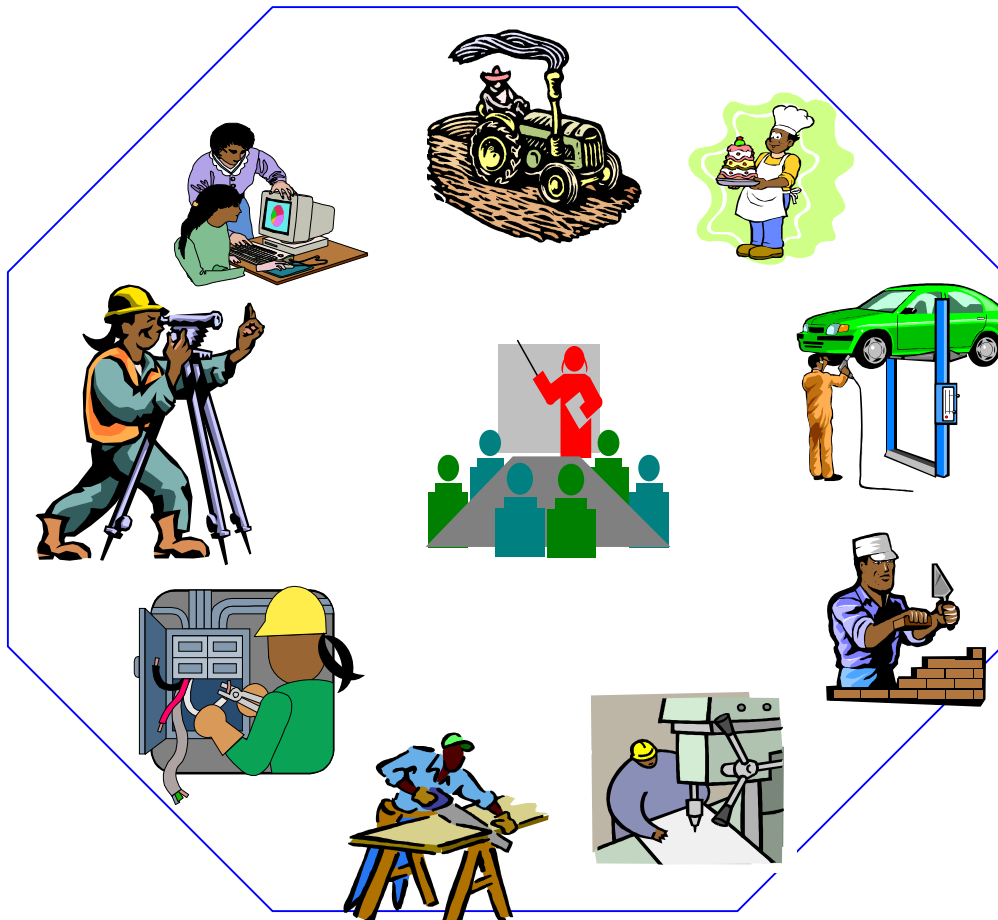




Federal Democratic Republic of Ethiopia  
OCCUPATIONAL STANDARD



PURCHASING AND PROPERTY  
OPERATIONS  
NTQF Level III



*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 Ethiopian standards, which define the occupational requirements and expected outcome related to a specific occupation without taking TVET delivery into account.

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

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

- Occupational title and NTQF level
- Unit title
- Unit code
- Unit descriptor
- 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 occupation with all the key components of a Unit of Competence:

- chart with an overview of all Units of Competence for the respective level (Unit of Competence Chart) including the Unit Codes and the Unit 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

## UNIT OF COMPETENCE CHART

Occupational Standard: Purchasing and Property Operations Level III		
Occupational Code: BFS PPO		
<i>NTQF Level III</i>		
<a href="#">EIS PPO3 01 0512</a> Purchase Goods and Services	<a href="#">EIS PPO3 02 0512</a> Recommend Products and Services	<a href="#">EIS PPO3 03 0512</a> Assist in Controlling Stocks and Supplies
<a href="#">EIS PPO3 04 0512</a> Identify Risks and Opportunities in the Property Operation	<a href="#">EIS PPO3 05 0512</a> Undertake Property Inspection	<a href="#">EIS PPO3 06 0512</a> Maintain Store Safety
<a href="#">EIS PPO3 07 0512</a> Perform Stock Control Procedures	<a href="#">EIS PPO3 08 0512</a> Maintain and Order Stock	<a href="#">EIS PPO3 09 0512</a> Deliver and Monitor a Service to Customers
<a href="#">EIS PPO3 10 0512</a> Work Effectively with Diversity	<a href="#">EIS PPO3 11 0512</a> Maintain Business Resources	<a href="#">EIS PPO3 12 0512</a> Organize Workplace Information
<a href="#">EIS PPO3 13 0512</a> Promote Innovation in a Team Environment	<a href="#">EIS PPO3 14 0512</a> Process Customer Complaints	<a href="#">EIS PPO3 15 0512</a> Design and Produce Business Documents
<a href="#">EIS PPO3 16 0512</a> Monitor Implementation of Work Plan/Activities	<a href="#">EIS PPO3 17 0512</a> Apply Quality Control	<a href="#">EIS PPO3 18 0512</a> Lead Workplace Communication
<a href="#">EIS PPO3 19 0512</a> Lead Small Teams	<a href="#">EIS PPO3 20 1012</a> Improve Business Practice	<a href="#">EIS PPO3 21 1012</a> Maintain Quality System and Continuous Improvement Processes (Kaizen)

Occupational Standard: Purchasing and Property Operations Level III	
Unit Title	Purchase Goods and Services
Unit Code	<a href="#">EIS PUP3 01 0512</a>
Unit Descriptor	This unit describes the performance outcomes, skills and knowledge required to determine purchasing requirements, and make and receive purchases.

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

Variable	Range
Purchasing strategies	<p>May include:</p> <ul style="list-style-type: none"> <li>• criteria for making purchasing decisions</li> <li>• legal requirements and policies and procedures that underpin strategies and that are relevant to role</li> <li>• policies, procedures, guidelines and documentation formats for purchasing from suppliers including entities owned by the organization, partners, alliance members and local and distance suppliers</li> </ul>
Limits	May include:

	<ul style="list-style-type: none"> <li>• approval processes for purchases</li> <li>• expenditure approval limits</li> </ul>
Relevant personnel	<p>May include:</p> <ul style="list-style-type: none"> <li>• CEOs</li> <li>• managers</li> <li>• leaders</li> <li>• coordinators</li> <li>• supervisors</li> <li>• other persons authorized to commit the organization to purchases</li> <li>• internal users of purchased goods and service</li> <li>• owner</li> <li>• board members</li> <li>• specialist personnel involve in purchasing, asset maintenance and finance</li> </ul>
Purchasing methods	<p>May include:</p> <ul style="list-style-type: none"> <li>• Open tender</li> <li>• Limited tender</li> <li>• Request for proposal</li> <li>• Two stage tender</li> <li>• direct purchases from retail outlets</li> <li>• online purchases</li> <li>• petty cash</li> <li>• purchases using standing agreements or accounts with suppliers</li> <li>• written and/or verbal quotations</li> <li>• written and/or verbal supply agreements</li> </ul>
Purchase records	<p>May include:</p> <ul style="list-style-type: none"> <li>• invoices, statements and payment requests</li> <li>• petty cash vouchers</li> <li>• purchase requests and orders</li> <li>• receipt advices for goods and services</li> <li>• records of supplier performance</li> </ul>

<b>Evidence Guide</b>			
Critical Aspects of Competence	<p>A person must be able to provide evidence of:</p> <ul style="list-style-type: none"> <li>• obtaining quotes from prospective suppliers for a low risk, low expenditure good to be purchased</li> <li>• Selection of appropriate purchasing methods for a low risk, low expenditure purchase</li> <li>• Receipt, checking and documentation of a low risk, low expenditure purchase</li> </ul>		
Underpinning Knowledge and Attitudes	<p>Demonstrate knowledge on:</p> <ul style="list-style-type: none"> <li>• codes of ethics and conduct</li> <li>• identification and overview knowledge of key provisions of relevant legislation from all levels of government that affects</li> </ul>		
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	<p>business operations, codes of practice and national standards, such as:</p> <ul style="list-style-type: none"> <li>➤ contract law</li> <li>➤ import of goods and services, where relevant</li> </ul> <ul style="list-style-type: none"> <li>• organization policy and procedures relating to: <ul style="list-style-type: none"> <li>➤ purchasing strategies</li> <li>➤ record-keeping systems related to purchasing and assets</li> <li>➤ standard contracting arrangements</li> </ul> </li> <li>• product knowledge about the goods and service being supplied</li> <li>• purchasing and procurement principles for: <ul style="list-style-type: none"> <li>➤ accountability</li> <li>➤ probity and transparency</li> <li>➤ risk management</li> <li>➤ value for money</li> </ul> </li> </ul>
Underpinning Skills	<p>Demonstrate skills to:</p> <ul style="list-style-type: none"> <li>• culturally appropriate communication skills to related to people from diverse backgrounds and people with diverse abilities</li> <li>• communication skills to liaise with suppliers and end users of purchases</li> <li>• literacy skills to document purchases and write reports on purchasing activities</li> <li>• information management and research skills to analyze and assess purchasing options and offers</li> <li>• technology skills to use of software to keep records of purchases made</li> <li>• data collection skills to keep records related to purchasing</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: Purchasing and Property Operations Level III	
Unit Title	Recommend Products and Services
Unit Code	<a href="#">EIS PPO3 02 0512</a>
Unit Descriptor	This unit describes the performance outcomes, skills and knowledge required to provide advice and information within an organization about the products and services.

