul style="list-style-type: none"> <li>• numeracy skills to apply combination of oral and written mathematical and general language for the record keeping process</li> <li>• communication skills to listen to clear, sequenced instructions; clarify information by questioning as necessary; and consult where necessary with team members and clients</li> <li>• technology skills to use a range of software applications</li> <li>• literacy skills to follows a institutions' legal procedures and sequenced, written instructions</li> <li>• problem-solving skills to apply resolution procedures to standard problems</li> <li>• organizational skills to select and apply the procedures and strategies needed to perform a range of tasks within designated time lines</li> </ul>
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>Competency may be assessed through:</p> <ul style="list-style-type: none"> <li>• Interview / Written Test / Oral Questioning</li> <li>• Observation / Demonstration</li> </ul>
Context of Assessment	<p>Competency may be assessed in the work place or in a simulated work place setting</p>

Occupational Standard: Legal Services Operation Level III	
Unit Title	Organize Schedules
Unit Code	<a href="#">EIS LSO3 09 0812</a>
Unit Descriptor	This unit describes the performance outcomes, skills and knowledge required to manage appointments and diaries for personnel within an organization, using manual and electronic diaries, schedules and other appointment systems.

Elements	Performance Criteria
1. Establish schedule requirements	<p>1.1 <b>Organizational requirements</b> and protocols are identified for diaries and staff <b>planning tools</b></p> <p>1.2 Organizational procedures are identified for different types of appointments</p> <p>1.3 Personal requirements are determined for <b>diary and schedule items</b> for individual personnel</p> <p>1.4 Appointment priorities are established and clarified in discussion with individual personnel</p>
2. Manage schedules	<p>2.1 <b>Recurring adjournment</b> and deadlines, and schedule these in accordance with individual and organizational requirements are identified</p> <p>2.2 Availability of attendees is established, and new appointments are scheduled in accordance with required time lines and diary commitments</p> <p>2.3 <b>Alternative arrangements</b> are negotiated and confirmed when established appointments are changed</p> <p>2.4 <b>Adjournment is recorded</b> and schedules are managed in accordance with <b>organizational procedures</b>.</p>

Variable	Range

Organizational requirements may include but not limited to:	<ul style="list-style-type: none"> <li>• availability of information</li> <li>• electronic linked diaries and schedules</li> <li>• linking personal and executive diaries</li> <li>• priority clients and personnel</li> <li>• protocols in contacting other personnel within and outside organization</li> <li>• recording systems</li> </ul>
Planning tools may include but not limited to:	<ul style="list-style-type: none"> <li>• adjournment book</li> <li>• adjournment view and planner view in electronic scheduling systems</li> <li>• calendar</li> <li>• desk diary</li> <li>• electronic calendar or diary</li> <li>• in/out boards and whiteboards</li> <li>• manual planners</li> <li>• planning wall chart</li> </ul>
Diary and schedule items may include but not limited to:	<ul style="list-style-type: none"> <li>• conferences</li> <li>• deadlines</li> <li>• leave (for both immediate person and others whose absence affects the person)</li> <li>• meetings</li> <li>• recurring adjournments</li> <li>• teleconferences</li> <li>• travel</li> </ul>
Recurring adjournments may include but not limited to:	<ul style="list-style-type: none"> <li>• board meetings</li> <li>• committee meetings</li> <li>• staff meetings</li> </ul>
Alternative arrangements may include but not limited to:	<ul style="list-style-type: none"> <li>• cancelling pre-arranged appointments</li> <li>• inserting additional appointments after a schedule has been prepared</li> <li>• re-scheduling existing appointments</li> </ul>
Adjournment may be recorded in:	<ul style="list-style-type: none"> <li>• calendar</li> <li>• diary</li> <li>• electronic system</li> <li>• filing system</li> <li>• paper system</li> </ul>
Organizational procedures may include but not limited to:	<ul style="list-style-type: none"> <li>• adequate time between appointments</li> <li>• limit on total appointments in any one day</li> <li>• stress minimization</li> <li>• sufficient time to complete meet deadlines</li> </ul>

## Evidence Guide

Critical Aspects of Competence	Demonstrates skills and knowledge in: <ul style="list-style-type: none"> <li>maintaining schedules which meet individual and organizational needs</li> <li>prioritizing and negotiating competing demands</li> </ul>
Underpinning Knowledge and Attitudes	Demonstrates knowledge of: <ul style="list-style-type: none"> <li>key provisions of relevant legislation from all forms of government, standards and codes that may affect aspects of business operations, such as: <ul style="list-style-type: none"> <li>anti-discrimination legislation</li> <li>ethical principles</li> <li>codes of practice</li> <li>privacy laws</li> <li>occupational health and safety (OHS)</li> </ul> </li> <li>relationship between satisfactorily organizing another person's schedule and achieving team goals</li> <li>responsibility that is involved in making arrangements for others</li> </ul>
Underpinning Skills	Demonstrates skills to: <ul style="list-style-type: none"> <li>communication skills to discuss and confirm requirements and priorities of others and to question others to clarify information</li> <li>literacy skills to read a range of procedural texts and to write simple instructions</li> <li>negotiation skills to schedule adjournments where there are competing demands</li> <li>numeracy skills to estimate time, plan accurately and keep records</li> <li>problem-solving skills to negotiate task distribution and timing for appointments with other members of the group</li> <li>time management skills to allow realistic time lines to schedule appointments</li> </ul>
Resources Implication	Access is required to real or appropriately simulated situations, including work areas, materials and equipment, and to information on workplace practices and OHS practices.
Methods of Assessment	Competency may be assessed through: <ul style="list-style-type: none"> <li>Interview / Written Test / Oral Questioning</li> <li>Observation / Demonstration</li> </ul>
Context of Assessment	Competency may be assessed in the work place or in a simulated work place setting

Occupational Standard: Legal Services Operation Level III	
Unit Title	Produce Spreadsheets
Unit Code	<a href="#">EIS LSO3 10 0812</a>
Unit Descriptor	This unit describes the performance outcomes, skills and knowledge required to develop spreadsheets through the use of spreadsheet software.

Elements	Performance Criteria
1. Select and prepare resources	<p>1.1 <b>Ergonomic, work organization and occupational health and safety requirements</b> are adhered</p> <p>1.2 Energy and resource <b>conservation techniques</b> are used to minimize wastage</p> <p>1.3 Spreadsheet task requirements are identified in relation to data entry, storage, output and presentation</p>
2. Plan spreadsheet design	<p>2.1 <b>Spreadsheet design</b> suits the purpose, audience and information requirements of the task is ensured</p> <p>2.2 Spreadsheet design enhances readability and appearance, and meets organizational and task requirements for style and layout are ensured</p> <p>2.3 Style sheets and <b>automatic functions</b> are used to ensure <b>consistency of design and layout</b></p>
3. Create spreadsheet	<p>3.1 Ensure <b>data</b> is entered, <b>checked</b> and amended to maintain consistency of design and layout, in accordance with organizational and task requirements</p> <p>3.2 Spreadsheet is <b>formatted</b> using <b>software functions</b> to adjust page and cell layout to meet information requirements, in accordance with organizational style and presentation requirements</p> <p>3.3 Ensure <b>formulae</b> are tested and used to confirm output meets task requirements, in consultation with appropriate personnel as required</p> <p>3.4 Manuals, user documentation and online help are used to overcome problems with spreadsheet design and production</p>
4. Produce simple charts	<p>4.1 Select chart type and design that enables valid representation of numerical data, and meets organizational and task requirements</p> <p>4.2 Charts are created using appropriate data range in the spreadsheet</p> <p>4.3 Chart type and layout are modified using formatting features</p>

5. Finalize spreadsheets	<p>5.1 Spreadsheet and any accompanying charts are previewed, adjusted and <b>printed</b> in accordance with task requirements</p> <p>5.2 Data input is ensured to meet <b>designated time lines</b> and organizational requirements for speed and accuracy</p> <p>5.3 <b>Spreadsheet is named and stored</b> in accordance with organizational requirements and exit the application without data loss/damage</p>
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Variables	Range
Ergonomic requirements may include but not limited to:	<ul style="list-style-type: none"> <li>• avoiding radiation from computer screens</li> <li>• chair height, seat and back adjustment</li> <li>• document holder</li> <li>• footrest</li> <li>• keyboard and mouse position</li> <li>• lighting</li> <li>• noise minimization</li> <li>• posture</li> <li>• screen position</li> <li>• workstation height and layout</li> </ul>
Work organization requirements may include but not limited to:	<ul style="list-style-type: none"> <li>• exercise breaks</li> <li>• rest periods and other activity</li> </ul>
Occupational health and safety requirements may include but not limited to:	<ul style="list-style-type: none"> <li>• inspections</li> <li>• organizational procedures regarding incidents, accidents, fire and emergencies</li> <li>• workplace meetings</li> <li>• workplace safety procedures</li> <li>• other consultative activities</li> </ul>
Conservation techniques may include but not limited to:	<ul style="list-style-type: none"> <li>• double-sided paper use</li> <li>• recycling used and shredded paper</li> <li>• re-using paper for rough drafts (observing confidentiality requirements)</li> <li>• utilizing power-save options for equipment</li> </ul>
Spreadsheet design may include but not limited to:	<ul style="list-style-type: none"> <li>• appropriateness to required tasks</li> <li>• basic analysis</li> <li>• charts</li> <li>• formatting and reformatting</li> <li>• formulae</li> <li>• functions</li> <li>• headers and footers</li> <li>• headings and labels</li> <li>• identification and parameters</li> <li>• import and export of data</li> <li>• multi-page documents</li> <li>• split screen operation</li> </ul>



Automatic functions may include but not limited to:	<ul style="list-style-type: none"> <li>• auto date</li> <li>• auto correct</li> <li>• auto format</li> <li>• auto text</li> <li>• default settings</li> <li>• headers and footers</li> <li>• page numbering</li> <li>• styles</li> <li>• table headings</li> </ul>
Consistency of design and layout may include but not limited to:	<ul style="list-style-type: none"> <li>• borders</li> <li>• bullet/number lists</li> <li>• captions</li> <li>• consistency with other business documents</li> <li>• page numbers</li> <li>• spacing</li> <li>• typeface styles and point size</li> </ul>
Data may include but not limited to:	<ul style="list-style-type: none"> <li>• numbers</li> <li>• text</li> </ul>
Checking data may include but not limited to:	<ul style="list-style-type: none"> <li>• accuracy of data</li> <li>• accuracy of formulae with calculator</li> <li>• ensuring instructions with regard to content and format have been followed</li> <li>• proofreading</li> <li>• spelling, electronically and manually</li> </ul>
Formatting may include but not limited to:	<ul style="list-style-type: none"> <li>• alignment on page</li> <li>• efficiency of formulae</li> <li>• enhancements to format - borders, patterns and coolers</li> <li>• enhancements to text</li> <li>• headers/footers</li> <li>• use of absolute and relative cell addresses</li> <li>• use of cell addresses in formulae</li> </ul>
Software functions may include but not limited to:	<ul style="list-style-type: none"> <li>• adding/deleting columns/rows</li> <li>• formatting cells</li> <li>• formatting text</li> <li>• headers/footers</li> <li>• sizing columns/rows</li> <li>• using macros</li> <li>• utilizing shortcuts</li> </ul>
Formulae may include but not limited to:	<ul style="list-style-type: none"> <li>• average</li> <li>• division</li> <li>• multiplication</li> <li>• percentage</li> <li>• subtraction</li> <li>• sum</li> <li>• combinations of above</li> </ul>
Printing may include but not	<ul style="list-style-type: none"> <li>• charts</li> <li>• entire workbooks</li> </ul>

limited to:	<ul style="list-style-type: none"> <li>selected data within a worksheet</li> <li>worksheets</li> </ul>
Designated time lines may include but not limited to:	<ul style="list-style-type: none"> <li>organizational time line</li> <li>time line agreed with internal/external client</li> <li>time line agreed with supervisor/person requiring spreadsheet</li> </ul>
Naming and storing spreadsheet may include but not limited to:	<ul style="list-style-type: none"> <li>authorized access</li> <li>file naming conventions</li> <li>filing locations</li> <li>organizational policy for backing up files</li> <li>organizational policy for filing hard copies of spreadsheets</li> <li>security</li> <li>storage in electronic folders/sub-folders</li> <li>storage on CD-ROM, USB, tape back-up, server</li> </ul>

<b>Evidence Guide</b>	
Critical Aspects of Competence	Demonstrates skills and knowledge in: <ul style="list-style-type: none"> <li>designing spreadsheets that address a range of data and organizational requirements</li> <li>using software functions, graphics and support materials to create spreadsheets</li> <li>knowledge of formatting requirements of workplace documents</li> </ul>
Underpinning Knowledge and Attitudes	Demonstrates knowledge of: <ul style="list-style-type: none"> <li>formatting requirements of workplace documents</li> <li>organizational guidelines on spreadsheet design and use</li> <li>organizational requirements for ergonomic standards, work periods and breaks, and conservation techniques</li> </ul>
Underpinning Skills	Demonstrates skills to: <ul style="list-style-type: none"> <li>communication skills to clarify requirements of spreadsheet</li> <li>editing and proofreading skills to check own work for accuracy against original</li> <li>keyboarding skills to enter text and numerical data</li> <li>literacy skills to read and understand organizational procedures, and to use basic models to produce a range of spreadsheets</li> <li>mathematical and statistical skills to use spreadsheet functions such as sum, counts and averages</li> </ul>
Resources Implication	Access is required to real or appropriately simulated situations, including work areas, materials and equipment, and to information on workplace practices and OHS practices.
Methods of Assessment	Competency may be assessed through: <ul style="list-style-type: none"> <li>Interview / Written Test / Oral Questioning</li> <li>Observation / Demonstration</li> </ul>
Context of Assessment	Competency may be assessed in the work place or in a simulated work place setting

Occupational Standard: Legal Services Operation Level III	
Unit Title	Design and Produce Text Documents
Unit Code	<a href="#">EIS LSO3 11 0812</a>
Unit Descriptor	This unit describes the performance outcomes, skills and knowledge required to design and develop predominantly text based documents using advanced features of word processing software.

Elements	Performance Criteria
1. Prepare to produce word processed documents	<p>1.1 Safe work practices are used to ensure <b>ergonomic, work organization, energy and resource conservation requirements</b> are addressed</p> <p>1.2 <b>Document</b> purpose, audience and presentation requirements are identified, and clarified with relevant personnel as required</p> <p>1.3 Organizational and task <b>requirements</b> are identified for text-based business documents to ensure consistency of style and image</p>
2. Design word processed documents	<p>2.1 Document <b>structure and layout are designed</b> to suit purpose, audience and information requirements of the task</p> <p>2.2 Design is documented to enhance readability and appearance, and to meet organizational and task requirements for style and layout</p> <p>2.3 Style sheets and <b>automatic functions</b> are used to ensure <b>consistency of design and layout</b></p>
3. Add tables and other data	<p>3.1 A standard table is inserted into a document, changing cells to meet information requirements</p> <p>3.2 Columns and rows are inserted and deleted as necessary</p> <p>3.3 Images and other <b>data</b> are inserted to meet required specifications</p>
4. Produce text documents	<p>4.1 <b>Advanced software functions</b> are used to enable efficient production of documents</p> <p>4.2 Text and other data are entered or imported, and edited to meet required specifications</p> <p>4.3 Documents are previewed, adjusted and <b>printed</b> in accordance with organizational and task requirements</p> <p>4.4 Text documents are <b>named and stored</b>, in accordance with organizational requirements and exit the application without information loss/damage</p> <p>4.5 Text documents are prepared within <b>designated time lines</b> and organizational requirements for speed and accuracy</p> <p>4.6 Manuals, user documentation and online help are used to</p>

	overcome problems with document design and production
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<b>Variables</b>	<b>Range</b>
Ergonomic requirements may include but not limited to:	<ul style="list-style-type: none"> <li>• avoiding radiation from computer screens</li> <li>• chair height, seat and back adjustment</li> <li>• document holder</li> <li>• footrest</li> <li>• keyboard and mouse position</li> <li>• lighting</li> <li>• noise minimization</li> <li>• posture</li> <li>• screen position</li> <li>• workstation height and layout</li> </ul>
Work organization requirements may include but not limited to:	<ul style="list-style-type: none"> <li>• exercise breaks</li> <li>• rest periods and other activities</li> </ul>
Energy and resource conservation requirements may include but not limited to:	<ul style="list-style-type: none"> <li>• double-sided paper use</li> <li>• recycling used and shredded paper</li> <li>• re-using paper for rough drafts (observing confidentiality requirements)</li> <li>• using power-save options for equipment</li> </ul>

Documents may include but not limited to:	<ul style="list-style-type: none"> <li>• brochures</li> <li>• calendars</li> <li>• faxes</li> <li>• flyers</li> <li>• forms</li> <li>• mail merge documents, including labels</li> <li>• memos</li> <li>• multi-page letters</li> <li>• promotional material</li> <li>• reports</li> <li>• schedules</li> <li>• tables</li> </ul>
Organizational requirements may include but not limited to:	<ul style="list-style-type: none"> <li>• Institution color scheme</li> <li>• company logo</li> <li>• consistent Organizational image</li> <li>• content restrictions</li> <li>• established guidelines and procedures for document production</li> <li>• house styles</li> <li>• observing copyright legislation</li> <li>• Institution name, time, date, document title, filename, etc. in header/footer</li> <li>• templates</li> </ul>
Design may include but not limited to:	<ul style="list-style-type: none"> <li>• balance</li> <li>• diversity</li> <li>• relative positioning of graphics and headings</li> <li>• simplicity</li> <li>• text flow</li> <li>• typography</li> </ul>
Structure and layout may include but not limited to:	<ul style="list-style-type: none"> <li>• boxes</li> <li>• color</li> <li>• columns</li> <li>• drawing</li> <li>• graphics</li> <li>• headings</li> <li>• letter and memo conventions</li> <li>• page layout</li> <li>• photographs</li> <li>• typeface</li> <li>• white space</li> </ul>
Automatic functions may include but not limited to:	<ul style="list-style-type: none"> <li>• auto correct</li> <li>• auto date</li> <li>• auto format</li> <li>• auto text</li> <li>• default settings</li> <li>• headers and footers</li> <li>• page numbering</li> </ul>

	<ul style="list-style-type: none"> <li>• styles</li> <li>• table headings</li> </ul>
Consistency of design and layout may include but not limited to:	<ul style="list-style-type: none"> <li>• annotated references</li> <li>• borders</li> <li>• bullet/number lists</li> <li>• captions</li> <li>• consistency with other business documents</li> <li>• footnotes/endnotes</li> <li>• indentations</li> <li>• page numbers</li> <li>• spacing</li> <li>• typeface styles and point size</li> </ul>
Data may include but not limited to:	<ul style="list-style-type: none"> <li>• clip art</li> <li>• data from other software applications</li> <li>• digital photographs</li> <li>• files</li> <li>• graphics</li> <li>• quotes</li> <li>• references</li> <li>• scanned photographs and logo</li> <li>• tables, graphs and charts</li> </ul>
Advanced software functions may include but not limited to:	<ul style="list-style-type: none"> <li>• alternate headers and footers</li> <li>• drawing tools</li> <li>• graphics tools</li> <li>• importing data/objects/pictures</li> <li>• mail merge</li> <li>• newspaper columns</li> <li>• sections</li> <li>• sort</li> <li>• styles</li> <li>• tables</li> <li>• templates</li> </ul>
Printing may include but not limited to:	<ul style="list-style-type: none"> <li>• print merge</li> <li>• print to file</li> <li>• with comments</li> <li>• with drawing objects</li> <li>• with field codes</li> <li>• with hidden text</li> </ul>
Naming and storing documents may include but not limited to:	<ul style="list-style-type: none"> <li>• authorized access</li> <li>• file names according to Organizational procedure e.g. numbers rather than names</li> <li>• file names which are easily identifiable in relation to the content</li> <li>• file/directory names which identify the operator, author, section, date</li> <li>• filing locations</li> <li>• Organizational policy for backing up files, storage in</li> </ul>

	<p>folders/sub-folders</p> <ul style="list-style-type: none"> <li>• Organizational I policy for filing hard copies of documents</li> <li>• security/password protection</li> <li>• storage on hard/floppy disk drives, CD-ROM, tape back-up</li> </ul>
Designated time lines may include but not limited to:	<ul style="list-style-type: none"> <li>• organizational time line e.g. deadline requirements</li> <li>• time line agreed with internal/external client</li> <li>• time line agreed with supervisor/person requiring document</li> </ul>

<b>Evidence Guide</b>	
Critical Aspects of Competence	<p>Assessment must confirm appropriate knowledge and skills to:</p> <ul style="list-style-type: none"> <li>• applying document design principles</li> <li>• knowledge of organization's style guide</li> <li>• production documents using advanced software functions</li> </ul>
Underpinning Knowledge and Attitudes	<ul style="list-style-type: none"> <li>• formatting styles and their impact on formatting, readability and appearance of documents</li> <li>• organizational requirements for ergonomics, work periods and breaks, and conservation techniques</li> <li>• organizational style guide purposes, uses and functions of word processing software</li> </ul>
Underpinning Skills	<ul style="list-style-type: none"> <li>• communication skills to clarify requirements of documents</li> <li>• editing and proofreading skills to check own work for accuracy against original</li> <li>• keyboarding skills to enter text and numerical data</li> <li>• literacy skills to read and understand the organization's procedures, and to use models to produce a range of documents</li> <li>• problem-solving skills to use processes flexibly and interchangeably</li> </ul>
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"> <li>• Interview / Written Test</li> <li>• Observation / Demonstration with Oral Questioning</li> </ul>
Context of Assessment	<p>Competence may be assessed in the work place or in a simulated work place setting.</p>

Occupational Standard: Legal Services Operation Level III	
Unit Title	Write Simple Documents
Unit Code	<a href="#">EIS LSO3 12 0812</a>
Unit Descriptor	This unit describes the performance outcomes, skills and knowledge required to plan, draft and review a basic document before writing the final version

Elements	Performance Criteria
1. Plan document	1.1 <b>Audience</b> and <b>purpose</b> are determined for the document <b>format</b> and <b>structure</b> 1.2 Key points are established for inclusion 1.3 <b>Organizational requirements</b> are identified 1.4 <b>Method of communication</b> is established 1.5 <b>Means of communication</b> are established
2. Draft document	2.1 Draft document is developed to communicate key points 2.2 Any required additional information is obtained and included
3. Review document	3.1 Draft is checked for suitability of tone for audience, purpose, format and communication style 3.2 Draft is checked for readability, grammar, spelling, and sentence and paragraph construction 3.3 Draft is checked for sequencing and structure 3.4 Draft is checked to ensure it meets institutional requirements 3.5 Ensure draft is proofread, where appropriate, by supervisor or colleague
4. Write final document	4.1 Necessary changes are made and proofread 4.2 Document is ensured to send to <b>intended recipient</b> 4.3 Copy of document is filed in accordance with institutional policies and procedures

Variables	Range
Audience may include but not limited to:	<ul style="list-style-type: none"> <li>• internal and external customers</li> <li>• recipient/s who receive a copy for information</li> <li>• primary recipient/s of the communication</li> </ul>



Purpose may include but not limited to:	<ul style="list-style-type: none"> <li>• clarification of issues</li> <li>• communication about meetings or events</li> <li>• information</li> <li>• minutes/outcomes of meetings</li> <li>• request for information, advice or assistance</li> <li>• statements of fact</li> <li>• straightforward advice</li> </ul>
Format may include but not limited to:	<ul style="list-style-type: none"> <li>• email</li> <li>• forms</li> <li>• letters</li> <li>• memos</li> <li>• minutes of meetings</li> <li>• Organizational templates or proformas for letters, memos or reports</li> <li>• tables</li> </ul>
Structure may include but not limited to:	<ul style="list-style-type: none"> <li>• Organizational of the material to suit the format (e.g. scan ability for on-screen use)</li> <li>• treatment of attachments and hyperlinks</li> <li>• visual signposting of material, including use of headings, lists, keywords and text in boxes</li> </ul>
Organizational requirements may include but not limited to:	<ul style="list-style-type: none"> <li>• house style requirements</li> <li>• identified authorities for signatories for correspondence/communications</li> <li>• protocols, both written and unwritten for the organization's internal and external communications</li> <li>• requirements for inclusive and non-discriminatory language and for adherence to copyright legislation</li> </ul>
Method of communication may include but not limited to:	<ul style="list-style-type: none"> <li>• inclusive communication</li> <li>• use of active or passive voice</li> <li>• use of the appropriate register or style of language - formal, standard or informal</li> </ul>
Means of communication	<p>may include but not limited to:</p> <ul style="list-style-type: none"> <li>• software packages such as MS Word, Excel, PageMaker, PowerPoint and templates</li> </ul>
Intended recipient may include but not limited to:	<ul style="list-style-type: none"> <li>• audience for document</li> <li>• signatory of the document</li> <li>• supervisor or other staff member who may add to or forward document to another recipient</li> </ul>

<b>Evidence Guide</b>			
Critical Aspects of	Assessment requires evidence that the candidate:		
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Competence	<ul style="list-style-type: none"> <li>• producing a range of documents that accurately convey required basic information</li> <li>• using formatting suitable for intended audience knowledge of Organizational I policies and procedures for document production</li> </ul>
Underpinning Knowledge and Attitudes	<ul style="list-style-type: none"> <li>• basic grammar, spelling and punctuation</li> <li>• communication protocols</li> <li>• how audience, purpose and method of communication influence tone</li> <li>• Organizational policies and procedures for document production resources to assist in document production, such as dictionary, thesaurus, templates, style sheets.</li> </ul>
Underpinning Skills	<ul style="list-style-type: none"> <li>• literacy skills to read and understand a variety of texts; to prepare general information and papers according to target audience; and to proofread and edit documents to ensure clarity of meaning and conformity to Organizational requirements</li> <li>• problem-solving skills to determine document design and production processes</li> </ul>
Resources Implication	Access is required to real or appropriately simulated situations, including work areas, materials and equipment, and to information on workplace practices and OHS practices.
Methods of Assessment	Competence may be assessed through: <ul style="list-style-type: none"> <li>• Interview / Written Test</li> <li>• Observation / Demonstration with Oral Questioning</li> </ul>
Context of Assessment	Competence may be assessed in the work place or in a simulated work place setting.

Occupational Standard: Legal Services Operation Level III	
Unit Title	Deliver and Monitor a Service to Customers
Unit Code	<a href="#">EIS LSO3 13 0812</a>
Unit Descriptor	This unit describes the performance outcomes, skills and knowledge required to identify customer needs and monitor service provided to customers. Operators may exercise discretion and judgement using appropriate theoretical knowledge of customer service to provide technical advice and support to customers over either a short or long term interaction.

Elements	Performance Criteria
1. Identify customer needs	<p>1.1 <b>Appropriate interpersonal skills</b> are used to accurately identify and clarify <b>customer needs and expectations</b></p> <p>1.2 Customer needs are assessed for urgency to determine priorities for service delivery according to <b>Organizational requirements</b></p> <p>1.3 <b>Effective communication</b> is used to inform customers about available choices for meeting their needs and assist in the selection of preferred options</p> <p>1.4 Limitations are identified in addressing customer needs and seek appropriate assistance from <b>designated individuals</b></p>
2. Deliver a service to customers	<p>2.1 Prompt service is provided to customers to meet identified needs in accordance with Organizational requirements</p> <p>2.2 Appropriate rapport is established and maintained with customers to ensure completion of quality service delivery</p> <p>2.3 Assistance is provided or responded to customers with <b>specific needs</b> according to organizational requirements</p> <p>2.4 Available <b>opportunities</b> are identified and used to promote and enhance services and products to customers</p>
3. Monitor and report on service delivery	<p>3.1 Customer feed back and satisfaction with service delivery are regularly reviewed and sought using <b>verifiable evidence</b> according to organizational requirements</p> <p>3.2 Opportunities are identified to enhance the quality of service and products, and pursue within organizational requirements</p> <p>3.3 Procedural aspects of service delivery are monitored for effectiveness and suitability to customer requirements</p> <p>3.4 Reports are ensured to be clear, detailed and contain recommendations focused on critical aspects of service delivery</p>

Variable	Range
Appropriate interpersonal skills may include but not limited to:	<ul style="list-style-type: none"> <li>• listening actively to what the customer is communicating</li> <li>• providing an opportunity for the customer to confirm their request</li> <li>• questioning to clarify and confirm customer needs</li> <li>• seeking feedback from the customer to confirm understanding of needs</li> <li>• summarizing and paraphrasing to check understanding of customer message</li> <li>• using appropriate body language</li> </ul>
Customers may include but not limited to:	<ul style="list-style-type: none"> <li>• corporate customers</li> <li>• individual members of the organization</li> <li>• individual members of the public</li> <li>• internal or external</li> <li>• other agencies</li> </ul>
Customer needs and expectations may include:	<ul style="list-style-type: none"> <li>• accuracy of information</li> <li>• advice or general information</li> <li>• complaints</li> <li>• fairness/politeness</li> <li>• further information</li> <li>• making an appointment</li> <li>• prices/value</li> <li>• purchasing organization's products and services</li> <li>• returning organization's products and services</li> <li>• Specific information.</li> </ul>

Organizational requirements may include but not limited to:	<ul style="list-style-type: none"> <li>• access and equity principles and practice</li> <li>• anti discriminations and related policy</li> <li>• defined resource parameters</li> <li>• goals, objectives, plans, systems and processes</li> <li>• legal and organizational, guidelines and requirements</li> <li>• OHS procedures.</li> <li>• payment and delivery options</li> <li>• pricing and discount policies</li> <li>• quality and continuous improvement processes and standards</li> <li>• quality assurance and/or procedures manuals</li> <li>• replacement and refund procedures</li> <li>• who is responsible for products or services</li> </ul>
Effective communication may include but not limited to:	<ul style="list-style-type: none"> <li>• giving customers full attention</li> <li>• maintaining eye contact, except where eye contact may be culturally inappropriate</li> <li>• speaking clearly and concisely</li> <li>• using active listening techniques</li> <li>• using appropriate language and tone of voice</li> <li>• using clear written information/communication</li> <li>• using non-verbal communication e.g. body language, personal presentation (for face-to-face interactions)</li> <li>• using open and/or closed questions</li> </ul>
Designated individuals may include but not limited to:	<ul style="list-style-type: none"> <li>• colleagues</li> <li>• customers</li> <li>• line management</li> <li>• supervisor</li> </ul>
Customer complaints may include but not limited to:	<ul style="list-style-type: none"> <li>• administrative errors such as incorrect invoices or prices</li> <li>• customer satisfaction with service quality</li> <li>• damaged goods or goods not delivered</li> <li>• delivery errors</li> <li>• product not delivered on time</li> <li>• service errors</li> <li>• warehouse or store room errors such as incorrect product delivered</li> </ul>
Specific needs of customers may relate to:	<ul style="list-style-type: none"> <li>• age</li> <li>• beliefs/values</li> <li>• culture</li> <li>• disability</li> <li>• gender</li> <li>• language</li> <li>• religious/spiritual observances</li> </ul>

<p>Opportunities to promote and enhance services and products may include but not limited to:</p>	<ul style="list-style-type: none"> <li>• extending time lines</li> <li>• packaging procedures</li> <li>• procedures for delivery of goods</li> <li>• system for recording complaints</li> <li>• updating customer service charter</li> </ul>
<p>Verifiable evidence may include but not limited to:</p>	<ul style="list-style-type: none"> <li>• customer satisfaction questionnaires</li> <li>• audit documentation and reports</li> <li>• quality assurance data</li> <li>• returned goods</li> <li>• lapsed customers</li> <li>• service calls</li> <li>• complaints</li> </ul>

<b>Evidence Guide</b>	
Critical Aspects of Competence	<p>The candidate must be able to demonstrate:</p> <ul style="list-style-type: none"> <li>• identifying needs and priorities of customers</li> <li>• distinguishing between different levels of customer satisfaction</li> <li>• treating customers with courtesy and respect</li> <li>• responding to and reporting on, customer feedback</li> <li>• knowledge of organizational policy and procedures for customer service</li> </ul>
Underpinning Knowledge and Attitudes	<p>key provisions of relevant legislation from all levels of government that may affect aspects of business operations, such as:</p> <ul style="list-style-type: none"> <li>• anti-discrimination legislation</li> <li>• ethical principles</li> <li>• codes of practice</li> <li>• privacy laws</li> <li>• financial legislation</li> <li>• occupational health and safety (OHS)</li> <li>• organizational policy and procedures for customer service including handling customer complaints</li> <li>• service standards and best practice models</li> <li>• public relations and product promotion techniques for dealing with customers, including customers with specific needs</li> </ul>
Underpinning Skills	<ul style="list-style-type: none"> <li>• analytical skills to identify trends and positions of products and services</li> <li>• communication skills to monitor and advise on customer service strategies</li> <li>• literacy skills to: <ul style="list-style-type: none"> <li>➢ edit and proofread texts to ensure clarity of meaning and accuracy of grammar and punctuation</li> <li>➢ prepare general information and papers according to target audience</li> <li>➢ read and understand a variety of texts</li> </ul> </li> <li>• problem solving skills to deal with customer enquiries or complaints</li> <li>• technology skills to select and use technology appropriate to a task</li> <li>• self managements skills to: <ul style="list-style-type: none"> <li>➢ comply with policies and procedures</li> <li>➢ consistently evaluate and monitor own performance</li> <li>➢ seek learning opportunities</li> </ul> </li> </ul>
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"> <li>• Interview / Written Test</li> <li>• Observation / Demonstration with Oral Questioning</li> </ul>
Context of Assessment	<p>Competence may be assessed in the work place or in a simulated work place setting.</p>

**Occupational Standard: Legal Service Clerk Works Level III**

<b>Unit Title</b>	<b>Monitor Implementation of Work Plan/Activities</b>
<b>Unit Code</b>	<a href="#"><u>EIS LSO3 14 0812</u></a>
<b>Unit Descriptor</b>	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.

<b>Elements</b>	<b>Performance Criteria</b>
1. Monitor and improve workplace operations	1.1 Efficiency and service levels are monitored on an ongoing basis. 1.2 Operations in the workplace support overall enterprise goals and quality assurance initiatives. 1.3 Quality <b>problems</b> and issues are promptly identified and adjustments are made accordingly. 1.4 Procedures and systems are changed in consultation with colleagues to improve efficiency and effectiveness. 1.5 Colleagues are consulted about ways to improve efficiency and service levels.
2. Plan and organise workflow	2.1 Current workload of colleagues is accurately assessed. 2.2 Work is scheduled in a manner which enhances efficiency and customer service quality. 2.3 Work is delegated to appropriate people in accordance with principles of delegation. 2.4 Workflow is assessed against agreed objectives and timelines and colleagues are assisted in prioritisation of workload. 2.5 Input is provided to appropriate management regarding staffing needs.
3. Maintain workplace records	3.1 <b>Workplace records</b> are accurately completed and submitted within required timeframes. 3.2 Where appropriate completion of records is delegated and monitored prior to submission.
4. Solve problems and make decisions	4.1 Workplace problems are promptly identified and considered from an operational and customer service perspective. 4.2 Short term action is initiated to resolve the immediate problem where appropriate. 4.3 Problems are analysed for any long term impact and potential solutions are assessed and actioned in consultation with relevant colleagues. 4.4 Where problem is raised by a team member, they are



	<p>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"> <li>• difficult customer service situations</li> <li>• equipment breakdown/technical failure</li> <li>• delays and time difficulties</li> <li>• competence</li> </ul>
Workplace records	<p>May include but is not limited to:</p> <ul style="list-style-type: none"> <li>• staff records and regular performance reports</li> </ul>

Evidence Guide	
Critical Aspects of Competence	<p>Demonstrates skills and knowledge in:</p> <ul style="list-style-type: none"> <li>• ability to effectively monitor and respond to a range of common operational and service issues in the workplace</li> <li>• understanding of the role of staff involved in workplace monitoring</li> <li>• knowledge of quality assurance, principles of workflow planning, delegation and problem solving</li> </ul>
Underpinning Knowledge and Attitudes	<p>Demonstrate knowledge of:</p> <ul style="list-style-type: none"> <li>• roles and responsibilities in monitoring work operations</li> <li>• overview of leadership and management responsibilities</li> <li>• principles of work planning and principles of delegation</li> <li>• typical work organization methods appropriate to the sector</li> <li>• quality assurance principles and time management</li> <li>• problem solving and decision making processes</li> <li>• industrial and/or legislative issues which affect short term work organization as appropriate to industry sector</li> </ul>
Underpinning Skills	<p>Demonstrate skills to:</p> <ul style="list-style-type: none"> <li>• monitor and improve workplace operations</li> <li>• plan and organize workflow</li> <li>• maintain workplace records</li> </ul>
Resource Implications	<p>Access is required to real or appropriately simulated situations, including work areas, materials and equipment, and to information on workplace practices and OHS practices.</p>
Methods of Assessment	<p>Competence may be assessed through:</p> <ul style="list-style-type: none"> <li>• Interview / Written Test</li> <li>• Observation / Demonstration with Oral Questioning</li> </ul>
Context of Assessment	<p>Competence may be assessed in the work place or in a simulated work place setting.</p>

Occupational Standard: Legal Service Clerk Works Level III	
Unit Title	Apply Quality Control
Unit Code	<a href="#">EIS LSO3 15 0812</a>
Unit Descriptor	This unit covers the knowledge, attitudes and skills required in applying quality control in the workplace.

Elements	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 <b>quality checked</b> against organization <b>quality standards</b> and specifications.</p> <p>2.2 Service delivered are evaluated using the appropriate evaluation <b>quality parameters</b> and in accordance with organization standards.</p> <p>2.3 Causes of any identified faults are identified and corrective actions are 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"> <li>• Check against design / specifications</li> <li>• Visual inspection and Physical inspection</li> </ul>
Quality standards	May include but not limited to: <ul style="list-style-type: none"> <li>• Materials</li> <li>• Components</li> <li>• Process</li> <li>• Procedures</li> </ul>
Quality parameters	May include but not limited to: <ul style="list-style-type: none"> <li>• Standard Design / Specifications</li> <li>• Material Specification</li> </ul>

Evidence Guide	
Critical Aspects of Competence	Demonstrates skills and knowledge in: <ul style="list-style-type: none"> <li>• Checked completed work continuously against organization standard</li> <li>• Identified and isolated faulty or poor service</li> <li>• Checked service delivered against organization standards</li> <li>• Identified and applied corrective actions on the causes of identified faults or error</li> <li>• Recorded basic information regarding quality performance</li> <li>• Investigated causes of deviations of services against standard</li> <li>• Recommended suitable preventive actions</li> </ul>
Underpinning Knowledge	Demonstrates knowledge of: <ul style="list-style-type: none"> <li>• Relevant quality standards, policies and procedures</li> <li>• Characteristics of services</li> <li>• Safety environment aspects of service processes</li> <li>• Evaluation techniques and quality checking procedures</li> <li>• Workplace procedures and reporting procedures</li> </ul>
Underpinning Skills	Demonstrates skills to: <ul style="list-style-type: none"> <li>• interpret work instructions, specifications and standards appropriate to the required work or service</li> <li>• carry out relevant performance evaluation</li> <li>• maintain accurate work records</li> <li>• meet work specifications and requirements</li> <li>• communicate effectively within defined workplace procedures</li> </ul>
Resource Implications	Access is required to real or appropriately simulated situations, including work areas, materials and equipment, and to information on workplace practices and OHS practices.
Methods of Assessment	Competence may be assessed through: <ul style="list-style-type: none"> <li>• Interview / Written Test</li> <li>• Observation / Demonstration with Oral Questioning</li> </ul>
Context of Assessment	Competence may be assessed in the work place or in a simulated work place setting.

Occupational Standard: Legal Service Clerk Works Level III	
Unit Title	Lead Workplace Communication
Unit Code	<a href="#">EIS LSO3 16 0812</a>
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.

Elements	Performance Criteria
1. Communicate information about workplace processes	1.1 Appropriate <b>communication method</b> 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 are 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"> <li>• Non-verbal gestures</li> <li>• Verbal</li> <li>• Face to face</li> <li>• Two-way radio</li> <li>• Speaking to groups</li> <li>• Using telephone</li> </ul>

	<ul style="list-style-type: none"> <li>• Written</li> <li>• Using Internet</li> <li>• Cell phone</li> </ul>
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<b>Evidence Guide</b>	
Critical Aspects of Competence	Demonstrates skills and knowledge in: <ul style="list-style-type: none"> <li>• Dealt with a range of communication/information at one time</li> <li>• Made constructive contributions in workplace issues</li> <li>• Sought workplace issues effectively</li> <li>• Responded to workplace issues promptly</li> <li>• Presented information clearly and effectively written form</li> <li>• Used appropriate sources of information</li> <li>• Asked appropriate questions</li> <li>• Provided accurate information</li> </ul>
Underpinning Knowledge and Attitudes	Demonstrates knowledge of: <ul style="list-style-type: none"> <li>• Organization requirements for written and electronic communication methods</li> <li>• Effective verbal communication methods</li> </ul>
Underpinning Skills	Demonstrates skills to: <ul style="list-style-type: none"> <li>• Organize information</li> <li>• Understand and convey intended meaning</li> <li>• Participate in variety of workplace discussions</li> <li>• Comply with organization requirements for the use of written and electronic communication methods</li> </ul>
Resources Implication	Access is required to real or appropriately simulated situations, including work areas, materials and equipment, and to information on workplace practices and OHS practices.
Methods of Assessment	Competence may be assessed through: <ul style="list-style-type: none"> <li>• Interview / Written Test</li> <li>• Observation / Demonstration with Oral Questioning</li> </ul>
Context of Assessment	Competence may be assessed in the work place or in a simulated work place setting.

Occupational Standard: Legal Service Clerk Works Level III	
Unit Title	Lead Small Teams
Unit Code	<a href="#">EIS LSO3 17 0812</a>
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.

Elements	Performance Criteria
1. Provide team leadership	<p>1.1 <b>Learning and development needs</b> are systematically identified and implemented in line with <b>organizational requirements</b></p> <p>1.2 Learning plan to meet individual and group training and developmental needs is collaboratively developed and implemented</p> <p>1.3 Individuals are encouraged to self-evaluate performance and identify areas for improvement</p> <p>1.4 <b>Feedback on performance</b> 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 <b>Learning delivery methods</b> are 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 to obtain and share information is used by team</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 actively participated in team activities and communication processes</p> <p>5.2 Teams members developed individual and joint responsibility 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"> <li>• Coaching, mentoring and/or supervision</li> <li>• Formal/informal learning program</li> <li>• Internal/external training provision</li> <li>• Work experience/exchange/opportunities</li> <li>• Personal study</li> <li>• Career planning/development</li> <li>• Performance appraisals</li> <li>• Workplace skills assessment</li> <li>• Recognition of prior learning</li> </ul>
Organizational requirements	<p>May include but not limited to:</p> <ul style="list-style-type: none"> <li>• Quality assurance and/or procedures manuals</li> <li>• Goals, objectives, plans, systems and processes</li> <li>• Legal and organizational policy/guidelines and requirements</li> <li>• Safety policies, procedures and programs</li> <li>• Confidentiality and security requirements</li> <li>• Business and performance plans</li> <li>• Ethical standards</li> <li>• Quality and continuous improvement processes and standards</li> </ul>
Feedback on performance	<p>May include but not limited to:</p> <ul style="list-style-type: none"> <li>• Formal/informal performance appraisals</li> <li>• Obtaining feedback from supervisors and colleagues</li> <li>• Obtaining feedback from clients</li> <li>• Personal and reflective behavior strategies</li> <li>• Routine and organizational methods for monitoring service delivery</li> </ul>
Learning delivery methods	<p>May include but not limited to:</p> <ul style="list-style-type: none"> <li>• On the job coaching or mentoring</li> <li>• Problem solving</li> <li>• Presentation/demonstration</li> <li>• Formal course participation</li> <li>• Work experience and Involvement in professional networks</li> </ul>

	<ul style="list-style-type: none"> <li>• Conference/seminar attendance and induction</li> </ul>
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<b>Evidence Guide</b>	
Critical Aspects of Competence	<p>Demonstrates skills and knowledge in:</p> <ul style="list-style-type: none"> <li>• identified and implemented learning opportunities for others</li> <li>• gave and received feedback constructively</li> <li>• facilitated participation of individuals in the work of the team</li> <li>• negotiated learning plans to improve the effectiveness of learning</li> <li>• prepared learning plans to match skill needs</li> <li>• accessed and designated learning opportunities</li> </ul>
Underpinning Knowledge and Attitude	<p>Demonstrates knowledge of:</p> <ul style="list-style-type: none"> <li>• coaching and mentoring principles</li> <li>• understanding how to work effectively with team members who have diverse work styles, aspirations, cultures and perspective</li> <li>• understanding how to facilitate team development and improvement</li> <li>• understanding methods and techniques for eliciting and interpreting feedback</li> <li>• understanding methods for identifying and prioritizing personal development opportunities and options</li> <li>• knowledge of career paths and competence standards in the industry</li> </ul>
Underpinning Skills	<p>Demonstrates skills to:</p> <ul style="list-style-type: none"> <li>• 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</li> <li>• receive feedback and report, maintain effective relationships and conflict management</li> <li>• organize required resources and equipment to meet learning needs</li> <li>• provide support to colleagues</li> <li>• organize information; assess information for relevance and accuracy; identify and elaborate on learning outcomes</li> <li>• facilitation skills to conduct small group training sessions</li> <li>• relate to people from a range of social, cultural, physical and mental backgrounds</li> </ul>
Resource Implications	Access to relevant workplace or appropriately simulated environment where assessment can take place
Methods of Assessment	<p>Competence may be assessed through:</p> <ul style="list-style-type: none"> <li>• Interview / Written exam</li> <li>• Observation / Demonstration with Oral Questioning</li> </ul>
Context of Assessment	Competence may be assessed in the workplace or in a simulated workplace setting



Occupational Standard: Legal Service Clerk Works Level III	
Unit Title	Improve Business Practice
Unit Code	<a href="#">EIS LSO3 18 0812</a>
Unit Descriptor	This unit covers the skills, knowledge and attitudes required in promoting, improving and growing business operations.