Elements	Performance Criteria
1. Develop and maintain knowledge of products and services	<p>1.1 Knowledge and understanding of <b>industry products and services</b> are actively and regularly researched using <b>authoritative sources</b>.</p> <p>1.2 Available product and service documentation are used to identify and understand characteristics of products and services, and comparisons with other products and service are made.</p> <p>1.3 Information on products and services are accurately documented and maintained in a format consistent with <b>organizational requirements</b>.</p> <p>1.4 Acquired knowledge is applied to improve quality within personal work areas.</p>
2. Recommend products and services	<p>2.1 Recommendation on products and services is ensured in line with organizational requirements.</p> <p>2.2 Recommendations that emphasize <b>product and services issues</b> relevant to client needs are provided.</p> <p>2.3 Evidence in support of recommendations is ensured, verifiable and presented in a suitable format.</p> <p>2.4 Recommendations are structured to identify clear benefits to clients and the organization.</p>
3. Advise on products and services	<p>3.1 Advice that is clear, is provided and supported by verifiable evidence and is compatible with organizational requirements.</p> <p>3.2 Product documentation and materials are ensured and appropriate to the specification or requirements of the organizations</p> <p>3.3 Prices of products and services are ensured to confirm to budget resources.</p> <p>3.4 Impact of products or services is estimated from <b>customer feedback sources</b>.</p>

Variable	Range
Industry products	May include:
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and services	<ul style="list-style-type: none"> <li>• competitor products and services</li> <li>• complementary products and services</li> <li>• emerging products and services</li> <li>• historical products and services</li> <li>• organization's products</li> <li>• specified range of products and services within h an organization's offerings</li> </ul>
Authoritative sources	<p>May include:</p> <ul style="list-style-type: none"> <li>• authorized suppliers</li> <li>• industry associations</li> <li>• industry conferences</li> <li>• recognized industry media sources</li> </ul>
Organizational requirements	<p>May include:</p> <ul style="list-style-type: none"> <li>• access and equity principles and practice</li> <li>• confidentiality and security requirements</li> <li>• defined resource parameters</li> <li>• ethical standards</li> <li>• filing and documentation storage processes</li> <li>• goals, objectives, plans, systems and processes</li> <li>• legal and organizational policies, guidelines and requirements</li> <li>• OHS policies, procedures and programs</li> <li>• payment and delivery options</li> <li>• pricing and discount policies</li> <li>• quality assurance and/or procedures manuals</li> <li>• replacement and refund policy and procedures</li> <li>• responsible for products and services</li> </ul>
Product and service issues	<p>May include:</p> <ul style="list-style-type: none"> <li>• customer delivery</li> <li>• fault</li> <li>• market share data</li> <li>• organizational product knowledge</li> <li>• production down-time</li> <li>• sales figures</li> </ul>
Customer feedback sources	<p>May include:</p> <ul style="list-style-type: none"> <li>• audit documentation and reports</li> <li>• complaints</li> <li>• customer satisfaction questionnaires</li> <li>• lapsed clients</li> <li>• quality assurance data</li> <li>• returned goods</li> <li>• service calls</li> </ul>

### Evidence Guide

Critical Aspects of

A person must be able to provide evidence of:

- assessing and reporting on customer satisfaction



Competence	<ul style="list-style-type: none"> <li>• identifying characteristics of products and services</li> <li>• knowledge of products and service standards and best practice models</li> <li>• preparing and structuring advice on products and services</li> <li>• researching market availability of products and services</li> </ul>
Underpinning Knowledge and Attitudes	<p>Demonstrate knowledge on:</p> <ul style="list-style-type: none"> <li>• key provision of relevant legislation from all levels of government that may affect aspects of business operations, such as: <ul style="list-style-type: none"> <li>➢ ethical principles</li> <li>➢ codes of practice</li> <li>➢ privacy laws</li> <li>➢ occupational health and safety (OHS)</li> </ul> </li> <li>• organization's products and services</li> <li>• organizational policies and procedures for customer service including handling customer complaints</li> <li>• product and service standards and best practice models</li> <li>• principles and techniques of public relations and product promotion</li> <li>• mechanisms to obtain and analyze customer feedback</li> </ul>
Underpinning Skills	<p>Demonstrate skills to:</p> <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 edit and proofread texts to ensure clarity of meaning, and accuracy of grammar and punctuation</li> <li>• technology skills to select and use technology appropriate to a task</li> <li>• communication skills to monitor and advise on customer service strategies</li> <li>• problem-solving skills to deal with customer enquiries or complaints</li> <li>• analytical skills to identify trends and positions of products and services</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: Purchasing and Property Operations Level III	
Unit Title	Assist in Controlling Stocks and Supplies
Unit Code	<a href="#">EIS PPO3 03 0512</a>
Unit Descriptor	This unit describes the performance outcomes, skills and knowledge required to provide assistance in stock control processes within a business environment. This involves assisting in maintaining stock levels, storing stock, stocktaking and disposing of out of date stock.

Elements	Performance Criteria
1. Determine own role in stock control processes	1.1. Own role is determined in <b>stock control processes</b> by consulting with manager or supervisor 1.2. Documented procedures are accessed for stock control and read for understanding 1.3. Clarification is sought with relevant personnel of unclear or ambiguous procedures
2. Assist in maintaining stock levels	2.1. Stock levels are monitored against required levels 2.2. Stock is ordered in a timely manner or in accordance with ordering cycles, to ensure continuity of supplies 2.3. Potential shortfalls are identified in stock levels and action is taken to ensure stock is replenished in a timely manner 2.4. Orders are checked against enterprise documentation and appropriate <b>actions</b> taken where any shortfall is identified 2.5. Documentation is completed and stored for maintenance of stock levels
3. Store stock	3.1. Stock is unpacked and checked against order for condition & prices 3.2. Damaged or missing stock is identified & action taken to replace it 3.3. Store stock according to established storage systems 3.4. Stock requiring <b>specialized storage</b> is identified and stored 3.5. Stock is rotated to minimize stock reaching expiry or use-by-date
4. Assist in stock taking	4.1. Assistance is provided in stocktaking to identify, count, move and locate items 4.2. Stocktaking documentation is completed and stored 4.3. Other stocktaking actions are assisted as directed
5. Assist in disposal of out of date stock and recalls	5.1. Dispose stock is marked for disposal according to legislation and other industry specific or manufacturer requirements and under direction of supervisor 5.2. Required documentation of disposal of out-of-date stock is

	completed and stored
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<b>Variables</b>	<b>Range</b>
Stock control processes	may include: <ul style="list-style-type: none"> <li>• cycles for stocktaking and stock rotation</li> <li>• levels of stock and supplies to be held on premises</li> <li>• security arrangements for stock and supplies</li> <li>• specialised storage conditions for stock and supplies</li> </ul>
Actions	may include: <ul style="list-style-type: none"> <li>• contacting the supplier</li> <li>• reporting to supervisor to take action</li> </ul>
Specialised storage	may include: <ul style="list-style-type: none"> <li>• refrigeration or keeping in a cool environment</li> <li>• security and special handling for dangerous goods</li> <li>• transferring to specialised containers for storage</li> </ul>