Elements	Performance Criteria
1. Diagnose the business	1.1 <b>Data required</b> for diagnosis is determined and acquired. 1.2 <b>Competitive advantage</b> of the business is determined from the data. 1.3 <b>SWOT analysis</b> of the data is undertaken.
2. Benchmark the business	2.1 Sources of relevant benchmarking data are identified. 2.2 <b>Key indicators</b> for benchmarking are selected in consultation with key stakeholders. 2.3 Like indicators of own practice are compared with benchmark indicators. 2.4 Areas for improvement are identified.
3. Develop plans to improve business performance	3.1 A consolidated list of required improvements is developed. 3.2 Cost-benefit ratios for required improvements are determined. 3.3 Work flow changes resulting from proposed improvements are determined. 3.4 Proposed improvements are ranked according to agreed criteria. 3.5 An action plan is developed and agreed to implement the top ranked improvements. 3.6 <b>Organizational structures</b> are checked to ensure they are suitable.
4. Develop marketing and promotional plans	4.1 The practice vision statement is reviewed. 4.2 Practice <b>objectives</b> are developed/ reviewed. 4.3 Target markets are identified/ refined. 4.4 <b>Market research data</b> is obtained. 4.5 <b>Competitor analysis</b> is obtained. 4.6 <b>Market position</b> is developed/ reviewed. 4.7 <b>Practice brand</b> is developed. 4.8 <b>Benefits</b> of practice/practice products/services are identified.

	4.9 <b>Promotion tools</b> are selected/ developed.
5. Develop business growth plans	<p>5.1 Plans are developed to increase <b>yield per existing client</b>.</p> <p>5.2 Plans are developed to add new clients.</p> <p>5.3 Proposed plans are ranked according to agreed criteria.</p> <p>5.4 An action plan is developed and agreed to implement the top ranked plans.</p> <p>5.5 Practice 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 Indicators of success 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 required includes:	<p>May include but not limited to:</p> <ul style="list-style-type: none"> <li>• organization capability</li> <li>• appropriate business structure</li> <li>• level of client service which can be provided</li> <li>• internal policies, procedures and practices</li> <li>• staff levels, capabilities and structure</li> <li>• market, market definition</li> <li>• market changes/market segmentation</li> <li>• market consolidation/fragmentation</li> <li>• revenue</li> <li>• level of commercial activity</li> <li>• expected revenue levels, short and long term</li> <li>• revenue growth rate</li> <li>• break even data</li> <li>• pricing policy</li> <li>• revenue assumptions</li> <li>• business environment</li> <li>• economic conditions</li> <li>• social factors</li> <li>• demographic factors</li> <li>• technological impacts</li> <li>• political/legislative/regulative impacts</li> <li>• competitors, competitor pricing and response to pricing</li> <li>• competitor marketing/branding</li> <li>• competitor products</li> </ul>
Competitive advantage	<p>May include but not limited to:</p> <ul style="list-style-type: none"> <li>• services/products</li> <li>• fees</li> </ul>

	<ul style="list-style-type: none"> <li>• location</li> <li>• timeframe</li> </ul>
SWOT analysis	<p>May include but not limited to:</p> <ul style="list-style-type: none"> <li>• internal strengths such as staff capability, recognized quality</li> <li>• internal weaknesses such as poor morale, under-capitalization, poor technology</li> <li>• external opportunities such as changing market and economic conditions</li> <li>• external threats such as industry fee structures, strategic alliances, competitor marketing</li> </ul>
Key indicators	<p>May include but not limited to:</p> <ul style="list-style-type: none"> <li>• salary cost and staffing</li> <li>• personnel productivity (particularly of principals)</li> <li>• profitability</li> <li>• fee structure</li> <li>• client base</li> <li>• size staff/principal</li> <li>• overhead/overhead control</li> </ul>
Organizational structures	<p>May include but not limited to:</p> <ul style="list-style-type: none"> <li>• Legal structure (partnership, Limited Liability Company, etc.)</li> <li>• organizational structure/hierarchy</li> <li>• reward schemes</li> </ul>
Objectives should be 'SMART'	<p>May include but not limited to:</p> <ul style="list-style-type: none"> <li>• S: Specific</li> <li>• M: Measurable</li> <li>• A: Achievable</li> <li>• R: Realistic</li> <li>• T: Time defined</li> </ul>
Market research data	<p>May include but not limited to:</p> <ul style="list-style-type: none"> <li>• data about existing clients</li> <li>• data about possible new clients</li> <li>• data from internal sources</li> <li>• data from external sources such as: <ul style="list-style-type: none"> <li>➤ trade associations/journals</li> <li>➤ Yellow Pages small business surveys</li> <li>➤ libraries</li> <li>➤ Internet</li> <li>➤ Chamber of Commerce</li> <li>➤ client surveys</li> <li>➤ industry reports</li> <li>➤ secondary market research</li> </ul> </li> <li>• primary market research such as: <ul style="list-style-type: none"> <li>➤ telephone surveys</li> <li>➤ personal interviews</li> <li>➤ mail surveys</li> </ul> </li> </ul>
Competitor analysis	<p>May include but not limited to:</p> <ul style="list-style-type: none"> <li>• competitor offerings</li> </ul>

	<ul style="list-style-type: none"> <li>• competitor promotion strategies and activities</li> <li>• competitor profile in the market place</li> </ul>
Market position should include data on:	<p>May include but not limited to:</p> <ul style="list-style-type: none"> <li>• product</li> <li>• the good or service provided</li> <li>• product mix</li> <li>• the core product - what is bought</li> <li>• the tangible product - what is perceived</li> <li>• the augmented product - total package of consumer</li> <li>• features/benefits</li> <li>• product differentiation from competitive products</li> <li>• new/changed products</li> <li>• Price and pricing strategies (cost plus, supply/demand, ability to pay, etc.)</li> <li>• Pricing objectives (profit, market penetration, etc.)</li> <li>• cost components</li> <li>• market position</li> <li>• distribution strategies</li> <li>• marketing channels</li> <li>• promotion</li> <li>• promotional strategies</li> <li>• target audience</li> <li>• communication</li> <li>• promotion budget</li> </ul>
Practice brand	<p>May include but not limited to:</p> <ul style="list-style-type: none"> <li>• practice image</li> <li>• practice logo/letter head/signage</li> <li>• phone answering protocol</li> <li>• facility decor</li> <li>• slogans</li> <li>• templates for communication/invoicing</li> <li>• style guide</li> <li>• writing style</li> <li>• AIDA (attention, interest, desire, action)</li> </ul>
Benefits	<p>May include but not limited to:</p> <ul style="list-style-type: none"> <li>• features as perceived by the client</li> <li>• benefits as perceived by the client</li> </ul>
Promotion tools	<p>May include but not limited to:</p> <ul style="list-style-type: none"> <li>• networking and referrals</li> <li>• seminars</li> <li>• advertising</li> <li>• press releases</li> <li>• publicity and sponsorship</li> <li>• brochures</li> <li>• newsletters (print and/or electronic)</li> <li>• websites</li> <li>• direct mail</li> </ul>

	<ul style="list-style-type: none"> <li>• telemarketing/cold calling</li> </ul>
Yield per existing client	<p>May include but not limited to:</p> <ul style="list-style-type: none"> <li>• raising charge out rates/fees</li> <li>• packaging fees</li> <li>• reduce discounts</li> <li>• sell more services to existing clients</li> </ul>

<b>Evidence Guide</b>			
Critical Aspects of Competence	Demonstrates skills and knowledge in: <ul style="list-style-type: none"> <li>• ability to identify the key indicators of business performance</li> <li>• ability to identify the key market data for the business</li> <li>• knowledge of a wide range of available information sources</li> <li>• ability to acquire information not readily available within a business</li> <li>• ability to analyze data and determine areas of improvement</li> <li>• ability to negotiate required improvements to ensure implementation</li> <li>• ability to evaluate systems against practice requirements</li> <li>• and form recommendations and/or make recommendations</li> <li>• ability to assess the accuracy and relevance of information</li> </ul>		
Underpinning Knowledge and Attitudes	Demonstrates knowledge of: <ul style="list-style-type: none"> <li>• data analysis</li> <li>• communication skills</li> <li>• computer skills to manipulate data and present information</li> <li>• negotiation skills</li> <li>• problem solving</li> <li>• planning skills</li> <li>• marketing principles</li> <li>• ability to acquire and interpret relevant data</li> <li>• current product and marketing mix</li> <li>• use of market intelligence</li> <li>• development and implementation strategies of promotion and growth plans</li> </ul>		
Underpinning Skills	Demonstrates skill in: <ul style="list-style-type: none"> <li>• data analysis and manipulation</li> <li>• ability to acquire and interpret required data, current practice systems and structures and sources of relevant benchmarking data</li> <li>• applying methods of selecting relevant key benchmarking indicators</li> <li>• communication skills</li> <li>• working and consulting with others when developing plans for the business</li> <li>• planning skills, negotiation skills and problem solving</li> <li>• using computers to manipulate, present and distribute information</li> </ul>		
Resources Implication	Access is required to real or appropriately simulated situations, including work areas, materials and equipment, and to information on workplace practices and OHS practices.		
Methods of Assessment	Competence may be assessed through: <ul style="list-style-type: none"> <li>• Interview / Written Test</li> <li>• Observation / Demonstration with Oral Questioning</li> </ul>		
Context of Assessment	Competence may be assessed in the work place or in a simulated work place setting.		
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Occupational Standard: Legal Service Clerk Works Level III	
Unit Title	Prevent and Eliminate MUDA
Unit Code	<a href="#">EIS LSO3 19 1012</a>
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 elements are continuously improved and institutionalized.

Elements	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 <b>OHS requirements</b>, including dust and fume collection, breathing apparatus and eye and ear personal protection needs are observed throughout the work.</p> <p>1.4 Appropriate material is selected for work.</p> <p>1.5 <b>Safety equipment and tools</b> 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 <b>Tools and techniques</b> are used to draw and analyze current situation of the work place.</p> <p>2.4 Wastes/MUDA are identified and measured based on <b>relevant procedures</b>.</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 <b>the ten basic principles for improvement</b> 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</p>

	reported to relevant bodies.
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 <b>visual and auditory control methods</b>.</p> <p>4.4 Waste-free workplace is created using <b>5W and 1H</b> 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>

Variable	Range
OHS requirements	<p>May include but not limited to:</p> <ul style="list-style-type: none"> <li>• 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 fire fighting equipment, enterprise first aid, hazard control and hazardous materials and substances.</li> <li>• Personal protective equipment is to include that prescribed under legislation/regulations/codes of practice and workplace policies and practices.</li> <li>• Safe operating procedures are to include, but are not limited to the conduct of operational risk assessment and treatments associated with workplace organization.</li> <li>• Emergency procedures related to this unit are to include but may not be limited to emergency shutdown and stopping of equipment, extinguishing fires, enterprise first aid requirements and site evacuation.</li> </ul>
Safety equipment and tools	<p>May include but not limited to:</p> <ul style="list-style-type: none"> <li>• dust masks / goggles</li> <li>• glove</li> <li>• working cloth</li> <li>• first aid</li> <li>• safety shoes</li> </ul>



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

Visual and auditory control methods	<p>May include but not limited to:</p> <ul style="list-style-type: none"> <li>• Red Tagging</li> <li>• Sign boards</li> <li>• Outlining</li> <li>• Andons</li> <li>• Kanban, etc.</li> </ul>
5W and 1H	<p>May include but not limited to:</p> <ul style="list-style-type: none"> <li>• Who</li> <li>• What</li> <li>• Where</li> <li>• When</li> <li>• Why</li> <li>• How</li> </ul>

<b>Evidence Guide</b>	
Critical Aspects of Competence	<p>Demonstrates skills and knowledge to:</p> <ul style="list-style-type: none"> <li>• discuss why wastes occur in the workplace</li> <li>• discuss causes and effects of wastes/MUDA in the workplace</li> <li>• analyze the current situation of the workplace by using appropriate tools and techniques</li> <li>• identify, measure, eliminate and prevent occurrence of wastes by using appropriate tools and techniques</li> <li>• use 5W and 1H sheet to prevent</li> </ul>
Underpinning Knowledge and Attitudes	<p>Demonstrates knowledge of:</p> <ul style="list-style-type: none"> <li>• Targets of customers and manufacturer/service provider</li> <li>• Traditional and kaizen thinking of price setting</li> <li>• Kaizen thinking in relation to targets of manufacturer/service provider and customer</li> <li>• value</li> <li>• The three categories of operations</li> <li>• the 3“MU”</li> <li>• waste/MUDA</li> <li>• wastes occur in the workplace</li> <li>• The 7 types of MUDA</li> <li>• The Benefits of identifying and eliminating waste</li> <li>• Causes and effects of 7 MUDA</li> <li>• Procedures to identify MUDA</li> <li>• Necessary attitude and the ten basic principles for improvement</li> <li>• Procedures to eliminate MUDA</li> <li>• Prevention of wastes</li> </ul>

	<ul style="list-style-type: none"> <li>• Methods of waste prevention</li> <li>• Definition and purpose of standardization</li> <li>• Standards required for machines, operations, defining normal and abnormal conditions, clerical procedures and procurement</li> <li>• Methods of visual and auditory control</li> <li>• TPM concept and its pillars.</li> <li>• Relevant Occupational Health and Safety (OHS) and environment requirements</li> <li>• Plan and report</li> <li>• Method of communication</li> </ul>
Underpinning Skills	<p>Demonstrates skills to:</p> <ul style="list-style-type: none"> <li>• draw &amp; analyze current situation of the work place</li> <li>• use measurement apparatus (stop watch, tape, etc.)</li> <li>• calculate volume and area</li> <li>• use and follow checklists to identify, measure and eliminate wastes/MUDA</li> <li>• identify and measure wastes/MUDA in accordance with OHS and procedures</li> <li>• use tools and techniques to eliminate wastes/MUDA in accordance with OHS procedure</li> <li>• apply 5W and 1H sheet</li> <li>• update and use standard procedures for completion of required operation</li> <li>• work with others</li> <li>• read and interpret documents</li> <li>• observe situations</li> <li>• solve problems</li> <li>• communicate</li> <li>• gather evidence by using different means</li> <li>• report activities and results using report formats</li> </ul>
Resources Implication	Access is required to real or appropriately simulated situations, including work areas, materials and equipment, and to information on workplace practices and OHS practices.
Methods of Assessment	<p>Competence may be assessed through:</p> <ul style="list-style-type: none"> <li>• Interview / Written Test</li> <li>• Observation / Demonstration with Oral Questioning</li> </ul>
Context of Assessment	Competence may be assessed in the work place or in a simulated work place setting.

## **NQTF Level IV**

Occupational Standard: Legal Services Operation Level IV	
Unit Title	Implement Effective Communication Strategies
Unit Code	<a href="#">EIS LSO4 01 0812</a>
Unit Descriptor	This unit describes the performance outcomes, skills and knowledge required to select and use communication strategies appropriate to a defined job role.

Elements	Performance Criteria
1. Receive enquiry	<p>1.1 Nature of <b>enquiry</b> is established</p> <p>1.2 Interactions with <b>person making enquiry</b> are ensured in accordance with <b>organization's standards and procedures</b> and meet the person's <b>needs and expectations</b></p> <p>1.3 <b>Legal and other limits</b> of own responsibility are clearly outlined to person making the enquiry</p> <p>1.4 Person's details and issues are recorded</p>
2. Identify and apply appropriate communication techniques	<p>2.1 <b>Communication strategies</b> that reflect organizational standards and procedures are used</p> <p>2.2 Effective <b>communication techniques</b> are used during the enquiry</p> <p>2.3 Ensure confidentiality of the enquiry is respected</p>
3. Determine action to be taken	<p>3.1 Personal limitations are identified in taking action and seek appropriate assistance from <b>designated individuals</b></p> <p>3.2 An <b>appropriate manner</b> is responded</p> <p>3.3 <b>Other parties</b> are involved in action if appropriate</p> <p>3.4 Expectations of person making enquiry are managed</p>
4. Review outcomes of communication	<p>4.1 Person making enquiry is followed up to ensure action was effected</p> <p>4.2 Feedback about the communication strategies is sought</p> <p>4.3 Appropriate record keeping and reporting are undertaken</p>

Variable	Range
Enquiry may be specific or general and may include:	<ul style="list-style-type: none"> <li>• complaint</li> <li>• liaison/contact</li> <li>• seeking a meeting</li> <li>• seeking information</li> <li>• seeking referral</li> </ul>

Person making enquiry may include:	<ul style="list-style-type: none"> <li>• client or customer</li> <li>• general public</li> <li>• government representative</li> <li>• internal employee</li> <li>• representative of another organization</li> <li>• supplier</li> </ul>
Organisation's standards and procedures may include:	<ul style="list-style-type: none"> <li>• code of conduct with respect to security, confidentiality and privacy</li> <li>• compliance framework</li> <li>• documenting activities planned and undertaken</li> <li>• procedures relating to: <ul style="list-style-type: none"> <li>➢ booking rooms and resources</li> <li>➢ time recording</li> </ul> </li> <li>• protocols relating to: <ul style="list-style-type: none"> <li>➢ accommodating/resolving/ specific client needs</li> <li>➢ telephone responses</li> </ul> </li> </ul>
Needs and expectations may include:	<ul style="list-style-type: none"> <li>• fair and equitable treatment</li> <li>• follow-up action</li> <li>• sensitivity to physical, cultural, ethnic, language and literacy requirements</li> <li>• specificity and accuracy of information</li> </ul>
Legal and other limits may include:	<ul style="list-style-type: none"> <li>• extent of legal and professional privilege</li> <li>• Industry/ Labor and professional legislation.</li> <li>• legislative and professional codes of conduct</li> <li>• Organizational practices.</li> </ul>
Communication strategies may include:	<ul style="list-style-type: none"> <li>• discuss options</li> <li>• draft an email, formal letter or other written response</li> <li>• make a telephone call</li> <li>• organize a meeting</li> <li>• send a fax</li> <li>• use text messaging or other mobile telephone communication</li> <li>• use web-based communication and networking strategies</li> </ul>
Communication techniques may include:	<ul style="list-style-type: none"> <li>• accommodating communication difficulties experienced by person making enquiry, such as language or literacy</li> <li>• actively listening</li> <li>• clarifying request or problem by summarizing and repeating to ensure that information gathered is accurate</li> <li>• controlling tone of voice and body language</li> <li>• demonstrating sensitivity to emotional and physical state and cultural background of person making enquiry</li> <li>• using correct grammar and language</li> </ul>
Designated individuals may include:	<ul style="list-style-type: none"> <li>• colleague</li> <li>• regulatory or government personnel</li> <li>• Immediate boss.</li> <li>• teacher or trainer</li> </ul>

Appropriate manner may include:	<ul style="list-style-type: none"> <li>• contacting another organization</li> <li>• documenting and filing communication according to organization's procedures</li> <li>• not pursuing the matter</li> <li>• notifying relevant department of enquiry</li> <li>• organizing a meeting</li> <li>• promptly contacting person making enquiry where appropriate</li> <li>• providing a written response</li> <li>• recording contact on database</li> <li>• referring person making enquiry to: <ul style="list-style-type: none"> <li>➢ appropriate government department</li> <li>➢ community legal centre</li> <li>➢ law firm</li> <li>➢ Immediate boss or appropriate authority within the firm</li> </ul> </li> <li>• relaying information verbally and, if directed by legal practitioner, forwarding information in writing to person making enquiry</li> <li>• Telephoning person making enquiry after researching the appropriate information.</li> </ul>
Other parties may include:	<ul style="list-style-type: none"> <li>• clients</li> <li>• clients' representatives</li> <li>• government representatives</li> <li>• interpreters</li> <li>• lawyers for opposing party</li> <li>• legal aid</li> <li>• medical and legal consultants</li> <li>• police</li> <li>• regulatory bodies</li> </ul>

<b>Evidence Guide</b>	
Critical Aspects of Competence	Evidence of the ability to: <ul style="list-style-type: none"> <li>• liaise/contact, develop and secure long-standing and effective relationships</li> <li>• apply high level communication, negotiation, interpersonal and relationship management skills</li> <li>• apply knowledge of the goals, policies and procedures of the organization consider and adapt special needs of customers, including culture, language, race, religion, ethnic origin, socio-economic status and demographic needs</li> </ul>
Underpinning Knowledge and Attitudes	Demonstrates knowledge of: <ul style="list-style-type: none"> <li>• local and international economic environment and trends</li> <li>• public relations tools and media</li> <li>• relevant legislation and regulations</li> <li>• negotiation and communication principles</li> <li>• information sources to identify relevant associations, conferences and other relationship building opportunities</li> </ul>

Underpinning Skills	<p>Demonstrates skills to:</p> <ul style="list-style-type: none"> <li>• communication skills to communicate effectively verbally and in writing with a variety of people of diverse backgrounds</li> <li>• interpersonal skills to demonstrate networking and relationship-building techniques</li> <li>• self-management skills to set goals in terms of: <ul style="list-style-type: none"> <li>➢ number of clients or customers to contact</li> <li>➢ developing new relationships</li> <li>➢ maintaining existing relationships</li> </ul> </li> <li>• technology skills to: <ul style="list-style-type: none"> <li>➢ access and maintain database systems</li> <li>➢ use custom-made software to track contact with clients and professionals, and third-party concerned</li> </ul> </li> <li>• literacy skills to: <ul style="list-style-type: none"> <li>➢ write reports and letters</li> <li>➢ use promotional techniques</li> </ul> </li> </ul>
Resources Implication	Access is required to real or appropriately simulated situations, including work areas, materials and equipment, and to information on workplace practices and OHS practices.
Methods of Assessment	<p>Competency may be assessed through:</p> <ul style="list-style-type: none"> <li>• Interview / Written Test / Oral Questioning</li> <li>• Observation / Demonstration</li> </ul>
Context of Assessment	Competency may be assessed in the work place or in a simulated work place setting



Occupational Standard: Legal Services Operation Level IV	
Unit Title	Conduct Work within a Compliance Framework
Unit Code	<a href="#">EIS LSO4 02 0812</a>
Unit Descriptor	This unit describes the performance outcomes, skills and knowledge required to carry out work in accordance with the compliance framework applying to a particular job role, occupation or profession..