<b>Evidence Guide</b>	
Critical Aspects of Competence	Evidence of the following is essential: <ul style="list-style-type: none"> <li>• documenting activities relating to maintenance and ordering of stock and supplies, which may include:               <ul style="list-style-type: none"> <li>➢ stocktaking reports, communicating with suppliers to address shortfalls in orders stock rotation disposal of out-of-date stock</li> </ul> </li> <li>• Knowledge of relevant legislation from all levels of government.</li> </ul>
Underpinning Knowledge and Attitudes	Demonstrate knowledge on: <ul style="list-style-type: none"> <li>• safe handling of specific dangerous goods (as relevant for enterprise)</li> <li>• manual handling</li> <li>• relevant legislation from all levels of government that affects business operations, codes of practice and national standards, such as:               <ul style="list-style-type: none"> <li>➢ anti-discrimination legislation</li> <li>➢ ethical principles</li> <li>➢ Freedom of Information Act</li> <li>➢ safe disposal of out-of-date stock</li> <li>➢ recording of stock usage of prescribed substances and dangerous goods, where relevant</li> </ul> </li> <li>• enterprise policies and procedures for stock control including record keeping requirements for:               <ul style="list-style-type: none"> <li>➢ stock levels</li> <li>➢ stocktaking</li> </ul> </li> <li>• Disposal of out-of-date stock.</li> </ul>
Underpinning Skills	Demonstrates: <ul style="list-style-type: none"> <li>• Numerical skills to assess stock levels and assess deliveries for completion</li> <li>• Problem solving skills to analyse storage and disposal requirements of stock.</li> </ul>
Resources	Access is required to real or appropriately simulated situations,

Implication	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: Purchasing and Property Operations Level III	
Unit Title	Identify Risks and Opportunities in the Property Operation
Unit Code	<a href="#">EIS PPO3 04 0512</a>
Unit Descriptor	This unit of competency specifies the outcomes required to identify risks and opportunities in the property operation to maintain effective use of assets. It requires the ability to identify key systems and assets, and an understanding of risk management processes.

Elements	Performance Criteria
1 Identify risks & opportunities.	<p>1.1. Appropriate <b>interpersonal techniques</b> are used to specify and access <b>information</b> on potential <b>risks</b> and <b>opportunities</b> from individuals and groups.</p> <p>1.2. Relevant <b>legislative requirements</b>, insurance, codes and standards applicable to <b>asset</b> use are identified and examined to establish risk and opportunity parameters.</p> <p>1.3. Potential risks to and opportunities for <b>clients</b> and organization are identified and confirmed with <b>relevant people</b> according to <b>organizational requirements</b>.</p> <p>1.4. <b>Limitations</b> in identifying risks and opportunities are identified and <b>specialist advice</b> is sought as required according to organizational requirements.</p> <p>1.5. Gaps or breaches in established risk management processes are identified and reported according to organisational policies and procedures.</p>
2 Document and report identified risks and opportunities.	<p>2.1 Identified risks and opportunities are documented in a suitable format according to organizational and legislative requirements.</p> <p>2.2 Risk and opportunity findings are documented in a clear and concise manner and are supported by verifiable evidence.</p> <p>2.3 <b>Feedback</b> is actively sought to ensure sufficiency and relevance of information in meeting client and organizational requirements.</p> <p>2.4 <b>Business equipment and technology</b> are used to maintain information according to applicable OHS and organizational requirements.</p> <p>2.5 Information is securely maintained with due regard to client confidentiality, and legislative and organizational requirements.</p>

Variables	Range
Interpersonal techniques	may include: <ul style="list-style-type: none"> <li>• active listening</li> <li>• clear presentations of options</li> <li>• consultation methods</li> <li>• culturally inclusive and sensitive engagement techniques</li> <li>• questioning to clarify and confirm understanding</li> <li>• seeking feedback</li> <li>• two-way interaction using language and concepts appropriate to cultural differences</li> <li>• Verbal or non-verbal language.</li> </ul>
Information	may be collected from: <ul style="list-style-type: none"> <li>• colleagues and clients</li> <li>• documentation, reports and risk management plans</li> <li>• group workshops and brainstorming</li> <li>• incident reporting systems</li> <li>• interviews</li> <li>• media, including newspaper, radio, television and industry magazines</li> <li>• observation checklists</li> <li>• property inspections</li> <li>• Organizational or industry-based surveys and questionnaires.</li> </ul>
Risks	may relate to: <ul style="list-style-type: none"> <li>• industry special risks</li> <li>• loss of profits</li> <li>• machinery malfunction</li> <li>• OHS</li> <li>• public liability</li> <li>• Trade practices issues.</li> </ul>
Opportunities	may relate to: <ul style="list-style-type: none"> <li>• adding value</li> <li>• aggregating assets</li> <li>• altering existing property or facility</li> <li>• change in use, ownership, appearance and perception of property or facility</li> <li>• changing style of investment</li> <li>• creating something new</li> <li>• Sing bankers and financiers.</li> </ul>
Legislative requirements	may be outlined and reflected in: <ul style="list-style-type: none"> <li>• Ethiopian standards</li> <li>• codes of practice covering the market sector and industry,</li> <li>• financial transactions, taxation, environment, construction, land</li> <li>• use, native title, zoning , utilities use (water, gas and electricity),</li> <li>• and contract or common home building requirements</li> </ul>

	<ul style="list-style-type: none"> <li>• privacy requirements quality assurance and certification</li> <li>• requirements relevant federal, and regional legislation that</li> <li>• affects organizational operation, including:</li> <li>• anti-discrimination and diversity</li> <li>• environmental issues</li> <li>• industrial relations</li> <li>• OHS</li> <li>• stratum, community and company titles</li> <li>• Trade practices laws and guidelines.</li> </ul>		
Assets	<p>may include:</p> <ul style="list-style-type: none"> <li>• buildings</li> <li>• business and marketing contracts</li> <li>• equipment</li> <li>• furniture</li> <li>• goodwill</li> <li>• land</li> <li>• property</li> <li>• vehicles</li> </ul>		
Clients	<p>may include:</p> <ul style="list-style-type: none"> <li>• brokers</li> <li>• company management</li> <li>• fund managers</li> <li>• fund providers</li> <li>• institutions</li> <li>• insurers</li> <li>• internal and external property groups</li> <li>• legal advisers</li> <li>• owner-occupiers</li> <li>• private investors</li> <li>• Risk assessors.</li> </ul>		
Relevant people	<p>may include:</p> <ul style="list-style-type: none"> <li>• clients</li> <li>• colleagues</li> <li>• legal representatives</li> <li>• members of industry associations</li> <li>• Supervisors.</li> </ul>		
Organisational requirements	<p>may be outlined and reflected in:</p> <ul style="list-style-type: none"> <li>• business and performance plans</li> <li>• complaint and dispute resolution procedures</li> <li>• goals, objectives, plans, systems and processes</li> <li>• legal and ethical requirements and codes of practice</li> <li>• OHS policies, procedures and programs</li> <li>• policies and procedures in relation to client service</li> <li>• quality and continuous improvement processes and standards</li> <li>• Quality assurance and procedure manuals.</li> </ul>		
Limitations	may relate to:		
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	<ul style="list-style-type: none"> <li>• industry requirements</li> <li>• job role and responsibilities</li> <li>• legal responsibilities</li> <li>• own competency level</li> <li>• own understanding of risk and opportunity identification processes</li> <li>• quality processes</li> </ul>
Specialist advice	<p>may be sought from:</p> <ul style="list-style-type: none"> <li>• architects</li> <li>• builders</li> <li>• emergency personnel</li> <li>• facilities and asset managers</li> <li>• government officials</li> <li>• members of industry associations</li> <li>• OHS representatives</li> <li>• planners</li> <li>• real estate agents</li> <li>• solicitors</li> <li>• subcontractors</li> <li>• Technical experts.</li> </ul>
Feedback	<p>may be sought from</p> <ul style="list-style-type: none"> <li>• supervisors and colleagues</li> <li>• formal and informal performance appraisals</li> <li>• personal and reflective behaviour strategies</li> <li>• Workplace assessment.</li> </ul>
Business equipment and technology	<p>may include:</p> <ul style="list-style-type: none"> <li>• computers</li> <li>• data storage devices</li> <li>• email</li> <li>• facsimile machines</li> <li>• internet, extranet and intranet</li> <li>• photocopiers</li> <li>• printers</li> <li>• scanners</li> <li>• Software applications, such as databases and word applications.</li> </ul>

<b>Evidence Guide</b>	
Critical Aspects of Competence	<p>A person who demonstrates competency in this unit must be able to provide evidence of:</p> <ul style="list-style-type: none"> <li>• establishing risk and opportunity parameters and</li> <li>• identifying a range of potential risks and opportunities in</li> <li>• key systems and assets</li> <li>• knowledge of agency practices, ethical standards and</li> <li>• legislative requirements with regard to OHS obtaining information from a wide range of sources to ensure an accurate understanding of risk and opportunity</li> </ul>