Elements	Performance Criteria
1. Identify individual compliance requirements	<p>1.1. <b>Legislative and regulatory requirements</b> relevant to job role, occupation or profession are identified and documented</p> <p>1.2. Relevant <b>organizational and industry/Labor requirements</b> are identified and documented</p>
2. Interpret individual compliance requirements	<p>2.1 Compliance requirements are mapped against individual position description and work practices</p> <p>2.2 Ethical considerations are discussed with relevant parties where appropriate</p>
3. Ensure individual compliance	<p>3.1 <b>Appropriate persons</b> are consulted to identify procedures to be applied, contingent on the situation</p> <p>3.2 Personal actions are reflected in the context of compliance requirements</p> <p>3.3 Action taken is recorded if required</p>
4. Identify and adapt to changes in compliance requirements	<p>4.1 <b>Documentation</b> relating to changes is accessed and analyzed in compliance issues</p> <p>4.2 Documentation is discussed with appropriate persons to ensure ongoing compliance</p>

Variable	Range
Legislative and regulatory requirements may include:	<ul style="list-style-type: none"> <li>• equal employment opportunity and anti-discrimination legislation</li> <li>• legislation specific to the labor</li> <li>• occupational health and safety rules</li> <li>• privacy legislation</li> <li>• regulations and codes of conduct governing the occupation or profession</li> </ul>
Organizational and industry/Labour requirements may include:	<ul style="list-style-type: none"> <li>• conflict of interest guidelines</li> <li>• equity guidelines and workplace diversity guidelines</li> <li>• ethical or other standards</li> <li>• Labor standards and codes of conduct</li> <li>• internal control standards</li> </ul>

	organization's values statement and relevant policies and procedures
Appropriate person may include:	<ul style="list-style-type: none"> <li>• human resource manager</li> <li>• person designated in organizational policy and procedure responsible for compliance</li> </ul>
Documentation may include:	<ul style="list-style-type: none"> <li>• newsletters</li> <li>• organizational records</li> <li>• staff meeting agendas and minutes</li> <li>• updates from networks and professional associations</li> </ul>

<b>Evidence Guide</b>	
Critical Aspects of Competence	<p>Evidence of the ability to:</p> <ul style="list-style-type: none"> <li>• apply knowledge of relevant legislative and regulatory requirements relating to work practices</li> <li>• map requirements to work practices to demonstrate an application of compliance requirements</li> <li>• apply work practices in accordance with a compliance framework handle contingencies</li> </ul>
Underpinning Knowledge and Attitudes	<p>Demonstrates knowledge of:</p> <ul style="list-style-type: none"> <li>• legislative and regulatory requirements relevant to job role, occupation or profession</li> <li>• codes of practice relevant to job role, occupation or profession</li> <li>• organizational policies and procedures relevant to workplace</li> <li>• comprehensive knowledge of individual work requirements and practices as contained in position description and occupational standards interpretation of legislative requirements and codes of conduct in context of individual job role</li> </ul>
Underpinning Skills	<p>Demonstrates skills to:</p> <ul style="list-style-type: none"> <li>• written and oral communication to apply the relevant compliance framework</li> <li>• research and documentation skills to research and summarize the compliance framework relevant to job role</li> <li>• self-management skills to: <ul style="list-style-type: none"> <li>➢ monitor and adapt to changes in compliance issues</li> <li>➢ handle contingencies</li> </ul> </li> </ul>
Resources Implication	Access is required to real or appropriately simulated situations, including work areas, materials and equipment, and to information on workplace practices and OHS practices.
Methods of Assessment	<p>Competency may be assessed through:</p> <ul style="list-style-type: none"> <li>• Interview / Written Test / Oral Questioning</li> <li>• Observation / Demonstration</li> </ul>
Context of Assessment	Competency may be assessed in the work place or in a simulated work place setting

Occupational Standard: Legal Services Operation Level IV	
Unit Title	Identify and Apply the Legal Framework
Unit Code	<a href="#">EIS LSO4 03 0812</a>
Unit Descriptor	This unit describes the performance outcomes, skills and knowledge required to research legal systems and jurisdictions within Ethiopia.

Elements	Performance Criteria
1. Identify sources of law	<p>1.1 The <b>main institutions</b> of government in Ethiopia are identified</p> <p>1.2 <b>Sources</b> of Ethiopian law are studied/examined</p> <p>1.3 Rules are assessed for resolving conflicts of laws</p>
2. Identify and analyze relationships between the Ethiopian federal and the Regional states government	<p>2.1 <b>Legislative powers</b> of the Ethiopian federal government and limits on that power are identified</p> <p>2.2 The legislative powers of the Regional states are analyzed</p> <p>2.3 The relationship between the legislative powers of the Ethiopian federal and Regional states government is evaluated</p>
3. Differentiate between civil and criminal proceedings	<p>3.1 The differences of substantive laws and procedures between civil and criminal proceedings are identified and examined.</p> <p>3.2 The findings are analyzed and which court would hear particular cases is determined</p>
4. Examine elements of system of trial	<p>4.1 Main features of the system of trial are identified.</p> <p>4.2 These features are evaluated and how they apply in the context of the legal environment is determined.</p>
5. Examine elements of precedent	<p>5.1 The main features of the principles of precedent are identified</p> <p>5.2 Analyze how precedent is applied in the context of a legal environment</p> <p>5.3 The outcomes of precedent are examined and documented</p>
6. Examine legislation	<p>6.1 Principles for reading and interpreting legislation are examined</p> <p>6.2 Principles for reading and interpreting legislation are applied in the context of a legal environment</p>

Variable	Range
Main institutions may include:	<ul style="list-style-type: none"> <li>• Federal and Regional State constitution</li> <li>• Courts</li> <li>• Federal system of government</li> <li>• Parliaments</li> <li>• Customs</li> <li>• And others which not include here.</li> </ul>
Sources may include:	<ul style="list-style-type: none"> <li>• Ethiopian law</li> <li>• common law and Civil law</li> <li>• Customary law</li> <li>• Equity</li> </ul>
Legislative powers may include:	<ul style="list-style-type: none"> <li>• Concurrent powers</li> <li>• Exclusive powers</li> </ul>

Evidence Guide	
Critical Aspects of Competence	<p>Demonstrates skills and knowledge in:</p> <ul style="list-style-type: none"> <li>• Explain the differences between Ethiopian law making bodies.</li> <li>• Identify appropriate institutions/organization to hear civil versus criminal proceedings.</li> <li>• Demonstrate how the system of trial operates.</li> <li>• Demonstrate the application and outcomes of the principles of precedent.</li> <li>• Read and interpret legislation.</li> </ul>
Underpinning Knowledge and Attitudes	<p>Demonstrates knowledge of:</p> <ul style="list-style-type: none"> <li>• institutions and main features of the Ethiopian legal system</li> <li>• legal terminology in relation to areas of the practice of the law and relevant legal processes</li> <li>• methods used to identify appropriate information about sources of Ethiopian law</li> <li>• scope of responsibilities in the context of legal framework</li> </ul>
Underpinning Skills	<p>Demonstrates skills to:</p> <ul style="list-style-type: none"> <li>• computer skills to access and document information</li> <li>• literacy skills to read and interpret written material</li> <li>• research and data collection skills to identify the characteristics, similarities and differences of Ethiopian institutions/organization, types of proceedings and trial procedures</li> <li>• analytical skills to investigate and compare legal institutions</li> </ul>

Resources Implication	Access is required to real or appropriately simulated situations, including work areas, materials and equipment, and to information on workplace practices and OHS practices.
Methods of Assessment	Competency may be assessed through: <ul style="list-style-type: none"> <li>• Interview / Written Test / Oral Questioning</li> <li>• Observation / Demonstration</li> </ul>
Context of Assessment	Competency may be assessed in the work place or in a simulated work place setting

Occupational Standard: Legal Services Level IV	
Unit Title	Establish and Maintain a File in Legal Services
Unit Code	<a href="#">EIS LSO4 04 0812</a>
Unit Descriptor	This unit describes the performance outcomes, skills and knowledge required to manage the conduct of a file under the instruction of a designated individual. This includes establishing files, developing and obtaining appropriate documents, liaising with clients, and carrying out file closure procedures.

Elements	Performance Criteria
1. Initiate preliminary file activities	<p>1.1 Meeting is arranged with <b>designated individual</b> to discuss new file, and to plan and prioritize preliminary work</p> <p>1.2 Details of the <b>legal matter</b> are obtained from <b>client</b> according to <b>organization's policies and procedures</b></p> <p>1.3 A quote/cite is developed in line with organization's <b>fee structure</b> and forward it to instructing legal practitioner for approval</p> <p>1.4 Quote and instructions are forwarded for establishing a trust account to client on behalf of instructing legal practitioner</p> <p>1.5 <b>Terms of engagement</b> with instructing legal practitioner and client and ensure mutual <b>expectations</b> is agreed upon and documented</p> <p>1.6 <b>Initial file documentation</b> is prepared</p>
2. Carry out conflict of interest check	<p>2.1 Self or other person is organized to carry out <b>conflict of interest check</b></p> <p>2.2 Results of conflict of interest check are discussed and resolved in preliminary file notes, and areas of potential conflict</p>
3. Open file	<p>3.1 Relevant information is located, accessed and extracted for initiating files</p> <p>3.2 Support staff is selected and briefed to assist on file, in consultation with designated individual</p> <p>3.3 Forward confirmation of instructions, details of those working on the file, a summary of work to be performed and associated timelines to client on behalf of instructing legal practitioner</p> <p>3.4 Work is planned in conjunction with designated individual and allocate <b>resources</b></p>
4. Contact other persons about the	<p>4.1 Liaison/contact with <b>other persons</b> is undertaken and statements are obtained if necessary</p>

file	<p>4.2 Liaison/contact is undertaken with <b>experts</b> where appropriate</p> <p>4.3 File notes detailing <b>activities, actions and outcomes</b> are updated and time is recorded</p>
5. Undertake legal process according to plan	<p>5.1 Legal process is carried out as planned with designated individual</p> <p>5.2 Information flow is maintained to designated individual on progress of matter.</p> <p>5.3 <b>Issues or problems</b> outside own range of responsibility are immediately referred to designated individual for resolution</p> <p>5.4 Trust account is monitored/ checked to ensure sufficient monies are present and contact instructing legal practitioner to facilitate the transfer of additional funds/money if necessary.</p> <p>5.5 Client up-to-date on matter is kept through progress reports and, where necessary, meetings with designated individual</p>
6. Facilitate file administration and closure	<p>6.1 Self or other person is organized to reconcile time records with costing</p> <p>6.2 Self or other person is organized to undertake final costing</p> <p>6.3 Self or other person is organized to prepare invoice</p> <p>6.4 Meeting is arranged with designated individual to review final invoice and <b>relevant documentation</b> in order to facilitate sign-off before forwarding to client</p> <p>6.5 File notes are updated and completed</p> <p>6.6 Final accounting of trust account is ensured and outstanding disbursements <b>resolved</b></p> <p>6.7 File is closed and archived according to organization's policies and procedures</p>

Variable	Range
Designated individual may include:	<ul style="list-style-type: none"> <li>• Immediate boss</li> <li>• legal practitioner</li> </ul>
Legal matter may include:	<ul style="list-style-type: none"> <li>• Agreement</li> <li>• Contract</li> <li>• Disputing a claim</li> <li>• Initiating litigation</li> <li>• Protecting rights</li> <li>• Petting a dispute</li> <li>• Trademark and other not included here.</li> </ul>
Client may include:	<ul style="list-style-type: none"> <li>• Business</li> <li>• Government entity</li> </ul>

	<ul style="list-style-type: none"> <li>• Individual</li> <li>• insurance organizational</li> <li>• legal aid</li> <li>• not-for-profit organization</li> <li>• third party</li> </ul>
Organization's policies and procedures may relate to:	<ul style="list-style-type: none"> <li>• accessing files</li> <li>• conflict of interest</li> <li>• contingency management</li> <li>• fee structure</li> <li>• individual procedures adopted by instructing legal practitioner</li> <li>• information sources</li> <li>• information specific to the organization</li> <li>• initiating and updating files</li> <li>• interviewing clients</li> <li>• office procedural manual</li> <li>• protocol for accommodating specific client needs, e.g. social worker or parole officer</li> <li>• protocol for contacting clients, e.g. translator or interpreter</li> <li>• providing quotes</li> <li>• recording information</li> <li>• security, confidentiality and privacy procedures</li> <li>• telephone protocol</li> <li>• terms of engagement</li> <li>• time-recording procedures</li> <li>• verifying and authorizing information</li> </ul>
Fee structure may include:	<ul style="list-style-type: none"> <li>• fee by hour</li> <li>• scale of costs</li> <li>• special rates</li> <li>• tender</li> </ul>
Terms of engagement may include:	<ul style="list-style-type: none"> <li>• fee contingent on success of case</li> <li>• pro bono service</li> <li>• Collective agreement</li> </ul>
Client expectations may include:	<ul style="list-style-type: none"> <li>• bill narrative/invoice</li> <li>• charge out rate</li> <li>• estimate of total legal costs</li> <li>• information invoice details</li> <li>• name and address of recognized professional association that regulates the organization or practitioner</li> <li>• Other requirements as described by relevant legislation, rules and codes of practice.</li> <li>• Reporting frequency.</li> </ul>
Initial file documentation may involve:	<ul style="list-style-type: none"> <li>• assigning file or matter number to client</li> <li>• ensuring file or matter number is attached to all relevant documentation</li> <li>• recording relevant client matter details</li> </ul>
Conflict of interest may include:	<ul style="list-style-type: none"> <li>• representing other party</li> <li>• representing relative</li> </ul>



	<ul style="list-style-type: none"> <li>• vested interest in outcome</li> </ul>
Resources may include:	<ul style="list-style-type: none"> <li>• access to: <ul style="list-style-type: none"> <li>➤ experts</li> <li>➤ office materials</li> <li>➤ services</li> <li>➤ staff</li> <li>➤ time</li> <li>➤ venues for liaison and meetings</li> </ul> </li> </ul>
Other persons with whom liaison may occur may include:	<ul style="list-style-type: none"> <li>• experts</li> <li>• government departments and agencies</li> <li>• opposing parties</li> </ul>
Experts may include:	<ul style="list-style-type: none"> <li>• historian</li> <li>• medical practitioner</li> <li>• parole officer/executive officer</li> <li>• psychiatrist</li> <li>• psychologist</li> <li>• social worker</li> </ul>
Activities, actions and outcomes may include:	<ul style="list-style-type: none"> <li>• exchange of information</li> <li>• failure to return call</li> <li>• process of discovery</li> <li>• verbal communication with external parties</li> </ul>
Issues or problems may include:	<ul style="list-style-type: none"> <li>• difficulties with accessing required information</li> <li>• ensuring that support staff are adhering to security, confidentiality, privacy and timeline requirements</li> <li>• technical difficulties</li> </ul>
Relevant documentation may include:	<ul style="list-style-type: none"> <li>• agreements</li> <li>• bank statements</li> <li>• briefs</li> <li>• contracts</li> <li>• information for client</li> <li>• internal correspondence</li> <li>• leases</li> <li>• letters</li> <li>• memorandums of law</li> <li>• mortgages</li> <li>• opinion letters</li> <li>• organization's templates</li> <li>• other financial documentation</li> <li>• pleadings</li> <li>• precedents</li> <li>• statements</li> <li>• transcripts from Immediate boss's notes</li> <li>• transfer of shares</li> <li>• wills</li> <li>• other relevant documentation required under Ethiopian legislation, rules, and codes of practice.</li> </ul>

<b>Evidence Guide</b>			
<b>Critical Aspects of Competence</b>	<p>Evidence of the ability to:</p> <ul style="list-style-type: none"> <li>• document and file information according to organization's procedures and legal requirements, and within agreed timeframes</li> <li>• apply organization's financial systems and procedures according to legal requirements and within agreed timeframes</li> <li>• provide appropriate information, advice and assistance to clients within own scope of responsibility</li> <li>• explain legal and legislative requirements underlying actions</li> <li>• apply knowledge of relevant court processes, current legislation, legal processes and required documentation</li> </ul>		
<b>Underpinning Knowledge and Attitudes</b>	<p>Demonstrates knowledge of:</p> <ul style="list-style-type: none"> <li>• scope of role, responsibilities and obligation to refer imedate boss</li> <li>• organization's policies and procedures, including quotation and invoicing procedures</li> <li>• accepted codes of conduct, including those relating to: <ul style="list-style-type: none"> <li>➤ privacy and confidentiality</li> <li>➤ use of organizational property</li> <li>➤ duty of care</li> <li>➤ ethical behavior</li> <li>➤ non-discriminatory practice</li> <li>➤ conflict of interest</li> <li>➤ compliance with reasonable direction</li> </ul> </li> <li>• legal terminology, including that specific to area of law</li> <li>• archiving procedures and appropriate file retention periods</li> <li>• relevant court processes, current legislation, legal processes and required documentation</li> </ul>		
<b>Underpinning Skills</b>	<p>Demonstrates skills to:</p> <ul style="list-style-type: none"> <li>• communication skills to: <ul style="list-style-type: none"> <li>➤ follow and provide clear written and oral sequenced instructions</li> <li>➤ participate in sustained and complex transactions</li> <li>➤ apply questioning techniques to elicit and clarify information</li> </ul> </li> <li>• literacy skills to: <ul style="list-style-type: none"> <li>➤ follow intricate/complex legal procedures</li> <li>➤ read and interpret legal documents</li> <li>➤ use legal vocabulary and grammatical structures to achieve precise meaning</li> </ul> </li> <li>• numeracy skills to: <ul style="list-style-type: none"> <li>➤ prepare a quote in line with organization's fee structure</li> <li>➤ maintain and reconcile time records to inform final costing</li> <li>➤ prepare final invoice for sign-off by client</li> </ul> </li> <li>• research and report writing skills to assemble and evaluate</li> </ul>		
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	<p>background information and critical documents</p> <ul style="list-style-type: none"> <li>• technology skills to: <ul style="list-style-type: none"> <li>➤ prepare and review invoicing for services</li> <li>➤ research information and prepare reports on outcomes</li> </ul> </li> </ul>
Resources Implication	Access is required to real or appropriately simulated situations, including work areas, materials and equipment, and to information on workplace practices and OHS practices.
Methods of Assessment	Competency may be assessed through: <ul style="list-style-type: none"> <li>• Interview / Written Test / Oral Questioning</li> <li>• Observation / Demonstration</li> </ul>
Context of Assessment	Competency may be assessed in the work place or in a simulated work place setting

Occupational Standard: Legal Services Level IV	
Unit Title	Produce Legal Documents
Unit Code	<a href="#">EIS LSO4 05 0812</a>
Unit Descriptor	This unit describes the performance outcomes, skills and knowledge required to produce legal documents using a range of advanced functions within at least one software package and integrating functions from at least two software packages.

Elements	Performance Criteria
1. Establish document design and structure	1.1 Requirements of task are identified in line with instructions 1.2 <b>Software</b> appropriate to task is selected 1.3 <b>Document</b> design and structure is determined 1.4 <b>Document is designed and structured</b> to meet legislative requirements 1.5 <b>Existing precedent documents</b> are reviewed and updated
2. Develop precedents for document design	2.1 Precedents are developed and used to ensure consistency of design and layout 2.2 Templates are evaluated and amended to ensure document requirements can be met 2.3 Improvements are recommended to design and/or structure of existing documents and facilitate a review process of suggested improvements
3. Prepare to produce documents	3.1 Documents are prepared using appropriate and available precedent documents according to <b>organization's policies and procedures</b> 3.2 Relevant data is entered and edited 3.3 A range of advanced software functions are used to ensure accurate completion of task 3.4 Documents are checked for spelling, grammar, numeric data and layout 3.5 Documents are proofread for accuracy of content and consistency of layout and style 3.6 Modifications are made to meet required specifications 3.7 Any <b>difficulties</b> are identified to produce completed documents within agreed timelines
4. Prepare to print documents	4.1 Documents are printed as required 4.2 Review of documents is arranged with <b>designated person</b> 4.3 Final printing of documents is undertaken

5. Save file and exit system	<p>5.1 Document is saved and stored in appropriate directory or folder</p> <p>5.2 File and exit application programs are closed without loss of data</p> <p>5.3 Back-up copies of file are made according to specified procedures</p> <p>5.4 Discs/data is filed and stored according to organization's policies and procedures</p>
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Variable	Range
Software packages may include:	<ul style="list-style-type: none"> <li>• Database</li> <li>• Document management software</li> <li>• Graphics</li> <li>• Page layout software</li> <li>• Spreadsheet</li> <li>• Word processing</li> </ul>
Documents may include:	<ul style="list-style-type: none"> <li>• contracts</li> <li>• costing</li> <li>• court documents for filing in a variety of courts and tribunals</li> <li>• deeds and agreements</li> <li>• in-house newsletters</li> <li>• precedents used in organization</li> <li>• promotional brochures</li> <li>• research reports</li> <li>• wills</li> </ul>
Document design and structure may include:	<ul style="list-style-type: none"> <li>• advanced software functions</li> <li>• constraints regarding organization's style and letterhead</li> <li>• instructions for word processing operator</li> <li>• legislated document layout guidelines</li> <li>• links to existing information</li> <li>• precedents' manuals</li> <li>• range of complex software supporting the production of precedents</li> </ul>
Existing precedent documents may include:	<ul style="list-style-type: none"> <li>• business structure documents</li> <li>• conveyancing documents</li> <li>• documents used in civil and criminal proceedings</li> <li>• family law documents</li> <li>• generic correspondence</li> <li>• wills and probate documents</li> </ul>

Organization's policies and procedures may include:	<ul style="list-style-type: none"> <li>• accessing files</li> <li>• authorizing creation of new legal precedents</li> <li>• authorizing precedent changes</li> <li>• back-up procedures</li> <li>• file maintenance</li> <li>• information sources</li> <li>• information specific to the organization</li> <li>• initiation of files</li> <li>• office procedural manuals</li> <li>• use of precedent and file naming conventions of document</li> <li>• security, confidentiality and privacy procedures</li> <li>• verifying and authorizing information</li> </ul>
Difficulties needing management may include:	<ul style="list-style-type: none"> <li>• alterations to instructions</li> <li>• client needs</li> <li>• lack of available or suitable resources</li> <li>• problems encountered when liaising with others</li> <li>• technical difficulties</li> </ul>
Designated person may include:	<ul style="list-style-type: none"> <li>• lawyer</li> <li>• legal practice manager</li> <li>• paralegal</li> <li>• partner</li> <li>• Immediate boss</li> </ul>

<b>Evidence Guide</b>	
Critical Aspects of Competence	<p>Evidence of the ability to:</p> <ul style="list-style-type: none"> <li>• ensure that confidentiality and security of information are maintained</li> <li>• produce and present accurate documents that conform to specified standards within agreed timelines</li> <li>• use advanced functions of at least one software package or integrate functions of at least two software packages, in document production</li> <li>• apply knowledge of relevant legislation, rules, codes of practice and research resources</li> </ul>
Underpinning Knowledge and Attitudes	<p>Demonstrates knowledge of:</p> <ul style="list-style-type: none"> <li>• Application of organization's procedures in relation to precedent design.</li> <li>• developing and testing templates</li> <li>• accepted codes of practice relevant to the workplace, including those relating to: <ul style="list-style-type: none"> <li>➤ privacy and confidentiality</li> </ul> </li> </ul>

	<ul style="list-style-type: none"> <li>➤ use of organization property</li> <li>➤ duty of care</li> <li>➤ ethical behaviour</li> <li>➤ non-discriminatory practice</li> <li>➤ conflict of interest</li> <li>➤ compliance with reasonable direction</li> </ul>
Underpinning Skills	<p>Demonstrates skills to:</p> <ul style="list-style-type: none"> <li>• communication skills to: <ul style="list-style-type: none"> <li>➤ follow and interpret instructions</li> <li>➤ provide clear and specific instructions about information required</li> </ul> </li> <li>• literacy skills to: <ul style="list-style-type: none"> <li>➤ follow complex legal procedures</li> <li>➤ consider aspects of context, purpose and audience when generating and formatting texts</li> <li>➤ edit and proofread to ensure: <ul style="list-style-type: none"> <li>✓ clarity of meaning and conformity to enterprise requirements</li> <li>✓ accuracy and consistency of information</li> </ul> </li> </ul> </li> <li>• numeracy skills to collate and present data, graphs and annotated references</li> <li>• problem-solving skills to use processes flexibly and interchangeably</li> <li>• technology skills to use a range of software applications</li> <li>• organizational skills to select and apply the procedures and strategies needed to perform a range of tasks within designated timelines</li> </ul>
Resources Implication	Access is required to real or appropriately simulated situations, including work areas, materials and equipment, and to information on workplace practices and OHS practices.
Methods of Assessment	Competency may be assessed through: <ul style="list-style-type: none"> <li>• Interview / Written Test / Oral Questioning</li> <li>• Observation / Demonstration</li> </ul>
Context of Assessment	Competency may be assessed in the work place or in a simulated work place setting

Occupational Standard: Legal Service Operation Level IV	
Unit Title	Apply the Principles of Contract Law
Unit Code	<a href="#">EIS LSO4 06 0812</a>
Unit Descriptor	This unit describes the performance outcomes, skills and knowledge required to enable a person to assess contractual issues in a legal environment.

Elements	Performance Criteria
1. Determine the nature and meaning of contract	<p>1.1 <b>Sources of legal information</b> on the nature and meaning of contract are accessed.</p> <p>1.2 Common and civil law legal system are distinguished.</p> <p>1.3 The significance of contracts and contract law is assessed in business, and document the outcomes of this assessment in which the person acts.</p>
2. Determine the principles of contract law	<p>2.1 Legal principles are defined governing simple <b>contracts</b></p> <p>2.2 Key elements of a simple contract matter are identified and documented</p>
3. Enhance professional practice through application of relevant principles of contract law	<p>3.1 A legal matter involving contractual issues is assessed by applying principles of contract law.</p> <p>3.2 The key issues are analyzed and evaluated</p> <p>3.3 Analysis is reviewed with <b>designated person</b></p>
4. Distinguish between a contract being discharged or breached	<p>4.1 Procedures are specified for the discharge of contracts</p> <p>4.2 Available remedies are listed for breach of contract</p> <p>4.3 Procedures are applied for discharge of contracts to workplace legal matter</p> <p>4.4 Identified remedies are applied to a relevant workplace legal matter</p>

Variable	Range
Sources of legal information may include:	<ul style="list-style-type: none"> <li>• court library</li> <li>• online information services and websites</li> <li>• organization's library</li> <li>• precedents</li> <li>• scholar texts</li> </ul>
Contracts may include:	<ul style="list-style-type: none"> <li>• commercial and business contracts</li> <li>• Public contract.</li> <li>• employment contracts</li> </ul>



Designated persons may include:	<ul style="list-style-type: none"> <li>• Lawyer</li> <li>• legal practitioner</li> <li>• Immediate boss</li> </ul>
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<b>Evidence Guide</b>	
Critical Aspects of Competence	<p>Evidence of the ability to:</p> <ul style="list-style-type: none"> <li>• demonstrate knowledge of the principles of contract law</li> <li>• apply the principles of contract law</li> <li>• demonstrate knowledge of the steps for the discharge/performance of a contract</li> <li>• demonstrate knowledge of remedies for breach of contract</li> </ul>
Underpinning Knowledge and Attitudes	<p>Demonstrates knowledge of:</p> <ul style="list-style-type: none"> <li>• commonly used legal terminology, institutions and main features of the Ethiopian legal system</li> <li>• methods used to identify appropriate information about sources of Ethiopian law</li> <li>• nature, aims and rationale of contracts, including agreements, intention to create legal relations, consideration, and capacity to contract</li> <li>• remedies for breach of contract</li> <li>• illegal, voidable and void contracts</li> <li>• privacy of contract and assignment of contract</li> </ul>
Underpinning Skills	<p>Demonstrates skills to:</p> <ul style="list-style-type: none"> <li>• literacy skills to read and interpret written material</li> <li>• research and data collection skills to identify: <ul style="list-style-type: none"> <li>➤ characteristics, similarities and differences of Ethiopian institutions</li> <li>➤ types of proceedings and trial procedures</li> <li>➤ analytical skills to investigate and compare legal institutions and assess simple legal matters related to contract</li> </ul> </li> </ul>
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>Competency may be assessed through:</p> <ul style="list-style-type: none"> <li>• Interview / Written Test / Oral Questioning</li> <li>• Observation / Demonstration</li> </ul>
Context of Assessment	<p>Competency may be assessed in the work place or in a simulated work place setting</p>

Occupational Standard: Legal Service Operation Level IV	
Unit Title	Apply the Principles of the Law of Torts
Unit Code	<a href="#">EIS LSO4 07 0812</a>
Unit Descriptor	This unit describes the performance outcomes, skills and knowledge required to enable a person to apply the principles of the law of torts in a legal environment.

Elements	Performance Criteria
1. Define nature and meaning of law of torts	1.1 <b>Sources of legal information</b> are accessed on the nature and meaning of law of torts 1.2 Tort is distinguished from crime, breach of contract, or other legal obligations
2. Identify principles of the law of torts	2.1 Legal principles are defined in the <b>application of the law of torts</b> 2.2 Key elements of law are determined of torts matters
3. Apply relevant elements of tort	3.1 Legal matters relevant to possible torts are assessed 3.2 Information is analyzed and evaluated 3.3 Information relevant to particular matter is extracted and documented
4. Identify remedies for breaches of law of torts	4.1 Circumstances giving rise to liability in law of torts are identified 4.2 Remedies applicable to breach are identified and documented 4.3 Findings are submitted to <b>designated person</b> according to organizational policies and procedures

Variable	Range
Sources of legal information may include:	<ul style="list-style-type: none"> <li>• court library</li> <li>• online information services and websites</li> <li>• organization's library</li> <li>• scholar texts</li> </ul>
Application of the law of torts may include:	<ul style="list-style-type: none"> <li>• defamation</li> <li>• negligence</li> <li>• protection of interests in goods</li> <li>• protection of interests in land</li> <li>• trespass to the person and others not mention</li> </ul>
Designated persons may	<ul style="list-style-type: none"> <li>• Lawyer</li> <li>• legal practitioner</li> </ul>

include:	<ul style="list-style-type: none"> <li>• Immediate boss</li> </ul>
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<b>Evidence Guide</b>	
Critical Aspects of Competence	<p>Evidence of the ability to:</p> <ul style="list-style-type: none"> <li>• demonstrate knowledge of the principles of the law of torts</li> <li>• demonstrate knowledge of the application of the law of torts</li> <li>• demonstrate knowledge of liability of burden in the law of torts</li> <li>• apply the principles of the law of torts</li> </ul>
Underpinning Knowledge and Attitudes	<p>Demonstrates knowledge of:</p> <ul style="list-style-type: none"> <li>• commonly used legal terminology, institutions and main features of the Ethiopian legal system</li> <li>• methods used to identify appropriate information about sources of Ethiopian law</li> <li>• nature and meaning of law of torts</li> <li>• torts relating to: <ul style="list-style-type: none"> <li>➢ negligence</li> <li>➢ negligent misrepresentation</li> <li>➢ person, goods and land</li> </ul> </li> <li>• meaning of: <ul style="list-style-type: none"> <li>➢ Fault</li> <li>➢ Strict liability</li> <li>➢ vicarious liability</li> </ul> </li> </ul>
Underpinning Skills	<p>Demonstrates skills to:</p> <ul style="list-style-type: none"> <li>• literacy skills to read and interpret written material</li> <li>• research and data collection skills to identify: <ul style="list-style-type: none"> <li>➢ characteristics, similarities and differences of Ethiopian institutions</li> <li>➢ types of proceedings and trial procedures</li> </ul> </li> <li>• analytical skills to investigate and compare legal institutions</li> </ul>
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>Competency may be assessed through:</p> <ul style="list-style-type: none"> <li>• Interview / Written Test / Oral Questioning</li> <li>• Observation / Demonstration</li> </ul>
Context of Assessment	<p>Competency may be assessed in the work place or in a simulated work place setting</p>

Occupational Standard: Legal Service Operation Level IV	
Unit Title	Research Legal Information Using Primary Sources
Unit Code	<a href="#">EIS LSO4 08 0812</a>
Unit Descriptor	This unit describes the performance outcomes, skills and knowledge required to work researching primary sources of legal information, locating relevant information and writing up a basic summary.

Elements	Performance Criteria
1. Receive and process request for information	<p>1.1 <b>Request</b> is documented using <b>appropriate recording system</b></p> <p>1.2 Client identity and other party's right are confirmed to receive information</p> <p>1.3 Client needs are clarified and relevant criteria established in consultation with <b>designated person</b> to ensure client needs are met</p> <p>1.4 <b>Appropriate response methods</b> and <b>format</b> are researched and identified</p> <p>1.5 Request for information is forwarded to others where appropriate</p>
2. Identify information sources	<p>2.1 <b>Relevant sources</b> and locations of information are identified and researched</p> <p>2.2 Access to identified sources is obtained</p> <p>2.3 Problems are resolved with accessing information promptly and efficiently</p>
3. Prepare to extract information	<p>3.1 Information relevant to particular request is located and extracted</p> <p>3.2 Resolutions to problems are discussed and implemented in accessing information with designated person where appropriate</p> <p>3.3 Extracted information is copied according to <b>organization's security and confidentiality procedures</b></p> <p>3.4 <b>Integrity of content</b>/information is maintained</p>

Variable	Range
Request for information may come from:	<ul style="list-style-type: none"> <li>• Lawyer</li> <li>• external client</li> <li>• internal staff</li> <li>• staff from another office</li> <li>• other parties</li> </ul>
Appropriate	<ul style="list-style-type: none"> <li>• electronic</li> </ul>

recording system may be:	<ul style="list-style-type: none"> <li>• paper-based</li> </ul>
Designated person may include:	<ul style="list-style-type: none"> <li>• external client</li> <li>• external official</li> <li>• lawyer</li> <li>• Immediate boss</li> <li>• legal practice</li> <li>• partner</li> <li>• Immediate boss</li> </ul>
Appropriate response methods may include:	<ul style="list-style-type: none"> <li>• providing letters and reports</li> <li>• sending copies of original information</li> <li>• sending original information</li> </ul>
Appropriate format may include:	<ul style="list-style-type: none"> <li>• photocopies</li> <li>• preparation of original documents</li> </ul>
Relevant sources of information may be online or hard copy and may include:	<ul style="list-style-type: none"> <li>• agreements</li> <li>• articles, including: <ul style="list-style-type: none"> <li>➢ academic</li> <li>➢ journal</li> <li>➢ newspaper</li> </ul> </li> <li>• briefs</li> <li>• client files</li> <li>• closed /dead matter files</li> <li>• financial information, including: <ul style="list-style-type: none"> <li>➢ Federal and regional organization.</li> <li>➢ International</li> <li>➢ specific to another organization</li> </ul> </li> <li>• specific to organization</li> <li>• internal correspondence/Source</li> <li>• letters, including opinion letters</li> <li>• market research information</li> <li>• media, including: <ul style="list-style-type: none"> <li>➢ audio</li> <li>➢ television</li> <li>➢ video</li> <li>➢ web source</li> </ul> </li> <li>• memorandums of law</li> <li>• non-legal reports</li> <li>• original research</li> <li>• libraries</li> <li>• pleadings</li> <li>• precedents</li> <li>• previous case histories and common or civil law legal system</li> <li>• relevant legislation</li> <li>• specialist/scholar texts</li> <li>• statistics</li> <li>• transcripts from relevant notes</li> </ul>

Organization's security and confidentiality procedures may relate to non-disclosable information and may include:	<ul style="list-style-type: none"> <li>• addresses</li> <li>• court adjournment</li> <li>• fees</li> <li>• other clients</li> <li>• health status</li> <li>• legal history</li> <li>• personal history</li> </ul>
Integrity of content may include:	<ul style="list-style-type: none"> <li>• completeness</li> <li>• neatness</li> <li>• order of pages</li> </ul>
Different types of information may include:	<ul style="list-style-type: none"> <li>• certificates</li> <li>• correspondence/message</li> <li>• entitlements</li> <li>• legislation</li> <li>• reports</li> </ul>
Organization's requirements for document formatting may include:	<ul style="list-style-type: none"> <li>• appropriate use of letterhead</li> <li>• correct line spacing</li> <li>• correct margins</li> <li>• correct use of reference</li> <li>• dual column system</li> <li>• list of enclosures</li> <li>• paragraph numbering</li> <li>• placing of headings</li> <li>• presence or absence of a back sheet</li> <li>• presence or absence of a cover sheet</li> <li>• specific sign-off clauses</li> <li>• table of contents</li> <li>• use of font features</li> <li>• use of document headers and footers</li> <li>• Stamp and titer</li> </ul>
Organization's policies and procedures may include:	<ul style="list-style-type: none"> <li>• customer service protocols</li> <li>• document recording procedures</li> <li>• format of report or correspondence</li> <li>• information sources</li> <li>• protocols for accommodating specific client needs recording information</li> <li>• security, confidentiality and privacy procedures</li> <li>• verifying and authorizing information</li> </ul>
Organization's information-recording procedures may include:	<ul style="list-style-type: none"> <li>• attaching file name and matter number</li> <li>• ensuring client file is updated</li> <li>• maintaining time records</li> <li>• storing and securing copy</li> </ul>

## Evidence Guide

Critical Aspects of Competence	<p>Evidence of the ability to:</p> <ul style="list-style-type: none"> <li>• locate and provide appropriate information, which meets client needs and is in required format</li> <li>• adhere to relevant codes of practice, in particular those relating to privacy and confidentiality</li> <li>• provide materials that meet organization's policies and procedures</li> <li>• demonstrate knowledge of relevant legislation, rules, codes of practice and research resources</li> </ul>
Underpinning Knowledge and Attitudes	<p>Demonstrates knowledge of:</p> <ul style="list-style-type: none"> <li>• organization's required policies and procedures for the full range of tasks covered</li> <li>• legal terminology in relation to area of law and relevant legal process</li> <li>• relevant Federal and Regional state legislation, rules and codes in relation to client and organization, including: <ul style="list-style-type: none"> <li>➢ copyright and intellectual property</li> <li>➢ freedom of information</li> <li>➢ Privacy provision</li> </ul> </li> <li>• accepted codes of practice relevant to the organization, including those relating to: <ul style="list-style-type: none"> <li>➢ privacy and confidentiality</li> <li>➢ use of organizational property</li> <li>➢ duty of care</li> <li>➢ ethical behaviour</li> <li>➢ non-discriminatory practice</li> </ul> </li> <li>• conflict of interest</li> </ul>
Underpinning Skills	<p>Demonstrates skills to:</p> <ul style="list-style-type: none"> <li>• communication skills to provide clear and specific instructions about required information</li> <li>• literacy skills to: <ul style="list-style-type: none"> <li>➢ follow legal procedures</li> <li>➢ consider aspects of context, purpose and audience when generating and formatting texts</li> <li>➢ edit and proofread documents to ensure clarity of meaning, accuracy and conformity to organizational requirements</li> </ul> </li> <li>• numeracy skills to collate and present data, graphs and annotated references</li> <li>• organizational skills to select and apply the procedures and strategies needed to perform a range of tasks within designated timelines</li> <li>• problem-solving skills to use processes flexibly and interchangeably</li> <li>• research skills to locate specific information</li> <li>• technology skills to use a range of software applications</li> </ul>
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	Competency may be assessed through: <ul style="list-style-type: none"><li>• Interview / Written Test / Oral Questioning</li><li>• Observation / Demonstration</li></ul>
Context of Assessment	Competency may be assessed in the work place or in a simulated work place setting



Occupational Standard: Legal Service Operation Level IV	
Unit Title	Apply the Principles of Evidence Law
Unit Code	<a href="#">EIS LSO4 09 0812</a>
Unit Descriptor	This unit describes the performance outcomes, skills and knowledge required to assess issues associated with evidence law in a legal environment.

Elements	Performance Criteria
1. Define nature and meaning of evidence law	1.1 <b>Sources of legal information</b> on nature and meaning of evidence law are accessed 1.2 Case law and legislation related to evidence are assessed 1.3 The significance of evidence law is assessed in <b>various contexts</b> in a legal environment
2. Identify principles of evidence law	2.1 Legal principles governing evidence are defined and documented 2.2 Key concepts underpinning evidence law are determined
3. Enhance professional practice through application of relevant principles of evidence law	3.1 The principles of evidence are applied to relevant legal matters arising in the workplace 3.2 Key issues are analyzed and evaluated 3.3 Analysis is reviewed with <b>designated person</b>
4. Identify relevant and admissible evidence	4.1 Relevant and admissible evidence are distinguished in the context of a legal matter 4.2 Consequence of evidence not being relevant and/or admissible is identified

Variable	Range
Sources of legal information may include:	<ul style="list-style-type: none"> <li>• court library</li> <li>• online information services and websites</li> <li>• organization's library</li> <li>• precedent</li> <li>• specialist/scholars texts</li> </ul>
Various contexts may include:	<ul style="list-style-type: none"> <li>• civil disputes</li> <li>• criminal liability</li> <li>• examination of witnesses</li> <li>• insurance disputes</li> <li>• preparation for civil trial</li> <li>• preparation for criminal trial</li> </ul>
Designated persons may	<ul style="list-style-type: none"> <li>• lawyers</li> <li>• legal practitioner</li> </ul>

include:	<ul style="list-style-type: none"> <li>• Immediate boss</li> </ul>
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<b>Evidence Guide</b>	
Critical Aspects of Competence	Evidence of the ability to: <ul style="list-style-type: none"> <li>• demonstrate knowledge of the principles of evidence law</li> <li>• apply the principles of evidence law</li> <li>• demonstrate knowledge of the application of admissible evidence in a range of contexts</li> </ul>
Underpinning Knowledge and Attitudes	Demonstrates knowledge of: <ul style="list-style-type: none"> <li>• commonly used legal terminology, institutions and main features of the Ethiopian legal system</li> <li>• methods used to identify appropriate information about sources of Ethiopian evidence law</li> <li>• nature and meaning of evidence law, including:               <ul style="list-style-type: none"> <li>➢ standard and burden of proof</li> <li>➢ relevance of evidence</li> <li>➢ hearsay evidence</li> <li>➢ competence and compellability of witnesses</li> <li>➢ opinion evidence and others</li> </ul> </li> <li>• character evidence</li> </ul>
Underpinning Skills	Demonstrates skills to: <ul style="list-style-type: none"> <li>• literacy skills to read and interpret written material</li> <li>• research and data collection skills to identify:               <ul style="list-style-type: none"> <li>➢ characteristics, similarities and differences of Ethiopian organization/institution</li> <li>➢ types of proceedings and trial procedures</li> </ul> </li> <li>• analytical skills to investigate and compare legal institutions/ organization and legal matters</li> </ul>
Resources Implication	Access is required to real or appropriately simulated situations, including work areas, materials and equipment, and to information on workplace practices and OHS practices.
Methods of Assessment	Competency may be assessed through: <ul style="list-style-type: none"> <li>• Interview / Written Test / Oral Questioning</li> <li>• Observation / Demonstration</li> </ul>
Context of Assessment	Competency may be assessed in the work place or in a simulated work place setting

Occupational Standard: Legal Service Operation Level IV	
Unit Title	Provide Advocacy and Representation
Unit Code	<a href="#">EIS LSO4 10 0812</a>
Unit Descriptor	This unit describes the performance outcomes, skills and knowledge required to Representing the interests of the community and/or the public services organization. Representation will include the development of public representative and organization participative roles and positions in decision making forums.