	<ul style="list-style-type: none"> <li>• management processes preparing risk and opportunity</li> <li>• findings in a format suitable for presentation and review, using standardized styles and formats</li> </ul>
Underpinning Knowledge and Attitudes	<p>Demonstrate knowledge on:</p> <ul style="list-style-type: none"> <li>• client and organisational confidentiality requirements</li> <li>• insurance policies, codes and operations</li> <li>• limitations of work role, responsibility and professional abilities mechanisms to obtain and analyse feedback</li> <li>• methods to identify and prioritise a range of risks and opportunities relevant federal and regional legislation and government regulations</li> </ul>
Underpinning Skills	<p>Demonstrate Skills on:</p> <ul style="list-style-type: none"> <li>• communicating to use interviewing and questioning techniques to obtain information</li> <li>• computing to access the internet and web pages,</li> <li>• preparing and completing online forms, lodge electronic documents and search online databases</li> <li>• Relating to people from a range of social, cultural and ethnic backgrounds and varying physical and mental abilities</li> <li>• to identify accurately gaps in information, existing or potential risks and opportunities, and gather necessary information from alternative sources</li> <li>• planning time lines and reporting</li> <li>• mechanisms, and record and file information</li> <li>• problem solving skills to apply reasoning and logical analysis to make decisions and evaluate information against risk and opportunity assessment strategies</li> <li>• Technical skills to complete OHS reports.</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: Purchasing and Property Operations Level III	
Unit Title	Undertake Property Inspection
Unit Code	<a href="#">EIS PPO3 05 0512</a>
Unit Descriptor	This unit of competency specifies the outcomes required to inspect various types of property for conditions and compliance with approved requirements. It requires the ability to communicate effectively with those involved in the inspection process, and to have a clear understanding of industry and organisational inspection criteria and methods for carrying out and reporting the results of a property inspection.

Elements	Performance Criteria
1 Identify inspection requirements.	<p>1.1. Purpose and <b>type of inspection</b> are established from property records according to <b>client</b> and <b>organizational requirements</b>.</p> <p>1.2. <b>Inspection processes</b> and time lines are negotiated and agreed with <b>relevant people</b> according to organizational requirements.</p> <p>1.3. <b>Property documentation</b> and <b>legislative requirements</b> are specified, gathered and reviewed to identify critical aspects requiring inspection.</p> <p>1.4. Access arrangements are coordinated with relevant people according to organisational requirements.</p>
2 Inspect property.	<p>2.1 Property is inspected according to industry and organizational requirements, ensuring all relevant aspects of the property are sighted and noted.</p> <p>2.2 Inspections are conducted in a reliable manner according to organizational requirements and efficient use of available time and resources.</p> <p>2.3 Appropriate <b>interpersonal techniques</b> are used to access relevant information from <b>inspection site</b> personnel.</p> <p>2.4 Variations in compliance with approved requirements are recognized and noted according to organizational and legislative requirements.</p> <p>2.5 Situations requiring <b>specialist advice</b> are identified and assistance is sought as required according to organizational requirements.</p>
3 Record and report inspection findings.	<p>3.1. Inspection findings are organized in a format suitable for analysis and dissemination according to client and organizational requirements.</p> <p>3.2. Inspection conclusions are supported by <b>verifiable evidence</b> and are consistent with relevant legislative and</p>

	<p>organizational requirements.</p> <p>3.3. <b>Business equipment and technology</b> are used to maintain relevant documentation according to applicable OHS, legislative and organizational requirements.</p> <p>3.4. Inspection report is distributed to relevant people according to client and organizational requirements.</p>
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Variables	Range
Type of inspection	<p>may be:</p> <ul style="list-style-type: none"> <li>• at change of use</li> <li>• at development stage</li> <li>• irregular</li> <li>• periodic</li> <li>• planned</li> <li>• related to a complaint</li> <li>• related to illegal works or usage</li> <li>• Statutory.</li> </ul>
Client	<p>may include:</p> <ul style="list-style-type: none"> <li>• agent</li> <li>• supervisor</li> <li>• government and legal instrument and agency</li> <li>• project manager</li> <li>• property agent</li> <li>• property owner</li> </ul>
Organisational requirements	<p>may be outlined and reflected in:</p> <ul style="list-style-type: none"> <li>• access and equity principles and practice guidelines</li> <li>• business and performance plans</li> <li>• complaint and dispute resolution procedures</li> <li>• goals, objectives, plans, systems and processes</li> <li>• legal and ethical requirements and codes of practice</li> <li>• mission statements and strategic plans</li> <li>• OHS policies, procedures and programs</li> <li>• policies and procedures in relation to client service</li> <li>• quality and continuous improvement processes and standards</li> <li>• Quality assurance and procedure manuals.</li> </ul>
Inspection processes	<p>may relate to:</p> <ul style="list-style-type: none"> <li>• statutory limitations</li> <li>• complexity of work</li> <li>• timeframes</li> <li>• type of work</li> </ul>
Relevant people	<p>may include:</p> <ul style="list-style-type: none"> <li>• clients</li> <li>• colleagues</li> <li>• legal representatives</li> </ul>

	<ul style="list-style-type: none"> <li>• members of industry associations</li> <li>• site personnel</li> <li>• Supervisors.</li> </ul>
Property documentation	<p>may include:</p> <ul style="list-style-type: none"> <li>• agreements</li> <li>• property codes</li> <li>• checklists</li> <li>• contracts</li> <li>• licences</li> <li>• permits</li> <li>• plans</li> <li>• previous inspection reports</li> <li>• Specifications.</li> </ul>
Legislative requirements	<p>may be outlined and reflected in:</p> <ul style="list-style-type: none"> <li>• Ethiopian standards, and quality assurance and certification requirements</li> <li>• award and enterprise agreements</li> <li>• codes of practice, which may cover areas including market sector,</li> <li>• financial transactions, taxation, environment, land use, native title, zoning, utilities use (water, gas and electricity), and contract or common law</li> <li>• privacy requirements</li> <li>• relevant federal, and regional legislation that affects organisational operation, including: <ul style="list-style-type: none"> <li>➢ anti-discrimination and diversity</li> <li>➢ environmental issues</li> <li>➢ industrial relations</li> <li>➢ OHS</li> <li>➢ strata, community and company titles</li> <li>➢ Trade practices.</li> </ul> </li> </ul>
Interpersonal techniques	<p>may relate to:</p> <ul style="list-style-type: none"> <li>• active listening</li> <li>• clear presentation of options</li> <li>• constructive feedback</li> <li>• culturally inclusive and sensitive engagement techniques</li> <li>• questioning to clarify and confirm understanding</li> <li>• two-way interaction</li> <li>• use of language and concepts appropriate to cultural differences</li> <li>• Verbal or non-verbal language.</li> </ul>
Specialist advice	<p>may be sought from:</p> <ul style="list-style-type: none"> <li>• colleagues</li> <li>• government officials</li> <li>• managers and supervisors</li> <li>• members of industry associations</li> <li>• planners</li> <li>• subcontractors</li> <li>• technical experts</li> <li>• Valuers.</li> </ul>
Verifiable evidence	<p>may include:</p> <ul style="list-style-type: none"> <li>• inspection checklists, records and notes</li> </ul>

	<ul style="list-style-type: none"> <li>• qualitative and quantitative data</li> <li>• Visual assessment of physical and aesthetic aspects of property.</li> </ul>
Business equipment and technology	<p>may include:</p> <ul style="list-style-type: none"> <li>• computers</li> <li>• data storage devices</li> <li>• email</li> <li>• facsimile machines</li> <li>• internet, extranet and intranet</li> <li>• photocopiers</li> <li>• printers and scanners</li> <li>• Software applications, such as databases and word applications.</li> </ul>

<b>Evidence Guide</b>	
Critical Aspects of Competence	<p>A person who demonstrates competency in this unit must be able to provide evidence of:</p> <ul style="list-style-type: none"> <li>• conducting and completing a property inspection within agreed timeframes and in compliance with all applicable industry,</li> <li>• legal and organisational requirements applying effective communication and coordination</li> <li>• techniques required to access property and organise inspection</li> <li>• knowledge of agency practices, ethical standards and legislative requirements associated with property inspections complying with established inspection processes, noting variations in approved property requirements, and</li> <li>• Preparing findings in a report suitable for analysis and dissemination.</li> </ul>
Underpinning Knowledge and Attitudes	<p>Demonstrate Knowledge of:</p> <ul style="list-style-type: none"> <li>• property contracts and administrative requirements</li> </ul>
Underpinning Skills	<p>Demonstrate skills of:</p> <ul style="list-style-type: none"> <li>• communication to complete documentation, report findings,</li> <li>• interpret written and oral information, and negotiate client requirements and access arrangements</li> <li>• computing to access the internet and web pages,</li> <li>• prepare and complete online forms, lodge electronic documents and search online databases</li> <li>• Relate to people from a range of social, cultural and ethnic backgrounds and varying physical and mental abilities</li> <li>• observation to assess condition of property</li> <li>• organisational skills to plan and arrange a property</li> <li>• inspection and schedule and meet time lines</li> <li>• Technical skills to interpret such things as maps, plans and diagrams.</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	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: Purchasing and Property Operations Level III	
Unit Title	Maintain Store Safety
Unit Code	<a href="#">EIS PPO3 06 0512</a>
Unit Descriptor	This unit describes the performance outcomes, skills and knowledge required to maintain store safety in an organization environment