Element	Performance Criteria
1. Establish the representative role and process	1.1 Role, processes and <b>conditions of representation</b> are identified in consultation with individuals and key groups 1.2 The <b>support of concerned people</b> is sought 1.3 Requirements for reporting are determined and implemented
2. Participate in decision making forums	2.1 Relevant interests and concerns to be pursued are identified in accordance with organisational priorities 2.2 Work is undertaken to provide a framework for pursuing promotion of relevant interests 2.3 <b>Opportunities</b> are created to reflect, promote and represent relevant interests and responded to routinely within work role 2.4 The potential impact of the <b>development</b> and decisions is calculated and assessed in terms of objectives and priorities 2.5 Progress, feedback, other reports are provided according to concerned people and organisation requirements
3. Negotiate outcomes and liaise with concerned person	3.1 Appropriate strategic alliances are identified and developed 3.2 Collaborative planning and action are promoted and supported 3.3 Potential areas of conflict are identified and strategies implemented to address them 3.4 Purpose and objectives are clearly determined and promoted 3.5 Appropriate work is undertaken with organising committees and board of management to maximise effectiveness
4. Evaluate effectiveness of strategies	4.1 Actual work outcomes are analysed and reported against agreed objectives 4.2 Adjustments are implemented to strategy according to the evaluation

Variable	Range
Conditions of representation may include:	<ul style="list-style-type: none"> <li>• authorisation, accountability</li> <li>• consultation and delegations</li> <li>• resources</li> </ul>

	<ul style="list-style-type: none"> <li>• terms of reference</li> <li>• scope, scale and parameters</li> <li>• role of concerned people</li> <li>• existing community structures, systems, networks, processes</li> <li>• development of public position</li> <li>• requirements of public mechanisms</li> </ul>
Support may be sought for:	<ul style="list-style-type: none"> <li>• development of consultation and accountability structures</li> <li>• development of public sectors positions</li> </ul>
Concerned people may include:	<ul style="list-style-type: none"> <li>• experts</li> <li>• policy/decision makers</li> <li>• resource managers</li> <li>• media</li> <li>• researchers</li> <li>• trainers</li> <li>• teachers</li> <li>• community leaders</li> </ul>
Opportunities may include:	<ul style="list-style-type: none"> <li>• events</li> <li>• publicity</li> <li>• committee membership</li> <li>• public presentations</li> <li>• media</li> <li>• policy development</li> <li>• special meetings/delegations</li> </ul>
Developments may include:	<ul style="list-style-type: none"> <li>• social/political/economic/industrial changes</li> <li>• within and outside the organisation structures</li> <li>• government policy</li> <li>• ideology</li> <li>• education</li> <li>• research findings</li> <li>• community change</li> </ul>
Unit scope	<ul style="list-style-type: none"> <li>• dealing with different community issues, creating a strategy on conducting advocacy, exhibiting appropriate ethical behaviour</li> </ul>
Representative roles may include:	<ul style="list-style-type: none"> <li>• advancing the interests of the public through decision making forums</li> <li>• action taken to influence decision making processes</li> <li>• developing and promoting the interests of the community services industry in a wide range of public sectors</li> </ul>

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Critical aspects:	<ul style="list-style-type: none"> <li>• effective representation of individual and group concerns and interests within the organisation, the public and the public services industry</li> <li>• participation in a range of decision making forums</li> </ul>
Underpinning Knowledge and Attitudes	<ul style="list-style-type: none"> <li>• social/economic/industrial policy and related theory</li> <li>• Public and government processes</li> <li>• Public consultation and decision making processes</li> </ul>

	<ul style="list-style-type: none"> <li>• power structures and relationships in the community</li> <li>• Public development models</li> <li>• nature and structure of the community services industry</li> <li>• social/economic/labour legislation</li> <li>• processes and structures relevant to organisational goals and objectives or work role</li> <li>• Public culture</li> <li>• models of negotiation</li> <li>• research methods</li> <li>• models of management/leadership</li> <li>• complex cultural awareness</li> <li>• depending on the work role or services provided, specific knowledge of particular groups or issues may be required, including: <ul style="list-style-type: none"> <li>➢ alcohol and other drugs</li> <li>➢ cultural and linguistic diversity</li> <li>➢ risk of self harm</li> <li>➢ women</li> <li>➢ men</li> <li>➢ mental health</li> </ul> </li> </ul>
Underpinning Skills	<ul style="list-style-type: none"> <li>• To use appropriate legislation and regulations relevant to common legal matters</li> <li>• To use background information on courts, their jurisdiction and behavioural requirements and advocacy</li> <li>• To use appropriate technology such as computers with relevant software</li> <li>• appropriate texts and access to person's with expert knowledge such as legal practitioners</li> </ul>
Resource implications:	Access is required to real or appropriately simulated situations, including work areas, materials and equipment, and to information on workplace practices and OHS practices.
Methods of Assessment	Competency may be assessed through: <ul style="list-style-type: none"> <li>• Interview / Written Test / Oral Questioning</li> <li>• Observation / Demonstration</li> </ul>
Context of assessment:	Competency may be assessed in the work place or in a simulated work place setting

<b>Occupational Standard: Legal Service Operation Level IV</b>	
<b>Unit Title</b>	<b>Attend Pretrial Negotiations</b>
<b>Unit Code</b>	<b><a href="#">EIS LSO4 11 0812</a></b>
<b>Unit Descriptor</b>	This unit describes preparing for pre trial negotiations with opposing parties, organising a mutually convenient time when parties can meet and attending the negotiation to offer and/or receive offers of compromise according to instructions.

<b>Element</b>	<b>Performance Criteria</b>
1. Prepare for pre-trial negotiations	<p>1.1 Meeting is arranged with instructing legal practitioner to discuss matter and to develop strategy for conducting pre-trial negotiations</p> <p>1.2. Relevant background information is reviewed and analysed</p> <p>1.3 Information are provided to others to organise meeting with opposing party</p> <p>1.4 Points of law are examined with a view to pre-trial settlement or issuing of an offer of compromise and relevant documents are prepared where appropriate</p>
2. Conduct pre-trial negotiations	<p>2.1 Additional assistance from staff is organised for meeting where necessary</p> <p>2.2 Offers of compromise are forwarded to opposing party as known organizational interest and in accordance with legal environment.</p> <p>2.3 Opposing party's offers of compromise are received if presented</p> <p>2.4 Meeting is recorded and transcript is checked for accuracy</p>
3. Inform of pre-trial negotiation outcomes	<p>3.1 Instructing legal practitioner is contacted and opposing party's offer of compromise is communicated for review</p> <p>3.2 Opposing party's offer of compromise is interpreted in conjunction with organizational interest.</p>
4. Undertake follow up action	<p>4.1 Organizational interest and instructions should be received, understood, documented and any follow up action is undertaken.</p> <p>4.2 Where offer of compromise has been rejected and both parties have completed interlocutory steps have to be informed to the organization.</p> <p>4.3 Relevant documentation is completed and filed at relevant court</p>

<b>Variable</b>	<b>Range</b>
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Unit scope	<ul style="list-style-type: none"> <li>dealing with different clients and/or client matters, creating a strategy for the purpose of attending pre-trial negotiations, exhibiting/showing appropriate ethical behaviour in different courts</li> </ul>		
Relevant background information may include:	<ul style="list-style-type: none"> <li>client's file</li> <li>past cases</li> <li>costs to date</li> <li>strength of case</li> </ul>		
Instructions may relate to:	<ul style="list-style-type: none"> <li>the file</li> <li>background information relevant to the matter</li> <li>the opposing party</li> <li>timelines</li> <li>venue</li> <li>contacting opposing party to arrange a meeting</li> <li>confidentiality and security of information</li> <li>altering appointments</li> </ul>		
Relevant documents may include:	<ul style="list-style-type: none"> <li>own party's offer of compromise, without prejudice</li> <li>formal offer of compromise</li> </ul>		
Offers of compromise may be:	<ul style="list-style-type: none"> <li>formal offer of compromise, which must be filed at the appropriate court</li> <li>own offer of compromise, usually without prejudice</li> </ul>		
Offers of compromise may involve:	<ul style="list-style-type: none"> <li>resolution of costs</li> <li>division of property</li> <li>access rights</li> <li>employment agreement</li> <li>accident damages</li> <li>reinstatement at place of work</li> <li>custodial agreement</li> <li>divorce agreement</li> <li>hospital fees</li> <li>public apology</li> <li>admission of partial negligence</li> </ul>		
Relevant authority may include:	<ul style="list-style-type: none"> <li>court body</li> <li>tribunal body</li> <li>government body</li> <li>independent body</li> </ul>		
Client's and instructing legal practitioner's instructions may involve:	<ul style="list-style-type: none"> <li>rejecting the opposing party's offer of compromise</li> <li>further negotiations</li> <li>modifying or expanding a client's offer of compromise</li> </ul>		
Follow up action may include:	<ul style="list-style-type: none"> <li>filing the relevant notice of discontinuance at court should offer of compromise be accepted</li> </ul>		
A organization's policies and procedures may include:	<ul style="list-style-type: none"> <li>contacting and liaising with opposing party</li> <li>arranging meetings</li> <li>accepting/making offers of compromise</li> <li>liaising with clients</li> </ul>		
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	<ul style="list-style-type: none"> <li>• privacy/security/confidentiality procedures</li> <li>• time recording procedures</li> <li>• interviewing</li> <li>• verifying and authorising information</li> <li>• recording information</li> <li>• Protocol for accommodating special client needs, eg. social worker, parole officer, translator, interpreter</li> <li>• information sources</li> <li>• undertaking negotiations</li> </ul>
The area of law may include:	<ul style="list-style-type: none"> <li>• commercial law</li> <li>• criminal law</li> <li>• family law</li> <li>• industrial relations/employment law</li> <li>• property law</li> <li>• tax law</li> <li>• succession law</li> </ul>
Requirements may relate to:	<ul style="list-style-type: none"> <li>• relevant Regional State/Federal legislation</li> <li>• Governing legal practice legislation in each Federal or Regional government</li> <li>• the client and a organization</li> <li>• the area of law</li> <li>• schedule of fees and duties payable</li> <li>• tort, equity and legislation</li> <li>• relevant court rules</li> <li>• completion and filing of court documents</li> </ul>
Courts and tribunals may include:	<ul style="list-style-type: none"> <li>• Federal Court</li> <li>• State/Regional courts</li> <li>• City court</li> <li>• Family bench/division</li> <li>• Children’s bench/division</li> <li>• Labour Relations board</li> <li>• Administrative Tribunals</li> </ul>

### Evidence Guide

Critical aspects	<ul style="list-style-type: none"> <li>• A Organization’s policies and procedures are understood and followed</li> <li>• Unclear instructions or missing information is checked with instructing legal practitioner</li> <li>• Instructing is respected.</li> <li>• Roles and responsibilities of person’s involved in matter are understood.</li> <li>• Actions occur within agreed timelines</li> <li>• File/matter notes and relevant documentation are reviewed and understanding of matter is demonstrated</li> <li>• Documentation required at different stages of the legal process is identified</li> <li>• The advantages and disadvantages of submitting and/or</li> </ul>
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	<p>accepting a formal offer of compromise are understood and can be explained</p> <ul style="list-style-type: none"> <li>• Validity of offer of compromise in relation to dates of expiry is mention.</li> <li>• Offers of compromise are composed and meet specified requirements.</li> <li>• Any difficulties or irregularities are referred to the immediate boss for approval</li> <li>• Non-disclosable information is not communicated and where any doubt exists as to the information's status it is not disclosed.</li> <li>• Meetings are conducted professionally and courteously</li> <li>• Relevant authority is informed of all <i>bona-fide/good faith</i> attempts to settle the matter out of court</li> <li>• Client's questions and queries are answered in clear and simple language</li> <li>• All activities, actions and outcomes are documented on file notes and time is recorded</li> <li>• File/matter number is attached to all relevant documentation and such documentation is filed appropriately</li> <li>• Record of times is processed for client/organization invoicing purposes</li> <li>• Costings are accurate</li> <li>• All work is conducted within accepted codes of conduct including those relating to: maintaining confidentiality, use of organizational property, duty of care, ethical behaviours, privacy, non-discriminatory practice, conflict of interests and compliance with reasonable direction</li> </ul>
Underpinning Knowledge and Attitudes	<ul style="list-style-type: none"> <li>• Relevant legal process and current legislation</li> <li>• Broad knowledge of general legal terminology and in-depth knowledge of terminology relating to litigation and the area of law</li> <li>• Preparing offers of compromise</li> <li>• Accepting offers of compromise</li> <li>• Costing offers of compromise</li> <li>• Indemnity insurance</li> <li>• legislation Duties of Care</li> </ul>
Underpinning Skills	<ul style="list-style-type: none"> <li>• To use appropriate legislation and regulations relevant to common legal matters</li> <li>• To use workplace manuals and reference materials such as organizational policy, procedural manuals and checklists</li> <li>• To use list of relevant sources of certificates and sample application forms</li> <li>• To use background information on courts, their jurisdiction and behavioural requirements</li> <li>• To use appropriate technology such as computers with relevant software</li> <li>• To use appropriate texts and access to person's with expert</li> </ul>

	knowledge such as legal practitioners
Resource implications:	Access is required to real or appropriately simulated situations, including work areas, materials and equipment, and to information on workplace practices and OHS practices.
Methods of Assessment	Competency may be assessed through: <ul style="list-style-type: none"> <li>• Interview / Written Test / Oral Questioning</li> <li>• Observation / Demonstration</li> </ul>
Context of assessment:	Competency may be assessed in the work place or in a simulated work place setting

Occupational Standard: Legal Service Operation Level IV	
Unit Title	Apply Civil and Criminal Procedure
Unit Code	<a href="#">EIS LSO4 12 0812</a>
Unit Descriptor	This unit describes the performance outcomes, skills and knowledge required to apply in civil and criminal litigation. A range of legislation, rules and codes of practice may apply to this unit at the time of endorsement, depending on job roles and jurisdictions.

Elements	Performance Criteria
1. Identify laws and structures related to civil procedure	<p>1.1 Jurisdictional limits of federal, regional state, courts and tribunals are identified in relation to dispute resolution.</p> <p>1.2 <b>Legislation, regulations and policies</b> relevant to civil and criminal procedure are sourced</p> <p>1.3 The roles of <b>court personnel</b> are identified</p>
2. Assess matter in dispute	<p>2.1 Designated individual is liaised about the matter in dispute</p> <p>2.2 Relevant costing documents are prepared</p> <p>2.3 <b>Options to litigation</b> are identified and considered</p>
3. Prepare and assist in litigation proceedings	<p>3.1 The <b>steps prior to litigation</b> are determined</p> <p>3.2 <b>Relevant documentation</b> is obtained and prepared for <b>designated person</b> according to <b>organisation's policies and procedures</b></p>

Variable	Range
Legislation and procedures may include:	<ul style="list-style-type: none"> <li>• court rules</li> <li>• court's inherent power to control procedure</li> <li>• judicial interpretation of rules</li> <li>• organisation's policies and procedures</li> <li>• policies and procedures of relevant courts and tribunals</li> <li>• regulations of Federal, Regional state courts and tribunals</li> </ul>
Court personnel may include:	<ul style="list-style-type: none"> <li>• judge</li> <li>• notary</li> <li>• Registrar.</li> </ul>
Options to litigation may include:	<ul style="list-style-type: none"> <li>• Mediation</li> <li>• conciliation</li> <li>• arbitration</li> <li>• negotiation</li> <li>• Other practices for alternative dispute resolution.</li> </ul>
Steps prior to litigation may include:	<ul style="list-style-type: none"> <li>• choice of court/Jurisdiction</li> <li>• choice of mode and place of trial</li> <li>• issue of a writ/ sermons</li> </ul>

	<ul style="list-style-type: none"> <li>• letters before action</li> <li>• means for serving an originating process</li> <li>• nature of a cause of action</li> <li>• types of originating process</li> <li>• making statement of claim, defense, criminal charge and others</li> </ul>
Relevant documentation may include:	<ul style="list-style-type: none"> <li>• counterclaims</li> <li>• defense</li> <li>• fact sheets</li> <li>• letters before action</li> <li>• notes from interviews</li> <li>• pleadings subsequent to reply</li> <li>• statements of claim</li> <li>• writs/sermons</li> <li>• Other not mention here.</li> </ul>
Designated person may include:	<ul style="list-style-type: none"> <li>• Lawyer</li> <li>• legal practitioner</li> <li>• Immediate boss.</li> </ul>
Organisation's policies and procedures may include:	<ul style="list-style-type: none"> <li>• code of conduct</li> <li>• procedures</li> <li>• individual procedures adopted by instructing legal practitioner</li> <li>• information sources</li> <li>• liaising with opposing party</li> <li>• office procedural manual</li> <li>• protocol for accommodating specific client needs.</li> <li>• protocol for contacting clients</li> <li>• recording information</li> <li>• time-recording procedures</li> <li>• using checklists.</li> </ul>
Purpose of discovery may include:	<ul style="list-style-type: none"> <li>• legal obligations involved in discovery</li> <li>• purpose of first and second schedule</li> <li>• which documents can be included in a court hearing</li> <li>• why documents can be reserved for client-solicitor/attorney legal privilege.</li> </ul>
Legal obligations may include:	<ul style="list-style-type: none"> <li>• explaining process to client/organization</li> <li>• Listing and making available.</li> <li>• Listing documents inspected but no longer in an organization's possession.</li> <li>• Listing documents involved in pleading/charge.</li> </ul>
Administrative tasks may include:	<ul style="list-style-type: none"> <li>• collating discoverable documents</li> <li>• organizing table of contents</li> <li>• contacting client/organization and others for information or relevant documents</li> <li>• reviewing and amending list</li> <li>• contacting opposing party</li> <li>• making appointments</li> <li>• inspecting opposing party's discoverable documents</li> </ul>

<b>Evidence Guide</b>	
Critical Aspects of Competence	<p>Evidence of the ability to:</p> <ul style="list-style-type: none"> <li>• Apply knowledge of civil and criminal procedure to relevant legal matters</li> <li>• Apply knowledge of alternative dispute resolution, purpose of discovery, discovery process and associated legal obligations in a manner that conforms to workplace expectations</li> <li>• Prepare accurate, compliant and complete document lists according to standard legislative procedures and organization's policies and procedures.</li> </ul>
Underpinning Knowledge and Attitudes	<p>Demonstrates knowledge of:</p> <ul style="list-style-type: none"> <li>• Limitations of job role as determined by relevant jurisdictions relevant court processes, current legislation, legal processes and required documentation as they relate to civil and criminal procedure</li> <li>• organisation's required policies and procedures for the full range of tasks covered</li> <li>• legal terminology, including that specific to civil and criminal procedure</li> <li>• Civil and criminal procedure as applicable to the scope of workplace responsibilities</li> <li>• accepted codes of practice relevant to the workplace, including those relating to: <ul style="list-style-type: none"> <li>➢ privacy and confidentiality</li> <li>➢ use of organization property</li> <li>➢ duty of care</li> <li>➢ ethical behaviour</li> <li>➢ non-discriminatory practice</li> <li>➢ conflict of interest</li> <li>➢ compliance with reasonable direction</li> </ul> </li> </ul>
Underpinning Skills	<p>Demonstrates skills to:</p> <ul style="list-style-type: none"> <li>• communication skills to: <ul style="list-style-type: none"> <li>➢ Give and interpret legal instructions</li> <li>➢ Obtain personal information from clients/organization</li> <li>➢ Explain legal procedures to clients/organization</li> </ul> </li> </ul> <p>Literacy skills to:</p> <ul style="list-style-type: none"> <li>• Follow complex legal procedures related to civil criminal law complete relevant documentation</li> <li>• Edit and proofread documentation for accuracy and consistency of information</li> </ul> <p>Research skills to:</p> <ul style="list-style-type: none"> <li>• Locate necessary information from external sources.</li> <li>• Identify and evaluate status of information interpersonal skills to participate in meetings between opposing parties in a legal matter.</li> </ul> <p>Organizational skills to:</p> <ul style="list-style-type: none"> <li>• make arrangements for meetings</li> </ul>

	<ul style="list-style-type: none"> <li>• receive and dispatch documents</li> <li>• technology skills to operate office equipment and common software packages</li> </ul>
Resources Implication	Access is required to real or appropriately simulated situations, including work areas, materials and equipment, and to information on workplace practices and OHS practices.
Methods of Assessment	Competency may be assessed through: <ul style="list-style-type: none"> <li>• Interview / Written Test / Oral Questioning</li> <li>• Observation / Demonstration</li> </ul>
Context of Assessment	Competency may be assessed in the work place or in a simulated work place setting

Occupational Standard: Legal Service Operation Level IV	
Unit Title	Apply Legal Principles in Criminal Law Matters
Unit Code	<a href="#">EIS LSO4 13 0812</a>
Unit Descriptor	This unit describes the performance outcomes, skills and knowledge required to apply legal principles and carry out administrative tasks associated with criminal law matters. A range of legislation, rules and codes of practice may apply to this unit at the time of endorsement, depending on job roles and jurisdictions.

Element	Performance Criteria
1. Identify laws related to criminal law	<p>1.1 <b>Legislation and policies</b> relevant to criminal law are sourced</p> <p>1.2 Legal principles are interpreted as they apply to criminal law matters</p>
2. Enhance professional practice through application of relevant principles of criminal law	<p>2.1 <b>Different criminal matters, defenses, types of hearings, criminal jurisdictions</b> and types of <b>courts</b> are identified and relationships between them explained</p> <p>2.2 Call from <b>client</b> or police is received and details of client charge and bail status are communicated to legal practitioner</p>
3. Draft and process documents involved in criminal law matters	<p>3.1 Letters and other <b>documents</b> for legal practitioner are prepared for review and sign-off according to <b>organization's policies and procedures</b></p> <p>3.2 Types of costs are determined in accordance with legislative and regulatory requirements for costing legal services</p> <p>3.3 Ensure documents are <b>dispatched</b> according to instructions</p> <p>3.4 The parties are communicated</p> <p>3.5 Files, noting critical dates and reminders are maintained</p>

Variable	Range
Legislation, regulations and policies may include:	<ul style="list-style-type: none"> <li>• criminal law</li> <li>• government regulations and policies relating to criminal law matters</li> <li>• Relevant Federal and regional state legislation.</li> </ul>
Different criminal matters may relate to:	<ul style="list-style-type: none"> <li>• assault</li> <li>• homicide</li> <li>• murder</li> <li>• property offences, including theft</li> <li>• Unlawful sexual intercourse.</li> </ul>

	<ul style="list-style-type: none"> <li>• And other crimes not mentioned here.</li> </ul>
Defences may relate to:	<ul style="list-style-type: none"> <li>• Automatism</li> <li>• Denial</li> <li>• Duress</li> <li>• Ignorance of the law</li> <li>• Infancy</li> <li>• insanity</li> <li>• Intoxication</li> <li>• Mistake of fact</li> <li>• Necessity</li> <li>• Self-defense and other not mentioned here</li> </ul>
Types of hearings may include:	<ul style="list-style-type: none"> <li>• With presence or</li> <li>• Absence of defendant</li> </ul>
Jurisdiction over criminal matters may include variances between:	<ul style="list-style-type: none"> <li>• Federal Government</li> <li>• Regional State Government</li> </ul>
Courts in which criminal cases are heard:	<ul style="list-style-type: none"> <li>• Federal</li> <li>• Regional State</li> </ul>
Client may include:	<ul style="list-style-type: none"> <li>• Defendant</li> <li>• Prosecutor</li> <li>• victim</li> </ul>
Documents may include:	<ul style="list-style-type: none"> <li>• account</li> <li>• adjournment letters</li> <li>• affidavits</li> <li>• artifacts/ornament</li> <li>• briefs</li> <li>• clinical reports</li> <li>• confirming/reporting letter to client outlining results of court hearing</li> <li>• court forms</li> <li>• court reminder letters</li> <li>• expert reports</li> <li>• hospital discharge summaries</li> <li>• letters</li> <li>• medical reports</li> <li>• photographs</li> <li>• pleading documents</li> <li>• records of prior convictions</li> <li>• summary of matter</li> <li>• videos</li> <li>• witness statements</li> <li>• Summon.</li> </ul>
Organisation's policies and	<ul style="list-style-type: none"> <li>• engaging lawyers</li> <li>• engaging experts</li> </ul>



procedures may include:	<ul style="list-style-type: none"> <li>• individual procedures adopted by instructing legal practitioner</li> <li>• protocol for accommodating specific client needs, e.g. social worker or parole officer</li> <li>• protocol for contacting clients, e.g. translator or interpreter</li> <li>• recording information</li> <li>• security, confidentiality and privacy procedures</li> <li>• verifying and authorizing information</li> </ul>
Documents may be despatched to the following:	<ul style="list-style-type: none"> <li>• client</li> <li>• court</li> <li>• Public Prosecutions</li> <li>• government organization</li> <li>• opposing party</li> <li>• opposing party's legal representative</li> <li>• police</li> <li>• service agency</li> </ul>

<b>Evidence Guide</b>			
Critical Aspects of Competence	Evidence of the ability to: <ul style="list-style-type: none"> <li>• prepare appropriate documentation and information according to organisation's policies and procedures and provide to clients at the appropriate time</li> <li>• treat clients in a sensitive, discreet and professional manner</li> <li>• conduct work within accepted codes of conduct, including those relating to maintaining confidentiality, use of organization property, duty of care, ethical behaviours, privacy, non-discriminatory practice, conflict of interests and compliance with reasonable direction</li> <li>• demonstrate knowledge of criminal law as applicable to the scope of workplace responsibilities.</li> </ul>		
Underpinning Knowledge and Attitudes	Demonstrates knowledge of: <ul style="list-style-type: none"> <li>• scope of job role in the context of legislation and codes of practice in relevant jurisdictions</li> <li>• relevant court processes, current legislation, legal processes and required documentation</li> <li>• organisation's required policies and procedures for the full range of tasks covered</li> <li>• legal terminology, including that specific to criminal law</li> <li>• criminal law as applicable to the scope of workplace responsibilities</li> <li>• accepted codes of practice relevant to the workplace, including those relating to:               <ul style="list-style-type: none"> <li>➢ privacy and confidentiality</li> <li>➢ use of organization property</li> <li>➢ duty of care</li> <li>➢ ethical behaviour</li> <li>➢ non-discriminatory practice</li> <li>➢ conflict of interest</li> </ul> </li> </ul>		
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	<ul style="list-style-type: none"> <li>➤ compliance with reasonable direction</li> <li>• legislative requirements, which may relate to: <ul style="list-style-type: none"> <li>client and organization</li> </ul> </li> <li>• criminal law relevant Federal and Regional state legislation</li> <li>• schedules of fees and duties payable tort, equity</li> <li>• trust accounts</li> </ul>
Underpinning Skills	<p>Demonstrates skills to:</p> <ul style="list-style-type: none"> <li>• communication skills to: <ul style="list-style-type: none"> <li>➤ give and interpret instructions</li> <li>➤ clarify discussions</li> <li>➤ provide required information</li> </ul> </li> <li>• literacy skills to: <ul style="list-style-type: none"> <li>➤ follow complex legal procedures</li> <li>➤ complete documentation</li> <li>➤ summarise cases</li> <li>➤ edit and proofread documentation for accuracy and consistency of information</li> </ul> </li> <li>• research skills to: <ul style="list-style-type: none"> <li>➤ locate necessary information from external sources</li> <li>➤ identify and evaluate status of information</li> </ul> </li> <li>• organisational skills to make arrangements and appointments</li> <li>technology skills to: <ul style="list-style-type: none"> <li>➤ operate office equipment</li> </ul> </li> <li>• use a range of common software packages</li> </ul>
Resources Implication	Access is required to real or appropriately simulated situations, including work areas, materials and equipment, and to information on workplace practices and OHS practices.
Methods of Assessment	<p>Competency may be assessed through:</p> <ul style="list-style-type: none"> <li>• Interview / Written Test / Oral Questioning</li> <li>• Observation / Demonstration</li> </ul>
Context of Assessment	Competency may be assessed in the work place or in a simulated work place setting

**Occupational Standard: Legal Services Operation Level IV**

<b>Unit Title</b>	<b>Plan and Organize Work</b>
<b>Unit Code</b>	<a href="#"><u>EIS LSO4 14 0812</u></a>
<b>Unit Descriptor</b>	This unit covers the knowledge, skills and attitude required in planning and organizing work activities in a production application. It may be applied to a small independent operation or to a section of a large organization.

<b>Elements</b>	<b>Performance Criteria</b>
1. Set objectives	<p>1.1 <b>Objectives</b> are planned consistent with and linked to work activities in accordance with organizational aims.</p> <p>1.2 Objectives are stated as measurable targets with clear time frames.</p> <p>1.3 Support and commitment of team members are reflected in the objectives.</p> <p>1.4 Realistic and attainable objectives are identified.</p>
2. Plan and schedule work activities	<p>2.1 Tasks/work activities to be completed are identified and prioritized as directed.</p> <p>2.2 Tasks/work activities are broken down into steps in accordance with set time frames and achievable components.</p> <p>2.3 Task/work activities are assigned to appropriate team or individuals in accordance with agreed functions.</p> <p>2.4 <b>Resources</b> are allocated as per requirements of the activity.</p> <p>2.5 <b>Schedule of work activities</b> is coordinated with personnel concerned.</p>
3. Implement work plans	<p>3.1 <b>Work methods and practices</b> are identified in consultation with personnel concerned.</p> <p>3.2 <b>Work plans</b> are implemented in accordance with set time frames, resources and <b>standards</b>.</p>
4. Monitor work activities	<p>4.1 Work activities are monitored and compared with set objectives.</p> <p>4.2 Work performance is monitored.</p> <p>4.3 Deviations from work activities are reported and recommendations are coordinated with appropriate personnel and in accordance with set standards.</p> <p>4.4 Reporting requirements are complied with in accordance with recommended format.</p> <p>4.5 Timeliness of report is observed.</p>
	<p>4.6 Files are established and maintained in accordance with standard operating procedures.</p>

5. Review and evaluate work plans and activities	<p>5.1 Work plans, strategies and implementation are reviewed based on accurate, relevant and current information.</p> <p>5.2 Review is done based on comprehensive consultation with appropriate personnel on outcomes of work plans and reliable feedback.</p> <p>5.3 Results of review are provided to concerned parties and formed as the basis for adjustments/simplifications to be made to policies, processes and activities.</p> <p>5.4 Performance appraisal is conducted in accordance with organization rules and regulations.</p> <p>5.5 Performance appraisal report is prepared and documented regularly as per organization requirements.</p> <p>5.6 Recommendations are prepared and presented to <b>appropriate personnel/authorities</b>.</p> <p>5.7 <b>Feedback mechanisms</b> are implemented in line with organization policies.</p>
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Variable	Range
Objectives	May include but not limited to: <ul style="list-style-type: none"> <li>• Specific</li> <li>• General</li> </ul>
Resources	May include but not limited to: <ul style="list-style-type: none"> <li>• Personnel</li> <li>• Equipment and technology</li> <li>• Services</li> <li>• Supplies and materials</li> <li>• Sources for accessing specialist advice</li> <li>• Budget</li> </ul>
Schedule of work activities	May include but not limited to: <ul style="list-style-type: none"> <li>• Daily</li> <li>• Work-based</li> <li>• Contractual</li> <li>• Regular</li> </ul>
Work methods and practices	May include but not limited to: <ul style="list-style-type: none"> <li>• Legislated regulations and codes of practice</li> <li>• Industry regulations and codes of practice</li> <li>• Occupational health and safety practices</li> </ul>
Work plans	May include but not limited to: <ul style="list-style-type: none"> <li>• Daily work plans</li> <li>• Project plans</li> <li>• Program plans</li> <li>• Resource plans</li> <li>• Skills development plans</li> <li>• Management strategies and objectives</li> </ul>
Standards	May include but not limited to: <ul style="list-style-type: none"> <li>• Performance targets</li> </ul>

	<ul style="list-style-type: none"> <li>• Performance management and evaluation systems</li> <li>• Occupational standards</li> <li>• Employment contracts</li> <li>• Client contracts</li> <li>• Discipline procedures</li> <li>• Workplace assessment guidelines</li> <li>• Internal quality assurance</li> <li>• Internal and external accountability and auditing requirements</li> <li>• Training Regulation Standards</li> <li>• Safety Standards</li> </ul>
Appropriate personnel/ authorities	<p>May include but not limited to:</p> <ul style="list-style-type: none"> <li>• Appropriate personnel include:</li> <li>• Management</li> <li>• Line Staff</li> </ul>
Feedback mechanisms	<p>May include but not limited to:</p> <ul style="list-style-type: none"> <li>• Verbal feedback</li> <li>• Informal feedback</li> <li>• Formal feedback</li> <li>• Questionnaire</li> <li>• Survey</li> <li>• Group discussion</li> </ul>

<b>Evidence Guide</b>	
Critical Aspects of Competence	<p>Demonstrates skills and knowledge in:</p> <ul style="list-style-type: none"> <li>• set objectives</li> <li>• planned and scheduled work activities</li> <li>• implemented work plans</li> <li>• monitored work activities</li> <li>• reviewed and evaluated work plans and activities</li> </ul>
Underpinning Knowledge and Attitudes	<p>Demonstrates knowledge of:</p> <ul style="list-style-type: none"> <li>• organization's strategic plan, policies rules and regulations, laws and objectives for work unit activities and priorities</li> <li>• organizations policies, strategic plans, guidelines related to the role of the work unit</li> <li>• team work and consultation strategies</li> </ul>
Underpinning Skills	<p>Demonstrates skill to:</p> <ul style="list-style-type: none"> <li>• plan</li> <li>• lead</li> <li>• organize</li> <li>• coordinate</li> <li>• communicate</li> <li>• inter-and intra-person/motivation skills</li> <li>• present</li> </ul>
Resource Implications	<p>Access is required to real or appropriately simulated situations, including work areas, materials and equipment, and to information on workplace practices and OHS practices.</p>

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

**Occupational Standard: Legal Services Operation Level IV**

<b>Unit Title</b>	<b>Migrate to New Technology</b>
<b>Unit Code</b>	<a href="#">EIS LSO4 15 0812</a>
<b>Unit Descriptor</b>	This unit defines the competence required to apply skills and knowledge in using new or upgraded technology. The rationale behind this unit emphasizes the importance of constantly reviewing work processes, skills and techniques in order to ensure that the quality of the entire business process is maintained at the highest level possible through the appropriate application of new technology. To this end, the person is typically engaged in on-going review and research in order to discover and apply new technology or techniques to improve aspects of the organization's activities.

<b>Elements</b>	<b>Performance Criteria</b>
1. Apply existing knowledge and techniques to technology and transfer	<p>1.1 Situations are identified where existing knowledge can be used as the basis for developing new skills.</p> <p>1.2 New or upgraded technology skills are acquired and used to enhance learning.</p> <p>1.3 New or upgraded equipment are identified, classified and used where appropriate, for the benefit of the organization.</p>
2. Apply functions of technology to assist in solving organizational problems	<p>2.1 Testing of new or upgraded equipment is conducted according to the specification manual.</p> <p>2.2 Features of new or upgraded equipment are applied within the organization</p> <p>2.3 Features and functions of new or upgraded equipment are used for solving organizational problems</p> <p>2.4 Sources of information relating to new or upgraded equipment are accessed and used</p>
3. Evaluate new or upgraded technology performance	<p>3.1 New or upgraded equipment is evaluated for performance, usability and against OHS standards.</p> <p>3.2 <b>Environmental considerations</b> are determined from new or upgraded equipment.</p> <p>3.3 <b>Feedback</b> is sought from users where appropriate.</p>

<b>Variables</b>	<b>Range</b>
Environmental Considerations	May include but is not limited to: <ul style="list-style-type: none"> <li>recycling, safe disposal of packaging (e.g. cardboard, polystyrene, paper, plastic) and correct disposal of waste materials by an authorized body</li> </ul>
Feedback	May include but is not limited to:

	<ul style="list-style-type: none"> <li>• surveys,</li> <li>• questionnaires,</li> <li>• interviews and meetings.</li> </ul>
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<b>Evidence Guide</b>	
Critical Aspects of Competence	Competence must confirm the ability to transfer the application of existing skills and knowledge to new technology
Underpinning Knowledge and Attitudes	<p>Demonstrate knowledge of:</p> <ul style="list-style-type: none"> <li>• Broad awareness of current technology trends and directions in the industry (e.g. systems/procedures, services, new developments, new protocols)</li> <li>• Knowledge of vendor product directions</li> <li>• Ability to locate appropriate sources of information regarding metal manufacturing and new technologies</li> <li>• Current industry products/services, procedures and techniques with knowledge of general features</li> <li>• Information gathering techniques</li> </ul>
Underpinning Skills	<p>Demonstrate skills of:</p> <ul style="list-style-type: none"> <li>• Research skills for identifying broad features of new technologies</li> <li>• Ability to assist in the decision making process</li> <li>• Literacy skills in regard to interpretation of technical manuals</li> <li>• Ability to solve known problems in a variety of situations and locations</li> <li>• Evaluate and apply new technology to assist in solving organizational problems</li> <li>• General analytical skills in relation to known problems</li> </ul>
Resources Implication	Access is required to real or appropriately simulated situations, including work areas, materials and equipment, and to information on workplace practices and OHS practices.
Methods of Assessment	<p>Competence may be assessed through:</p> <ul style="list-style-type: none"> <li>• Interview / Written Test</li> <li>• Observation / Demonstration with Oral Questioning</li> </ul>
Context of Assessment	Competence may be assessed in the work place or in a simulated work place setting.



Occupational Standard: Legal Services Operation Level IV	
Unit Title	Establish Quality Standards
Unit Code	<a href="#">EIS LSO4 16 0812</a>
Unit Descriptor	This unit covers the knowledge, skills and attitudes required to establish quality specifications for work outcomes and work performance. It includes monitoring and participation in maintaining and improving quality, identifying critical control points in the production of quality output and assisting in planning and implementing of quality assurance procedures.

Elements	Performance Criteria
1. Establish quality specifications for product	<p>1.1 Market specifications are <b>sourced</b> and <b>legislated requirements</b> identified.</p> <p>1.2 Quality specifications are developed and agreed upon</p> <p>1.3 Quality specifications are documented and introduced to organization staff / personnel in accordance with the organization policy</p> <p>1.4 Quality specifications are updated when necessary</p>
2. Identify hazards and critical control points	<p>2.1. Critical control points impacting on quality are identified.</p> <p>2.2. Degree of risk for each hazard is determined.</p> <p>2.3. Necessary documentation is accomplished in accordance with organization quality procedures</p>
3. Assist in planning of quality assurance procedures	<p>3.1 Procedures for each identified control point are developed to ensure optimum quality.</p> <p>3.2 Hazards and risks are minimized through application of appropriate controls.</p> <p>3.3 Processes are developed to monitor the effectiveness of quality assurance procedures.</p>
4. Implement quality assurance procedures	<p>4.1 Responsibilities for carrying out procedures are allocated to staff and contractors.</p> <p>4.2 Instructions are prepared in accordance with the enterprise's quality assurance program.</p> <p>4.3 Staff and contractors are given induction training on the quality assurance policy.</p> <p>4.4 Staff and contractors are given in-service training relevant to their allocated <b>safety procedures</b>.</p>
5. Monitor quality of work outcome	<p>5.1 Quality requirements are identified</p> <p>5.2 Inputs are inspected to confirm capability to meet quality requirements</p>

	<p>5.3 Work is conducted to produce required outcomes</p> <p>5.4 Work processes are monitored to confirm quality of output and/or service</p> <p>5.5 Processes are adjusted to maintain outputs within specification.</p>
6. Participate in maintaining and improving quality at work	<p>6.1 Work area, materials, processes and product are routinely monitored to ensure compliance with quality requirements</p> <p>6.2 Non-conformance in inputs, process, product and/or service is identified and reported according to workplace reporting requirements</p> <p>6.3 Corrective action is taken within level of responsibility, to maintain quality standards</p> <p>6.4 Quality issues are raised with designated personnel</p>
7. Report problems that affect quality	<p>7.1 Potential or existing quality problems are recognized.</p> <p>7.2 Instances of variation in quality are identified from specifications or work instructions.</p> <p>7.3 Variation and potential problems are reported to supervisor/manager according to enterprise guidelines.</p>

Variable	Range
Sourced	<p>May include but is not limited to:</p> <ul style="list-style-type: none"> <li>• End-users</li> <li>• Customers or stakeholders</li> </ul>
Legislated requirements	<p>May include but is not limited to:</p> <ul style="list-style-type: none"> <li>• Verification of product quality as part of consumer legislation or specific legislation related to product content or composition.</li> </ul>
Safety procedures.	<p>May include but is not limited to:</p> <ul style="list-style-type: none"> <li>• Use of tools and equipment for fabrication/production/manufacturing works</li> <li>• Workplace environment and handling of material safety,</li> <li>• Following occupational health and safety procedures designated for the task</li> <li>• Respect the policies, regulations, legislations, rule and procedures for manufacturing/production/fabrication works</li> </ul>

<b>Evidence Guide</b>	
Critical Aspect of Competence	<p>Demonstrates skills and knowledge in:</p> <ul style="list-style-type: none"> <li>• Monitored quality of work</li> <li>• Established quality specifications for product</li> <li>• Participated in maintaining and improving quality at work</li> <li>• Identified hazards and critical control points in the production of quality product</li> <li>• Assisted in planning of quality assurance procedures</li> <li>• Reported problems that affect quality</li> <li>• Implemented quality assurance procedures</li> </ul>
Underpinning Knowledge	<p>Demonstrates knowledge of:</p> <ul style="list-style-type: none"> <li>• work and product quality specifications</li> <li>• quality policies and procedures</li> <li>• improving quality at work</li> <li>• hazards and critical points of operation</li> <li>• obtaining and using information</li> <li>• applying federal and regional legislation within day-to-day work activities</li> <li>• accessing and using management systems to keep and maintain accurate records</li> <li>• requirements for correct preparation and operation</li> <li>• technical writing</li> </ul>
Underpinning Skills	<p>Demonstrates skills to:</p> <ul style="list-style-type: none"> <li>• monitor quality of work</li> <li>• establish quality specifications for product</li> <li>• participate in maintaining and improving quality at work</li> <li>• identify hazards and critical control points in the production of quality product</li> <li>• assist in planning of quality assurance procedures</li> <li>• report problems that affect quality</li> <li>• implement quality assurance procedures</li> </ul>
Resource Implications	<p>Access is required to real or appropriately simulated situations, including work areas, materials and equipment, and to information on workplace practices and OHS practices.</p>
Methods of Assessment	<p>Competence may be assessed through:</p> <ul style="list-style-type: none"> <li>• Interview / Written Test</li> <li>• Observation / Demonstration</li> </ul>
Context of Assessment	<p>Competence may be assessed in the work place or in a simulated work place setting.</p>

Occupational Standard: Legal Services Operation Level IV	
Unit Title	Develop Individuals and Team
Unit Code	<a href="#">EIS LSO4 17 0812</a>
Unit Descriptor	This unit covers the knowledge, skills and attitudes required to determine individual and team development needs and facilitate the development of the workgroup.

Elements	Performance Criteria
1. Provide team leadership	<p>1.1 <b>Learning and development needs</b> are systematically identified and implemented in line with <b>organizational requirements</b></p> <p>1.2 Learning plan to meet individual and group training and developmental needs is collaboratively developed and implemented</p> <p>1.3 Individuals are encouraged to self-evaluate performance and identify areas for improvement</p> <p>1.4 <b>Feedback on performance</b> 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 <b>Learning delivery methods</b> 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 to obtain and share information is used by team</p> <p>4.2 Decisions are reached by the team in accordance with its</p>

	<p>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 actively participated in team activities and communication processes</p> <p>5.2 Individual and joint responsibility is developed by 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 is not limited to:</p> <ul style="list-style-type: none"> <li>• Coaching, monitoring and/or supervision</li> <li>• Formal/informal learning program</li> <li>• Internal/external training provision</li> <li>• Work experience/exchange/opportunities</li> <li>• Personal study</li> <li>• Career planning/development</li> <li>• Performance evaluation</li> <li>• Workplace skills assessment</li> <li>• Recognition of prior learning</li> </ul>
Organizational requirements	<p>May include but is not limited to:</p> <ul style="list-style-type: none"> <li>• Quality assurance and/or procedures manuals</li> <li>• Goals, objectives, plans, systems and processes</li> <li>• Legal and organizational policy/guidelines and requirements</li> <li>• Safety policies, procedures and programs</li> <li>• Confidentiality and security requirements</li> <li>• Business and performance plans</li> <li>• Ethical standards</li> <li>• Quality and continuous improvement processes and standards</li> </ul>
Feedback on performance	<p>May include but is not limited to:</p> <ul style="list-style-type: none"> <li>• Formal/informal performance evaluation</li> <li>• Obtaining feedback from supervisors and colleagues</li> <li>• Obtaining feedback from clients</li> <li>• Personal and reflective behavior strategies</li> <li>• Routine and organizational methods for monitoring service delivery</li> </ul>
Learning delivery methods	<p>May include but is not limited to:</p> <ul style="list-style-type: none"> <li>• On the job coaching or monitoring</li> <li>• Problem solving</li> <li>• Presentation/demonstration</li> <li>• Formal course participation</li> <li>• Work experience and involvement in professional networks</li> <li>• Conference and seminar attendance</li> </ul>

<b>Evidence Guide</b>	
Critical Aspects of Competence	<p>Demonstrates skills and knowledge in:</p> <ul style="list-style-type: none"> <li>• identified and implemented learning opportunities for others</li> <li>• gave and received feedback constructively</li> <li>• facilitated participation of individuals in the work of the team</li> <li>• negotiated plans to improve the effectiveness of learning</li> <li>• prepared learning plans to match skill needs</li> <li>• accessed and designated learning opportunities</li> </ul>
Underpinning Knowledge and Attitude	<p>Demonstrates knowledge of:</p> <ul style="list-style-type: none"> <li>• coaching and monitoring principles</li> <li>• understanding how to work effectively with team members who have diverse work styles, aspirations, cultures and perspective</li> <li>• understanding how to facilitate team development and improvement</li> <li>• understanding methods and techniques to obtain and interpreting feedback</li> <li>• understanding methods for identifying and prioritizing personal development opportunities and options</li> <li>• knowledge of career paths and competence standards in the industry</li> </ul>
Underpinning Skills	<p>Demonstrates skills to:</p> <ul style="list-style-type: none"> <li>• read and understand a variety of texts, preparing general information and documents according to target audience; spell with accuracy; use grammar and punctuation effective relationships and conflict management</li> <li>• communicate including receiving feedback and reporting, maintaining effective relationships and conflict management</li> <li>• plan and organize required resources and equipment to meet learning needs</li> <li>• coach and mentor skills to provide support to colleagues</li> <li>• report to organize information; assess information for relevance and accuracy; identify and elaborate on learning outcomes</li> <li>• facilitate and conduct small group training sessions</li> <li>• relate to people from a range of social, cultural, physical and mental backgrounds</li> </ul>
Resource Implications	<p>Access is required to real or appropriately simulated situations, including work areas, materials and equipment, and to information on workplace practices and OHS practices.</p>
Methods of Assessment	<p>Competence may be assessed through:</p> <ul style="list-style-type: none"> <li>• Interview / Written Test</li> <li>• Observation / Demonstration with Oral Questioning</li> </ul>
Context of Assessment	<p>Competence may be assessed in the work place or in a simulated work place setting.</p>

Occupational Standard: Legal Services Operation Level IV	
Unit Title	Utilize Specialized Communication Skills
Unit Code	<a href="#">EIS LSO4 18 0812</a>
Unit Descriptor	This unit covers the knowledge, skills and attitudes required to use specialized communication skills to meet specific needs of internal and external clients, conduct interviews, facilitate group discussions, and contribute to the development of communication strategies.