Elements	Performance Criteria
1. Inform team members about WHS/work health and safety/ matters.	<p>1.1 Store policy and procedures are clearly and accurately explained in regard to WHS and <b>emergency procedures</b> to <b>team members</b>.</p> <p>1.2 Access for team members is ensured to store <b>WHS policy and procedures</b>.</p> <p>1.3 Relevant provisions of WHS legislation and codes of practice are clearly and accurately explained to team members.</p> <p>1.4 Clear and accurate information on identified <b>hazards</b> and risk control procedures are regularly provided to team members.</p> <p>1.5 The implementation of WHS and emergency procedures is modeled to reinforce information.</p>
2. Involve team members in WHS matters.	<p>2.1 <b>Opportunities and processes</b> are provided for team members to consult and contribute on WHS issues according to store policy.</p> <p>2.2 Issues raised is promptly resolved or referred to relevant personnel according to store policy.</p> <p>2.3 Outcomes of issues raised on WHS matters are promptly conveyed to team members.</p>
3. Monitor and maintain a safe work environment.	<p>3.1 Store policy and procedures are implemented with regard to identifying, preventing and reporting potential hazards.</p> <p>3.2 Prompt action is taken to deal with hazardous events according to store policy.</p> <p>3.3 Unsafe or hazardous events are investigated cause, and report inadequacies are identified in risk control measures or <b>resource allocation</b> for risk control to <b>relevant personnel</b>.</p> <p>3.4 Control measures are implemented and monitored to prevent recurrence and risks of unsafe and hazardous events are minimized according to store policy and <b>hierarchy of control</b>.</p> <p>3.5 <b>Hazardous goods</b> are handled and stored according to</p>

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

Variables	Range
Emergency procedures	<p>may relate to:</p> <ul style="list-style-type: none"> <li>• accidents</li> <li>• bomb threats</li> <li>• dealing with dangerous customers</li> <li>• fire</li> <li>• flooding</li> <li>• product recall and contamination</li> <li>• sickness</li> <li>• Store evacuation involving staff or customers.</li> </ul>
Team members	<p>may include:</p> <ul style="list-style-type: none"> <li>• full-time, part-time, casual or contract</li> <li>• new or existing staff</li> <li>• people from a range of cultural, social and ethnic backgrounds</li> <li>• People with varying levels of language and literacy.</li> </ul>
WHS policy and procedures	<p>may relate to:</p> <ul style="list-style-type: none"> <li>• basic safety procedures</li> <li>• customers</li> <li>• dangerous goods</li> <li>• emergency procedures</li> <li>• equipment and tools</li> <li>• issue-resolution procedures</li> <li>• premises</li> <li>• reporting procedures</li> <li>• safe manual handling and lifting</li> </ul>



	<ul style="list-style-type: none"> <li>• staff</li> <li>• Stock.</li> </ul>
Hazards	<p>may include:</p> <ul style="list-style-type: none"> <li>• broken or damaged equipment</li> <li>• chemical spills</li> <li>• damaged packing material or containers</li> <li>• electricity and water</li> <li>• fires</li> <li>• manual handling</li> <li>• sharp cutting tools and instruments</li> <li>• stress</li> <li>• Unguarded equipment.</li> </ul>
Opportunities and processes	<p>may include:</p> <ul style="list-style-type: none"> <li>• identification of health and safety representatives</li> <li>• WHS meetings</li> <li>• staff meetings</li> <li>• Suggestions from staff for improving existing tasks and procedures.</li> </ul>
Resource allocation	<p>may include:</p> <ul style="list-style-type: none"> <li>• equipment and technology</li> <li>• finances</li> <li>• materials</li> <li>• people</li> <li>• Time.</li> </ul>
Relevant personnel	<p>may include:</p> <ul style="list-style-type: none"> <li>• manager</li> <li>• safety representative</li> <li>• supervisor</li> <li>• Team leader.</li> </ul>
Hierarchy of control	<p>may include:</p> <ul style="list-style-type: none"> <li>• appropriate use of personal protective clothing and equipment</li> <li>• eliminating hazards</li> <li>• isolating hazards</li> <li>• substitution</li> <li>• using administrative controls</li> <li>• Using engineering controls.</li> </ul>
Hazardous goods	<p>may include:</p> <ul style="list-style-type: none"> <li>• chemicals</li> <li>• electrical equipment</li> <li>• flammable goods</li> <li>• Waste.</li> </ul>
Equipment	<p>may include:</p> <ul style="list-style-type: none"> <li>• computers</li> <li>• equipment for carrying or moving merchandise</li> <li>• equipment for storage of merchandise, including refrigerators</li> </ul>

	<ul style="list-style-type: none"> <li>• point of sale terminals</li> <li>• printers</li> <li>• security tag systems</li> <li>• thermometers</li> <li>• trolley return equipment</li> <li>• weighing machines</li> <li>• Wrapping and packing equipment, such as shrink wrapping.</li> </ul>
Safe manual handling techniques	<p>may include:</p> <ul style="list-style-type: none"> <li>• job procedures</li> <li>• lifting or shifting practices</li> <li>• Using equipment, such as ladders and trolleys.</li> </ul>
Store emergency policy and procedures	<p>may relate to:</p> <ul style="list-style-type: none"> <li>• alarm systems and procedures</li> <li>• events likely to endanger staff, contractors, customers or visitors</li> <li>• fire fighting procedures</li> <li>• medical attention procedures</li> <li>• product recall and contamination</li> <li>• store evacuation procedures for staff and customers</li> <li>• Transport arrangements for sick or injured persons.</li> </ul>
Training	<p>may include:</p> <ul style="list-style-type: none"> <li>• emergency procedures</li> <li>• evacuation procedures</li> <li>• first aid</li> <li>• manual handling techniques</li> <li>• reporting procedures</li> <li>• Stress management.</li> </ul>
Records	<p>may include:</p> <ul style="list-style-type: none"> <li>• centralised</li> <li>• departmental</li> <li>• electronic</li> <li>• Manual.</li> </ul>
Legislative requirements	<p>may include:</p> <ul style="list-style-type: none"> <li>• federal, regional legislation</li> <li>• WHS regulations</li> <li>• privacy legislation</li> <li>• Workers' compensation regulations.</li> </ul>

<b>Evidence Guide</b>	
Critical Aspects of Competence	<p>Evidence of the following is essential:</p> <ul style="list-style-type: none"> <li>• applies and monitors store policy, industry codes of practice, relevant legislation and statutory</li> <li>• requirements in regard to WHS and emergency procedures</li> <li>• applies and monitors safe work practices in the handling and moving of stock, according to WHS legislation and codes of practice</li> </ul>

	<ul style="list-style-type: none"> <li>• interprets and monitors the implementation of manufacturer instructions with regard to handling stock and using relevant equipment</li> <li>• applies and monitors safe work practices in the handling, storage and disposal of unsafe or hazardous materials</li> <li>• Identifies WHS training needs and maintains WHS records.</li> </ul>
Underpinning Knowledge and Attitudes	<p>Demonstrate Knowledge of</p> <ul style="list-style-type: none"> <li>• hierarchy of risk control: <ul style="list-style-type: none"> <li>➢ elimination of hazards</li> <li>➢ engineering controls to reduce risk</li> <li>➢ administrative controls</li> <li>➢ use of personal protective equipment</li> </ul> </li> <li>• job role and responsibilities <ul style="list-style-type: none"> <li>➢ location of nearest first aid assistant or facility</li> <li>➢ manual handling and safe lifting techniques</li> <li>➢ possible fire and safety hazards</li> <li>➢ principles and techniques in interpersonal communication</li> <li>➢ relevant WHS legislation and codes of practice</li> <li>➢ sickness and accident procedures</li> </ul> </li> <li>• store policies and procedures in regard to: <ul style="list-style-type: none"> <li>➢ manual handling</li> <li>➢ WHS emergency procedures</li> <li>➢ unsafe or hazardous goods</li> <li>➢ handling and storage</li> <li>➢ disposal</li> <li>➢ bomb threat procedures</li> <li>➢ store evacuation</li> </ul> </li> </ul>
Underpinning Skills	<ul style="list-style-type: none"> <li>• communication and interpersonal skills to: <ul style="list-style-type: none"> <li>➢ provide information, coaching and feedback to team members</li> <li>➢ involve team members</li> <li>➢ refer issues to appropriate personnel through clear and direct communication</li> <li>➢ motivate and lead a team</li> <li>➢ use and interpret non-verbal communication</li> </ul> </li> <li>• literacy and numeracy skills to: <ul style="list-style-type: none"> <li>➢ generate reports</li> <li>➢ interpret and apply WHS regulations</li> <li>➢ interpret symbols used for WHS signage</li> <li>➢ read store policy and procedures</li> </ul> </li> <li>• technical skills to: <ul style="list-style-type: none"> <li>➢ identify broken or damaged equipment</li> <li>➢ identify hazardous goods and substances</li> <li>➢ locate and use safety alarms, fire extinguishers and emergency exits</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	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: Purchasing and Property Operations Level III	
Unit Title	Perform Stock Control Procedures
Unit Code	<a href="#">EIS PPO3 07 0512</a>
Unit Descriptor	This unit describes the performance outcomes, skills and knowledge required to handle stock in a retail environment. It involves receiving and processing incoming goods, rotating stock and dispatching goods.

Elements	Performance Criteria
1. Receive and process incoming goods.	<p>1.1 Cleanliness and orderliness are maintained in receiving bay according to <b>store policy and procedures</b>.</p> <p>1.2 Goods are unpacked using correct <b>handling techniques</b> and <b>equipment</b>, according to store policy.</p> <p>1.3 Packing materials are removed and promptly disposed of, according to store policy and relevant <b>legislative requirements</b>.</p> <p>1.4 Incoming stock and validate are checked against purchase orders and delivery documentation, according to store policy and relevant legislative requirements.</p> <p>1.5 Items received for damage, quality used by dates, breakage or discrepancies and record are inspected, according to store policy.</p> <p>1.6 Stock levels are recorded on store <b>stock systems</b>, according to store policy.</p> <p>1.7 Stock is rotated and stored according to the first in first out (FIFO) principle.</p> <p>1.8 Stock is dispatched to appropriate area or department.</p> <p>1.9 Stock price and code labels are applied when required according to store policy.</p>
2. Rotate stock.	<p>2.1 Stock rotation procedures are carried out according to store routine and policy.</p> <p>2.2 Store code checking and reporting procedures, including recording of outdated stocks are performed.</p> <p>2.3 Place excess stock in storage or dispose of, according to store policy and legislative requirements.</p> <p>2.4 Safe lifting, shifting and carrying techniques are maintained according to store Work Health and Safety (WHS) policy and legislative requirements.</p>

Variables	Range
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Store policy and procedures	<p>may relate to:</p> <ul style="list-style-type: none"> <li>• stock control</li> <li>• reception and dispatch</li> <li>• WHS</li> <li>• Food safety.</li> </ul>
Handling techniques	<p>may vary according to:</p> <ul style="list-style-type: none"> <li>• stock characteristics</li> <li>• industry codes of practice</li> <li>• Legislative requirements.</li> </ul>
Equipment	<p>may include:</p> <ul style="list-style-type: none"> <li>• electronic bar coding equipment</li> <li>• weighing machines</li> <li>• thermometers</li> <li>• trolley return equipment</li> <li>• portable data entry</li> <li>• cutting equipment</li> <li>• Protective clothing.</li> </ul>
Legislative requirements	<p>may include:</p> <ul style="list-style-type: none"> <li>• WHS</li> <li>• hazardous substances and dangerous goods</li> <li>• labelling of workplace substances</li> <li>• waste removal and environmental protection</li> <li>• Transport, storage and handling of goods.</li> </ul>
Stock systems	<p>may be:</p> <ul style="list-style-type: none"> <li>• manual</li> <li>• Electronic.</li> </ul>

<b>Evidence Guide</b>	
Critical Aspects of Competence	<p>Evidence of the following is essential:</p> <ul style="list-style-type: none"> <li>• consistently applies store policy and procedures, industry codes of practice, relevant legislation and statutory requirements in regard to stock control</li> <li>• consistently applies safe working practices in the manual handling and moving of stock according to WHS legislation and store policy</li> <li>• interprets and applies manufacturer instructions with regard to handling stock and using relevant equipment</li> <li>• receives and processes incoming goods and dispatches outgoing goods according to store policy and procedures</li> <li>• rotates stock and performs out-of-code checking and reporting according to store policy and procedures</li> <li>• interprets and processes information accurately and responsibly</li> </ul>
Underpinning Knowledge and Attitudes	<p>store policy and procedures in regard to:</p> <ul style="list-style-type: none"> <li>• stock control</li> <li>• store labelling policy</li> <li>• product quality standards</li> </ul>

	<ul style="list-style-type: none"> <li>• correct unpacking of goods</li> <li>• out-of-date, missing or damaged stock</li> <li>• equipment used</li> <li>• stock location</li> <li>• waste disposal</li> <li>• methods of storage</li> <li>• delivery documentation</li> <li>• stock record documentation</li> <li>• dispatch documentation</li> <li>• reporting faults and problems</li> <li>• relevant legislation and statutory requirements in regard to stock control, including WHS</li> <li>• relevant industry codes of practice</li> </ul>
Underpinning Skills	<p>literacy and numeracy skills to:</p> <ul style="list-style-type: none"> <li>• follow set routines and procedures</li> <li>• use electronic labelling and ticketing equipment</li> <li>• stock records and delivery documentation</li> <li>• report 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: Purchasing and Property Operations Level III	
Unit Title	Maintain and Order Stock
Unit Code	<a href="#">EIS PPO3 08 0512</a>
Unit Descriptor	This unit describes the performance outcomes, skills and knowledge required to maintain and order stock in an organization environment. It involves monitoring receipt and dispatch of goods, maintaining stock records, coordinating stock take, identifying stock losses, processing orders and following up on orders.

Elements	Performance Criteria
1. Monitor receipt and dispatch of goods.	<p>1.1 Responsibility is delegated for receipt and dispatched of goods to <b>appropriate staff</b>.</p> <p>1.2 Store procedures are implemented in regard to receipt, storage of goods are dispatched and secured.</p> <p>1.3 <b>Staffs</b> functions are observed to ensure store procedures are followed and documentation is completed correctly.</p> <p>1.4 Store procedures are implemented to ensure goods inspected for quantity and quality on receipt.</p> <p>1.5 Upon variations are acted to quantity and quality of delivered goods, according to <b>store policy and procedures</b>.</p> <p>1.6 Safe <b>handling and storage of goods</b> are supervised according to store policy.</p>
2. Maintain stock records.	<p>2.1 Stock levels are monitored and maintained at required levels.</p> <p>2.2 Stock reorder cycles are maintained, monitored and adjusted as required.</p> <p>2.3 Team members are informed of their individual responsibilities in regard to recording of stock.</p> <p>2.4 Stock storage and movement <b>records</b> are maintained according to store policy.</p> <p>2.5 Stock discrepancies and follow procedures are recorded according to store policy.</p> <p>2.6 Stock performance is monitored and fast and slow moving items are identified and <b>reported</b> according to store policy.</p>
3. Coordinate stock take or cyclical count.	<p>3.1 Policy and procedures are interpreted in regard to <b>stocktaking</b> and cyclical counts and explained to team members.</p> <p>3.2 Staff is <b>rostered</b> according to allocated budget and time</p>



	<p>constraints.</p> <p>3.3 Stocktaking tasks are allocated to individual team members.</p> <p>3.4 Team members are provided with clear directions for the performance of each task.</p> <p>3.5 Team members are allocated to ensure effective use of staff resources to complete task.</p> <p>3.6 Accurate reports are produced on stock take data, including discrepancies, for management.</p>
4. Identify stock losses.	<p>4.1 Losses are identified, recorded and assessed against potential loss forecast on a regular basis.</p> <p>4.2 Avoidable losses are identified and established reasons.</p> <p>4.3 Possible solutions are recommended and implemented.</p>
5. Process orders.	<p>5.1 Orders are processed and raised for stock as requested, according to store policy and procedures.</p> <p>5.2 <b>Ordering and recording system</b> are maintained.</p>
6. Follow up orders.	<p>6.1 Delivery process is monitored to meet agreed deadlines.</p> <p>6.2 Routine supply problems are handled or referred to management as required by store policy.</p> <p>6.3 Ongoing liaison with buyers, store or departments, warehouse and suppliers are maintained to ensure continuity of supply.</p> <p>6.4 Stock is distributed according to store or department allocation.</p>