Elements	Performance Criteria
1. Meet common and specific communication needs of clients and colleagues	1.1 Specific communication needs of clients and colleagues are identified and met 1.2 Different approaches are used to meet communication needs of clients and colleagues 1.3 Conflict is addressed promptly and in a timely way and in a manner which does not compromise the standing of the organization
2. Contribute to the development of communication strategies	2.1 <b>Strategies</b> for internal and external dissemination of information are developed, promoted, implemented and reviewed as required 2.2 Channels of communication are established and reviewed regularly 2.3 Coaching in effective communication is provided 2.4 Work related network and relationship are maintained as necessary 2.5 Negotiation and conflict resolution strategies are used where required 2.6 Communication with clients and colleagues is appropriate to individual needs and organizational objectives
3. Represent the organization	3.1 When participating in internal or external fora, presentation is relevant, appropriately researched and presented in a manner to promote the organization 3.2 Presentation is made clear and sequential and delivered within a predetermined time 3.3 Appropriate media is utilized to enhance presentation 3.4 Differences in views are respected 3.5 Written communication is made consistent with organizational standards 3.6 Inquiries are responded in a manner consistent with organizational standard

4. Facilitate group discussion	<p>4.1 Mechanisms which enhance <b>effective group interaction</b> are defined and implemented</p> <p>4.2 Strategies which encourage all group members to participate are used routinely</p> <p>4.3 Objectives and agenda are routinely set and followed for meetings and discussions</p> <p>4.4 Relevant information are provided to group to facilitate outcomes</p> <p>4.5 Evaluation of group communication strategies is undertaken to promote participation of all parties</p> <p>4.6 Specific communication needs of individuals are identified and addressed</p>
5. Conduct interview	<p>5.1 A range of appropriate communication strategies are employed in <b>interview situations</b></p> <p>5.2 Different <b>types of interview</b> is conducted in accordance with the organizational procedures</p> <p>5.3 Records of interviews are made and maintained in accordance with organizational procedures</p> <p>5.4 Effective questioning, listening and nonverbal communication techniques are used to ensure that required message is communicated</p>

Variable	Range
Strategies	May include but is not limited to: <ul style="list-style-type: none"> <li>• Recognizing own limitations</li> <li>• Utilizing techniques and aids</li> <li>• Providing written drafts</li> <li>• Verbal and non verbal communication</li> </ul>
Effective group interaction	May include but is not limited to: <ul style="list-style-type: none"> <li>• Identifying and evaluating what is occurring within an interaction in a non-judgmental way</li> <li>• Using active listening</li> <li>• Making decision about appropriate words, behavior</li> <li>• Putting together response which is culturally appropriate</li> <li>• Expressing an individual perspective</li> <li>• Expressing own philosophy, ideology and background and exploring impact with relevance to communication</li> </ul>
Interview situations	May include but is not limited to: <ul style="list-style-type: none"> <li>• Establish rapport</li> <li>• obtain facts and information</li> <li>• Facilitate resolution of issues</li> <li>• Develop action plans</li> <li>• Diffuse potentially difficult situation</li> </ul>
Types of Interview	May include but is not limited to: <ul style="list-style-type: none"> <li>• Related to staff issues</li> </ul>



	<ul style="list-style-type: none"> <li>• Routine</li> <li>• Confidential</li> <li>• Evidential</li> <li>• Non-disclosure</li> <li>• Disclosure</li> </ul>
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<b>Evidence Guide</b>	
Critical Aspects of Competence	Demonstrates skills and knowledge in: <ul style="list-style-type: none"> <li>• Demonstrated effective communication skills with clients and work colleagues accessing service</li> <li>• Adopted relevant communication techniques and strategies to meet client particular needs and difficulties</li> </ul>
Underpinning Knowledge and Values	Demonstrates knowledge of: <ul style="list-style-type: none"> <li>• communication process</li> <li>• dynamics of groups and different styles of group leadership</li> <li>• communication skills relevant to client groups</li> </ul>
Underpinning Skills	Demonstrates skills to: <ul style="list-style-type: none"> <li>• full range of communication techniques including:               <ul style="list-style-type: none"> <li>➤ active listening</li> <li>➤ feedback</li> <li>➤ interpretation</li> <li>➤ role boundaries setting</li> <li>➤ negotiation</li> <li>➤ establishing empathy</li> <li>➤ communication strategies</li> </ul> </li> <li>• communicate to fulfill job roles as specified by the organization</li> </ul>
Resource Implications	Access is required to real or appropriately simulated situations, including work areas, materials and equipment, and to information on workplace practices and OHS practices.
Methods of Assessment	Competence may be assessed through: <ul style="list-style-type: none"> <li>• Interview / Written Test</li> <li>• Observation / Demonstration with Oral Questioning</li> </ul>
Context of Assessment	Competence may be assessed in the work place or in a simulated work place setting.

Occupational Standard: Legal Services Operation Level IV	
Unit Title	Manage and Maintain Small/Medium Business Operations
Unit Code	<a href="#">EIS LSO4 19 0812</a>
Unit Descriptor	This unit covers the operation of day-to-day business activities in a micro or small business. The strategies involve developing, monitoring and managing work activities and financial information, developing effective work habits, and adjusting work schedules as needed.

Elements	Performance Criteria
1. Identify daily work requirements	1.1 Work requirements are identified for a given time period by taking into consideration <b>resources</b> and constraints 1.2 Work activities are prioritized based on business needs, requirements and deadlines 1.3 If appropriate, work is allocated to relevant staff or contractors to optimize efficiency
2. Monitor and manage work	2.1 People, resources and/or equipment are coordinated to provide optimum results 2.2 Staff, clients and/or contractors are communicated within a clear and regular manner, to monitor work in relation to <b>business goals</b> or timelines 2.3 <b>Problem solving techniques</b> are applied to work situations to overcome difficulties and achieve positive outcomes
3. Develop effective work habits	3.1 Work and personal priorities are identified and a balance is achieved between competing priorities using appropriate <b>time management strategies</b> 3.2 Input from <b>internal and external sources</b> is sought and used to develop and refine new ideas and approaches 3.3 Business or inquiries is/are responded to promptly and effectively 3.4 Information is presented in a format appropriate to the industry and audience
4. Interpret financial information	4.1 Relevant documents and reports are identified 4.2 Documents and reports are read and understood and any implications discussed with appropriate persons 4.3 Data and numerical calculations are analyzed, checked, evaluated, organized and reconciled 4.4 Daily financial records and cash flow are maintained correctly and in accordance with legal and accounting requirements

	<p>4.5 Invoices and payments are prepared and distributed in a timely manner and in accordance with legal requirements</p> <p>4.6 Outstanding accounts are collected or followed-up on</p>
5. Evaluate work performance	<p>5.1 Opportunities for improvements are monitored according to business demands</p> <p>5.2 Work schedules are adjusted to incorporate necessary modifications to existing work and routines or changing needs and requirements</p> <p>5.3 Proposed changes are clearly communicated and recorded to aid in future planning and evaluation</p> <p>5.4 Relevant codes of practice are used to guide an ethical approach to workplace practices and decisions</p>

Variable	Range
Resources	<p>May include but is not limited to:</p> <ul style="list-style-type: none"> <li>• staff</li> <li>• money</li> <li>• time</li> <li>• equipment</li> <li>• space</li> </ul>
Business goals	<p>May include but is not limited to:</p> <ul style="list-style-type: none"> <li>• sales targets</li> <li>• budgetary targets</li> <li>• team and individual goals</li> <li>• production targets</li> <li>• reporting deadlines</li> </ul>
Problem solving techniques	<p>May include but is not limited to:</p> <ul style="list-style-type: none"> <li>• gaining additional research and information to make better informed decisions</li> <li>• looking for patterns</li> <li>• considering related problems or those from the past and how they were handled</li> <li>• eliminating possibilities</li> <li>• identifying and attempting sub-tasks</li> <li>• collaborating and asking for advice or help from additional sources</li> </ul>
Time management strategies	<p>May include but is not limited to:</p> <ul style="list-style-type: none"> <li>• prioritizing and anticipating</li> <li>• short term and long term planning and scheduling</li> <li>• creating a positive and organized work environment</li> <li>• clear timelines and goal setting that is regularly reviewed and adjusted as necessary</li> <li>• breaking large tasks into smaller tasks</li> <li>• getting additional support if identified and necessary</li> </ul>
Internal and external sources	<p>May include but is not limited to:</p> <ul style="list-style-type: none"> <li>• staff and colleagues</li> </ul>

	<ul style="list-style-type: none"> <li>• management, supervisors, advisors or head office</li> <li>• relevant professionals such as lawyers, accountants, management consultants</li> <li>• professional associations</li> </ul>
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### Evidence Guide

Critical Aspects of Competence	<p>A person must be able to demonstrate:</p> <ul style="list-style-type: none"> <li>• ability to identify daily work requirements and allocate work appropriately</li> <li>• ability to interpret financial documents in accordance with legal requirements</li> </ul>
Underpinning Knowledge and Attitudes	<p>Demonstrate knowledge of:</p> <ul style="list-style-type: none"> <li>• Federal and Local Government legislative requirements affecting business operations, especially in regard to occupational health and safety (OHS), equal employment opportunity, industrial relations and anti-discrimination</li> <li>• technical or specialist skills relevant to the business operation</li> <li>• relevant industry code of practice</li> <li>• planning techniques to establish realistic timelines and priorities</li> <li>• identification of relevant performance measures</li> <li>• quality assurance principles and methods</li> <li>• relevant marketing, management, sales and financial concepts</li> <li>• methods for monitoring performance and implementing improvements</li> <li>• structured approaches to problem solving, idea management and time management</li> </ul>
Underpinning Skills	<p>Demonstrate skills to:</p> <ul style="list-style-type: none"> <li>• interpret legal requirements, company policies and procedures and immediate, day-to-day demands</li> <li>• communicate using questioning, clarifying, reporting, and giving and receiving constructive feedback</li> <li>• numeracy skills for performance information, setting targets and interpreting financial documents and reports</li> <li>• technical and analytical skills to interpret business document, reports and financial statements and projections</li> <li>• relate to people from a range of social, cultural and ethnic backgrounds and physical and mental abilities</li> <li>• solve problem and develop contingency plans</li> <li>• using computers and software packages to record and manage data and to produce reports</li> <li>• evaluate using assessment work and outcomes</li> <li>• observe for identifying appropriate people, resources and to monitor work</li> </ul>
Resource Implications	<p>Access is required to real or appropriately simulated situations, including work areas, materials and equipment, and to information on workplace practices and OHS practices.</p>
Methods of	<p>Competence may be assessed through:</p>

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

Occupational Standard: Legal Services Operation Level IV	
Unit Title	Apply Problem Solving Techniques and Tools
Unit Code	<a href="#">EIS LSO4 20 1012</a>
Unit Descriptor	This unit of competency covers the knowledge, skills and attitude required to apply scientific problem solving techniques and tools to enhance quality, productivity and other kaizen elements on continual basis.

Elements	Performance criteria
1. Identify and select theme/problem.	<p>1.1 <b>Safety requirements</b> are followed in accordance with safety plans and procedures.</p> <p>1.2 All possible problems related to the process /Kaizen elements are listed using <b>statistical tools and techniques</b>.</p> <p>1.3 All possible problems related to kaizen elements are identified and listed on Visual Management Board/Kaizen Board.</p> <p>1.4 Problems are classified based on obviousness of cause and action.</p> <p>1.5 Critical factors like the number of customers affected, Potentials for bottlenecks, and number of complaints etc... is selected.</p> <p>1.6 Problems related to priorities of <b>Kaizen Elements</b> are given due emphasis and selected.</p>
2. Grasp current status and set goal.	<p>2.1 The extent of the problem is defined.</p> <p>2.2 Appropriate and achievable goal is set.</p>
3. Establish activity plan.	<p>3.1 The problem is confirmed.</p> <p>3.2 High priority problem is selected.</p> <p>3.3 The extent of the problem is defined.</p> <p>3.4 Activity plan is established as per <b>5W1H</b>.</p>
4. Analyze causes of a problem.	<p>4.1 All possible causes of a problem are listed.</p> <p>4.2 Cause relationships are analyzed using <b>4M1E</b>.</p> <p>4.3 Causes of the problems are identified.</p> <p>4.4 Root causes are selected.</p> <p>4.5 The root cause which is most directly related to the problem is selected.</p> <p>4.6 All possible ways are listed using <b>creative idea generation</b> to eliminate the most critical root cause.</p> <p>4.7 The suggested solutions are carefully tested and evaluated for potential complications.</p>

	4.8 Detailed summaries of the action plan are prepared to implement the suggested solution.
5. Examine countermeasures and their implementation.	5.1 Action plan is implemented by <b>medium KPT</b> members. 5.2 Implementation is monitored according to the agreed procedure and activities are checked with preset plan.
6. Assess effectiveness of the solution.	6.1 <b>Tangible and intangible results</b> are identified. 6.2 The results are verified over time. 6.3 Tangible results are compared with targets using <b>various types of diagram</b> .
7. Standardize and sustain operation.	7.1 If the goal is achieved, the new procedures are standardized and made part of daily activities. 7.2 All employees are trained on the new <b>Standard Operating Procedures (SOPs)</b> . 7.3 SOP is verified and followed by all employees. 7.4 The next problem is selected to be tackled by the team.

Variables	Range
Safety requirements	may include but not limited to: <ul style="list-style-type: none"> <li>• OHS requirements include legislation, material safety, managements system, hazardous substances and dangerous goods code and local safe operating procedures</li> <li>• Work is carried out in accordance with legislative obligations, environmental legislations, relevant health regulation, manual handling procedure and organization insurance requirements</li> </ul>
Statistical tools and techniques	may include but not limited to: <ul style="list-style-type: none"> <li>• 7 QC tools may include: <ul style="list-style-type: none"> <li>➢ Stratification</li> <li>➢ Pareto Diagram</li> <li>➢ Cause and Effect Diagram</li> <li>➢ Check Sheet</li> <li>➢ Control Chart/Graph</li> <li>➢ Histogram</li> <li>➢ Scatter Diagram</li> </ul> </li> <li>• QC techniques may include: <ul style="list-style-type: none"> <li>➢ Brain storming</li> <li>➢ Why analysis</li> <li>➢ What if analysis</li> <li>➢ 5W1H</li> </ul> </li> </ul>
Kaizen Elements	may include but not limited to: <ul style="list-style-type: none"> <li>• Quality</li> <li>• Cost</li> <li>• Productivity</li> <li>• Delivery</li> <li>• Safety</li> </ul>

	<ul style="list-style-type: none"> <li>• Moral</li> <li>• Environment</li> <li>• Gender equality</li> </ul>
5W1H	<p>may include but not limited to:</p> <ul style="list-style-type: none"> <li>• Who: person in charge</li> <li>• Why: objective</li> <li>• What: item to be implemented</li> <li>• Where: location</li> <li>• When: time frame and How: method</li> </ul>
4M1E	<p>may include but not limited to:</p> <ul style="list-style-type: none"> <li>• Man</li> <li>• Machine</li> <li>• Method</li> <li>• Material and Environment</li> </ul>
Creative idea generation	<p>may include but not limited to:</p> <ul style="list-style-type: none"> <li>• Brainstorming</li> <li>• Exploring and examining ideas in varied ways</li> <li>• Elaborating and extrapolating</li> <li>• Conceptualizing</li> </ul>
Medium KPT	<p>may include but not limited to:</p> <ul style="list-style-type: none"> <li>• 5S</li> <li>• 4M (machine, method, material and man)</li> <li>• 4P (Policy, procedures, People and Plant)</li> <li>• PDCA cycle</li> <li>• Basics of IE tools and techniques</li> </ul>
Tangible and intangible results	<p>may include but not limited to:</p> <ul style="list-style-type: none"> <li>• Tangible result may include: <ul style="list-style-type: none"> <li>➢ Quantifiable data</li> </ul> </li> <li>• Intangible result may include: <ul style="list-style-type: none"> <li>➢ Qualitative data</li> </ul> </li> </ul>
Various types of diagram	<p>may include but not limited to:</p> <ul style="list-style-type: none"> <li>• Line graph</li> <li>• Bar graph</li> <li>• Pie-chart</li> <li>• Scatter and Affinity diagrams</li> </ul>
Standard Operating Procedures (SOPs)	<p>may include but not limited to:</p> <ul style="list-style-type: none"> <li>• The customer demand</li> <li>• The most efficient work routine (steps)</li> <li>• The cycle times required to complete work elements</li> <li>• All process quality checks required to minimize defects/errors</li> <li>• The exact amount of work in process required</li> </ul>

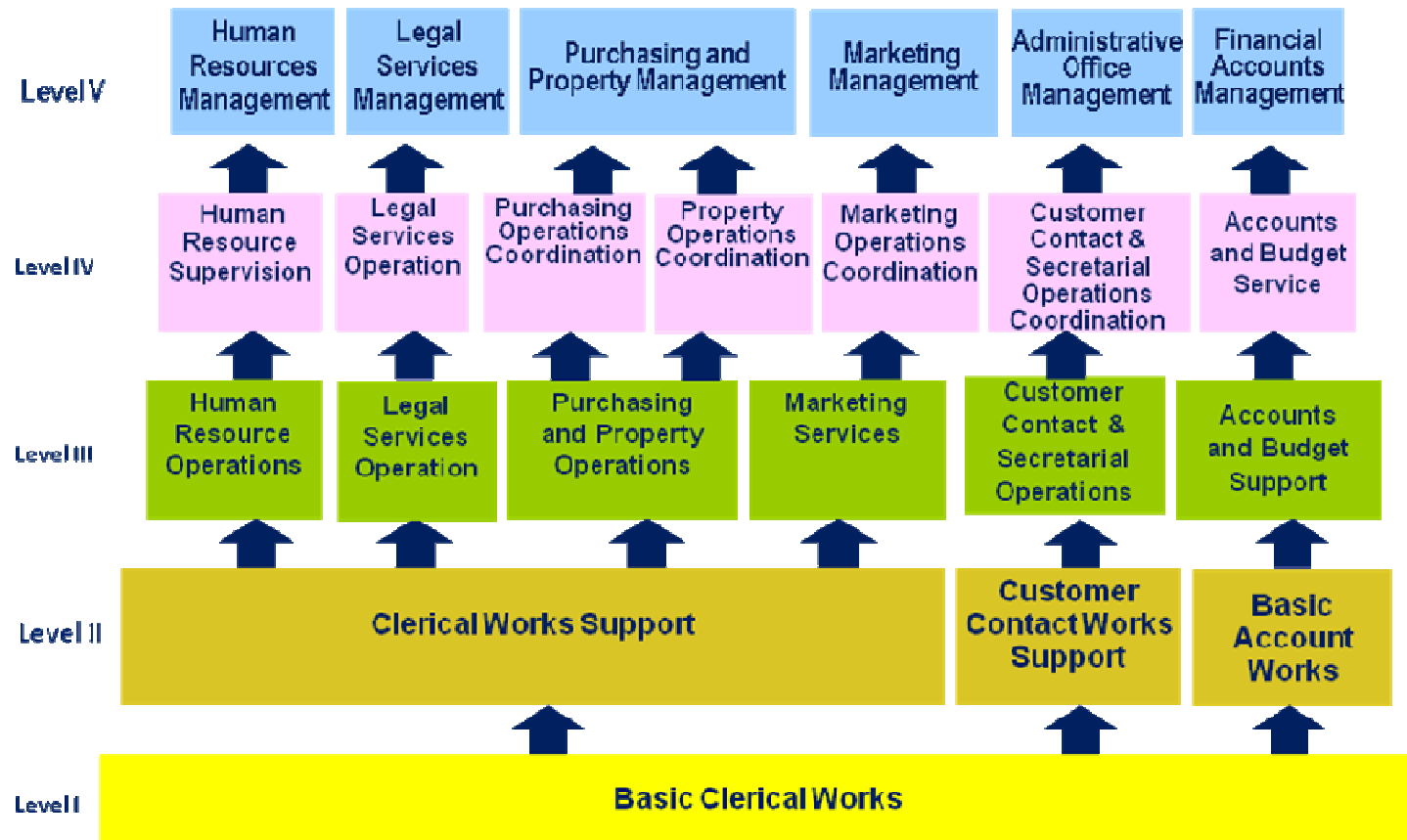
### Evidence Guide

Critical Aspects of Assessment	<p>Demonstrates skills and knowledge competencies to:</p> <ul style="list-style-type: none"> <li>• Apply all relevant procedures and regulatory requirements to ensure quality and productivity of an organization.</li> </ul>
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	<ul style="list-style-type: none"> <li>• Detect non-conforming products/services in the work area</li> <li>• Apply effective problem solving approaches/strategies.</li> <li>• Implement and monitor improved practices and procedures</li> <li>• Apply statistical quality control tools and techniques.</li> </ul>
Underpinning Knowledge and Attitude	<p>Demonstrates knowledge of:</p> <ul style="list-style-type: none"> <li>• QC story/PDCA cycle/</li> <li>• QC story/ Problem solving steps</li> <li>• QCC techniques</li> <li>• 7 QC tools</li> <li>• Basic IE tools and techniques.</li> <li>• SOP</li> <li>• Quality requirements associated with the individual's job function and/or work area</li> <li>• Workplace procedures associated with the candidate's regular technical duties</li> <li>• Relevant health, safety and environment requirements</li> <li>• organizational structure of the enterprise</li> <li>• Lines of communication</li> <li>• Methods of making/recommending improvements.</li> <li>• Reporting procedures</li> </ul>
Underpinning Skills	<p>Demonstrates skills to:</p> <ul style="list-style-type: none"> <li>• Apply problem solving techniques and tools</li> <li>• Apply statistical analysis tools</li> <li>• Apply Visual Management Board/Kaizen Board.</li> <li>• Detect non-conforming products or services in the work area</li> <li>• Document and report information about quality, productivity and other kaizen elements.</li> <li>• Contribute effectively within a team to recognize and recommend improvements in quality, productivity and other kaizen elements.</li> <li>• Implement and monitor improved practices and procedures.</li> <li>• Organize and prioritize activities and items.</li> <li>• Read and interpret documents describing procedures</li> <li>• Record activities and results against templates and other prescribed formats.</li> </ul>
Resources Implication	Access is required to real or appropriately simulated situations, including work areas, materials and equipment, and to information on workplace practices and OHS practices.
Methods of Assessment	<p>Competence may be assessed through:</p> <ul style="list-style-type: none"> <li>• Interview / Written Test</li> <li>• Observation / Demonstration with Oral Questioning</li> </ul>
Context of Assessment	Competence may be assessed in the work place or in a simulated work place setting.

Sector: Economic Infrastructure  
 Sub-Sector: Business and Finance



## Acknowledgement

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This occupational standard was developed in August 2012 at Bishoftu, Debre Zeit Management Institute.

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### COMMENT TEMPLATE

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