Variables	Range
Appropriate staff	<p>may include:</p> <ul style="list-style-type: none"> <li>• frontline staff</li> <li>• relevant managers</li> <li>• supervisor</li> <li>• team leader</li> <li>• Specialist staff.</li> </ul>
Staff	<p>may include:</p> <ul style="list-style-type: none"> <li>• full-time, part-time, casual or contract staff</li> <li>• people from varying range of social, cultural and ethnic</li> <li>• Background and literacy levels.</li> </ul>
Store policy and procedures	<p>in regard to:</p> <ul style="list-style-type: none"> <li>• stock control</li> <li>• stock control system</li> <li>• recording procedures</li> <li>• procedures for investigating discrepancies</li> <li>• store merchandise and marketing</li> </ul>

	<ul style="list-style-type: none"> <li>• pricing, labelling and packaging requirements</li> <li>• Quality control policy and procedures.</li> </ul>
Handling and storage of goods	<p>may vary according to:</p> <ul style="list-style-type: none"> <li>• stock characteristics</li> <li>• Industry codes of practice.</li> </ul>
Records	<p>may be:</p> <ul style="list-style-type: none"> <li>• manual</li> <li>• Digital.</li> </ul>
Reports for management	<p>may include:</p> <ul style="list-style-type: none"> <li>• financial reports</li> <li>• business documents</li> <li>• informal reports</li> <li>• stock take reports</li> </ul>
Stocktaking	<p>may be:</p> <ul style="list-style-type: none"> <li>• cyclical</li> <li>• Compliance driven.</li> </ul>
Roster	<p>may include:</p> <ul style="list-style-type: none"> <li>• varying levels of staff training</li> <li>• staffing levels</li> <li>• routine or busy trading conditions</li> <li>• full-time, part-time or casual staff</li> <li>• Range of staff responsibilities.</li> </ul>
Ordering and recording system	<p>may be:</p> <ul style="list-style-type: none"> <li>• manual</li> <li>• Digital.</li> </ul>

<b>Evidence Guide</b>	
Critical Aspects of Competence	<p>Evidence of the following is essential:</p> <ul style="list-style-type: none"> <li>• consistently implements &amp; monitors store policy &amp; procedures regarding receipt, dispatch and secure storage of goods</li> <li>• regularly monitors staff implementation of store procedures and documentation in regard to receipt, dispatch and secure storage of goods</li> <li>• Monitors stock levels, storage, and movement and reorder cycles on a regular basis.</li> <li>• organises and coordinates stock take according to store policy and procedures</li> <li>• consistently raises and processes stock orders and maintains record system according to store policy and procedures</li> <li>• Monitors delivery processes and distributes stock to ensure continuity of supply.</li> </ul>
Underpinning Knowledge and Attitudes	<p>Demonstrate Knowledge of:</p> <ul style="list-style-type: none"> <li>• store policy and procedures in regard to: <ul style="list-style-type: none"> <li>➢ stock control</li> <li>➢ store merchandizing system</li> </ul> </li> </ul>

	<ul style="list-style-type: none"> <li>➤ current and future stock levels</li> <li>➤ bar codes, labels and price tags</li> <li>➤ store stock recording system</li> <li>• stock replenishment and reorder procedures</li> <li>• inter- and intra-store and department transfers</li> <li>• reporting of stock discrepancies and damage</li> <li>• identifying and recording stock losses</li> <li>• identifying and recording discrepancies</li> <li>• existing suppliers</li> <li>• quality control procedures and requirements</li> <li>• receipt and dispatch of goods, including inspection for quality and quantity</li> <li>• relevant licensing requirements for moving stock mechanically</li> <li>• relevant legislation and statutory requirements</li> <li>• relevant industry codes of practice</li> <li>• relevant Work Health and Safety (WHS) legislation and codes of practice</li> </ul>
Underpinning Skills	<p>Demonstrate technical skills to:</p> <ul style="list-style-type: none"> <li>• use store stocktaking systems</li> <li>• use electronic recording equipment</li> <li>• inform team members of their responsibilities and give instructions</li> <li>• explain policies and procedures to staff</li> <li>• allocate tasks and provide directions for performance of tasks</li> <li>• liaise with buyers, store and departments, warehouse and suppliers through clear and direct communication</li> <li>• ask questions to identify and confirm requirements</li> <li>• use language and concepts appropriate to cultural differences</li> <li>• use and interpret non-verbal communication</li> <li>• management skills to coordinate stock takes</li> <li>• handle supply problems</li> <li>• prepare and present stock control reports &amp; documentation</li> <li>• process orders</li> <li>• maintain delivery and supply records</li> <li>• maintain stock distribution records</li> <li>• maintain stock ordering and recording 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>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: Purchasing and Property Operations Level III	
Unit Title	Deliver and Monitor a Service to Customers
Unit Code	<a href="#">EIS PPO3 09 0512</a>
Unit Descriptor	This unit describes the performance outcomes, skills and knowledge required to identify customer and monitor service provided to customers.

Elements	Performance Criteria
1. Identify customer needs	<p>1.1 <b>Appropriate interpersonal skills</b> are used to accurately identified and clarified <b>customer needs &amp; expectations</b>.</p> <p>1.2 Customer needs are assessed for urgency to determine priorities for service delivery in accordance with <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 selection of preferred options are assisted.</p> <p>1.4 Limitations are identified in addressing customers' needs and appropriate assistance from <b>designated individuals</b> is sought.</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 <b>Customer complaints</b> are sensitively and courteously handled in accordance with organizational requirements.</p> <p>2.4 Assistance or respond is provided to customers with <b>specific needs</b> in accordance with organizational requirements.</p> <p>2.5 Available opportunities are identified and used to promote and services and products are enhanced to customers.</p>
3. Monitor and report on service delivery	<p>3.1 Customer satisfaction with service delivery is regularly reviewed using <b>verifiable evidence</b> in accordance with organizational requirements.</p> <p>3.2 Opportunities are identified to enhance the quality of services and products, and pursued 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 Customer feedback is regularly sought and used to improve the provision of products and services.</p>

	<p>3.5 Evidence of customer satisfaction in decisions is incorporated to modified products or services, ensuring they are within organizational requirements.</p> <p>3.6 Ensure reports are cleared, detailed and contained recommendations focused on critical aspects of service delivery.</p>
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<b>Variable</b>	<b>Range</b>
Appropriate interpersonal skills	<p>May include:</p> <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	<p>May include:</p> <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	<p>May include:</p> <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	<p>May include:</p> <ul style="list-style-type: none"> <li>• access and equity principles and practice</li> <li>• anti-discrimination and related policy</li> <li>• defined resource parameters</li> <li>• goals, objectives, plans, systems and processes</li> <li>• legal and organizational policies, guidelines and requirements</li> <li>• OHS policies, procedures and programs</li> <li>• payment and delivery options</li> <li>• pricing and discount improvement processes and standards</li> <li>• quality assurance and/or procedures manuals</li> </ul>

Effective communication	<p>May include:</p> <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	<p>May include:</p> <ul style="list-style-type: none"> <li>• colleagues</li> <li>• customers</li> <li>• line management</li> <li>• supervisor</li> </ul>
Customer complaints	<p>May include:</p> <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 deliver on time</li> <li>• service errors</li> <li>• warehouse or store room errors such as incorrect product delivered</li> </ul>
Specific needs of customers	<p>May relate to:</p> <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 observance</li> </ul>
Opportunities to promote and enhance services and products	<p>May include:</p> <ul style="list-style-type: none"> <li>• extending time lines</li> <li>• packaging procedures</li> <li>• procedures for delivery of good</li> <li>• return policy</li> <li>• system for recording complaints</li> <li>• updating customer service charter</li> </ul>

Verifiable evidence	<p>May include:</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>
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### Evidence Guide

Critical Aspects of Competence	<p>Evidence of the following is essential:</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>Demonstrates knowledge of:</p> <ul style="list-style-type: none"> <li>• key provisions of relevant legislation from all levels of government that may affect aspects of business operation, 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>➢ financial legislation</li> <li>➢ occupational health and safety (OHS)</li> </ul> </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</li> <li>• techniques for dealing with customers, including customers with specific needs</li> </ul>
Underpinning Skills	<p>Demonstrates skills to:</p> <ul style="list-style-type: none"> <li>• Read and understand a variety of texts; to prepare general information and papers according to target audience; and to edit and proofread texts to ensure clarity of meaning and accuracy of grammar and punctuation</li> <li>• Select and use technology appropriate to a task</li> <li>• Monitor and advise on customer service strategies</li> <li>• problem-solving skills to deal with customer enquiries or complaints</li> <li>• Identify trends and positions of products and services</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	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: Purchasing and Property Operations Level III	
Unit Title	Work Effectively with Diversity
Unit Code	<a href="#">EIS PPO3 10 0512</a>
Unit Descriptor	This unit describes the performance outcomes, skills and knowledge required to recognize and interact productively with diversity in the workplace. It covers sensitive responses to, and interactions with, all manner of diversity that might be encountered during the course of work.

Elements	Performance Criteria
1. Recognize individual and respond appropriately	1.1 <b>Individual differences</b> in <b>colleagues</b> , clients and customers are recognized and respected. 1.2 Differences are sensitively responded. 1.3 Behaviour that is consistent with <b>legislative requirements</b> and <b>enterprise guidelines</b> is ensured. 1.4 Diversity is accommodated using appropriate verbal and non-verbal communication.
2. Work effectively with individual differences	2.1 Knowledge, skills and experience of others are recognized and documented in relation to team objectives. 2.2 Colleagues are encouraged to utilize and share their specific qualities, skills or backgrounds with other team members and clients in order to enhance work outcomes. 2.3 Relations with customers are ensured and clients demonstrated that diversity is valued by the business.

Variable	Range
Individual differences	May include: <ul style="list-style-type: none"> <li>• ability</li> <li>• age</li> <li>• belief system/values</li> <li>• culture</li> <li>• expertise/experience/working styles</li> <li>• gender</li> <li>• interests</li> <li>• interpersonal style</li> <li>• language</li> <li>• mental ability</li> <li>• past experiences</li> <li>• physical characteristics</li> <li>• politics</li> <li>• religion</li> <li>• sexual orientation</li> <li>• thinking and learning styles</li> </ul>

Colleagues	May include: <ul style="list-style-type: none"> <li>• internal customers</li> <li>• junior staff</li> <li>• managers and supervisor</li> <li>• peers</li> <li>• stakeholders</li> </ul>
Legislative requirements	May include: <ul style="list-style-type: none"> <li>• disability discrimination legislation</li> <li>• human rights and equal opportunity legislation</li> <li>• racial and sex discrimination legislation</li> </ul>
Enterprise guidelines	May include: <ul style="list-style-type: none"> <li>• codes of conduct or ethics</li> <li>• human resources policies and procedures</li> </ul>

<b>Evidence Guide</b>	
Critical Aspects of Competence	Evidence of the following is essential: <ul style="list-style-type: none"> <li>• adjusting language and behaviour as required by interactions with diversity</li> <li>• awareness of diversity issues</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>➤ 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>• major groups in the community and work environment, as defined by cultural, religious and other traditions and practices</li> <li>• reasonable adjustments that facilitate participation by people with a disability</li> <li>• value of diversity to the economy and society in terms of workforce development, workplace in the global economy, innovation and social justice</li> </ul>
Underpinning Skills	Demonstrates skills to: <ul style="list-style-type: none"> <li>• Culturally appropriate communication skills to relate to people from diverse backgrounds and people with diverse abilities</li> <li>• Problem-solving and initiative skills to recognize and address own responses to difference</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> </ul>

	<ul style="list-style-type: none"><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: Purchasing and Property Operations Level III	
Unit Title	Maintain Business Resources
Unit Code	<a href="#">EIS PPO 3 11 0512</a>
Unit Descriptor	This unit describes the performance outcomes, skills and knowledge required to determine, administer and maintain resources and equipment to complete a variety of tasks.

Elements	Performance Criteria
1. Advise on resource requirements	<p>1.1 Estimates of future and <b>business resource needs</b> are calculated and presented in accordance with <b>organizational requirements</b>.</p> <p>1.2 Ensure advice is cleared, concise and relevant to achievement of organizational requirements.</p> <p>1.3 Information on the most economical and effective choice of equipment, materials and suppliers are provided.</p> <p>1.4 Resource shortages and possible impact on operation are identified.</p>
2. Monitor resource usage and maintenance	<p>2.1 Resource handling is established in according with organizational requirements including occupational health and safety requirements ensured.</p> <p>2.2 <b>Business technology</b> is used to monitor and effective use of resources is monitored.</p> <p>2.3 Consultation with individuals and teams is used to facilitate effective decision making on the appropriate allocation of resources.</p> <p>2.4 Relevant <b>policies regarding resource use</b> are identified and adhered in the performance of operational tasks.</p> <p>2.5 Resource usage is routinely monitored and compared with estimated requirements in budget plans.</p>
3. Acquire resources	<p>3.1 Acquisition and storage of resources are ensured and is in accordance with organizational requirements, is cost effective and consistence with organizational timelines.</p> <p>3.2 Resources are acquired within available time lines to meet identified requirements.</p> <p>3.3 <b>Resource acquisition processes</b> are reviewed to identify improvements in future resource acquisitions.</p>

Variable	Range
Business resources	<p>May include:</p> <ul style="list-style-type: none"> <li>• equipment</li> <li>• facilities</li> <li>• human resources</li> <li>• raw materials</li> <li>• software</li> <li>• stock and supplies</li> </ul>

Organizational requirements	<p>May include:</p> <ul style="list-style-type: none"> <li>• access and equity principles and practice</li> <li>• business and performance plans</li> <li>• defined resource parameters</li> <li>• ethical standards</li> <li>• goals, objectives, plans, systems and processes</li> <li>• legal and organizational policies, guidelines and requirements</li> <li>• management and accountability channels</li> <li>• manufacturer's and operational specifications</li> <li>• OHS policies, procedures and programs</li> <li>• quality and continuous improvement processes &amp; standards</li> <li>• quality assurance and/or procedures manuals</li> <li>• security and confidentiality requirements</li> </ul>
Occupational Health and Safety requirements	<p>May include:</p> <ul style="list-style-type: none"> <li>• decision making delegations</li> <li>• equipment use</li> <li>• first aid kit</li> <li>• medical attention</li> <li>• reporting requirements</li> <li>• site access</li> </ul>
Business technology	<p>May include:</p> <ul style="list-style-type: none"> <li>• computer applications</li> <li>• computers</li> <li>• modems</li> <li>• personal schedules</li> <li>• photocopiers</li> </ul>
Policies regarding resource	<p>May include:</p> <ul style="list-style-type: none"> <li>• budgeting limits</li> <li>• ordering procedures</li> <li>• purchasing authorities</li> <li>• recruitment and personnel</li> <li>• time management</li> <li>• transport/travel policies</li> </ul>
Resource acquisition	<p>May include:</p> <ul style="list-style-type: none"> <li>• contracted supplier ordering</li> <li>• internal approvals</li> <li>• non-tendered processes</li> <li>• periodic forecasts</li> <li>• tendered processes</li> </ul>

<b>Evidence Guide</b>	
Critical Aspects of Competence	<p>Evidence of the following is essential:</p> <ul style="list-style-type: none"> <li>• collecting and recording data on resource use</li> <li>• observing resource use over defined and operational timeframes</li> <li>• carrying out routine maintenance</li> </ul>

	<ul style="list-style-type: none"> <li>• knowledge of organizational resources acquisition policies, plans and procedures</li> </ul>
Underpinning Knowledge and Attitudes	<p>Demonstrates knowledge of:</p> <ul style="list-style-type: none"> <li>• key provisions of relevant legislation from all levels of government 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 practices</li> <li>➢ Occupational Health and Safety (OHS)</li> </ul> </li> <li>• organizational resource acquisition policies, plans and procedures</li> <li>• functions of a range of business equipment</li> <li>• organizational procedures for record keeping/filing systems, security and safe recording practices</li> </ul>
Underpinning Skills	<p>Demonstrates skills to:</p> <ul style="list-style-type: none"> <li>• literacy skills to read and understand organization's policies and procedures; to write simple instructions for a particular routine task</li> <li>• evaluation skills to diagnose faults and to monitor resource usage</li> <li>• problem-solving skills to determine appropriate fault repair actions</li> <li>• numerical skills to calculate resource expenditure</li> <li>• technology skills to select and use technology appropriate to a task</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: Purchasing and Property Operations Level III	
Unit Title	Organize Workplace Information
Unit Code	<a href="#">EISPP03 12 0512</a>
Unit Descriptor	This unit describes the performance outcomes, skills and knowledge required to gather, organize and apply workplace information in the context of an organization's work processes and knowledge management systems.

Elements	Performance Criteria
1. Collect and assess information	<p>1.1 <b>Information</b> is produced and serviced in accordance with <b>organizational requirements</b> are accessed.</p> <p>1.2 <b>Methods of collecting information</b> that are reliable are ensured and efficient use of available time and resources are made.</p> <p>1.3 Information is assessed for clarity, accuracy and relevance to intended tasks.</p> <p>1.4 <b>Interpersonal skills</b> are used to access relevant information from teams and individuals.</p>
2. Organize information	<p>2.1 Information is organized in a <b>format</b> suitable for analysis, interpretation and dissemination in accordance with organizational requirements.</p> <p>2.2 Appropriate <b>technology systems</b> are used to maintain information in accordance with organizational requirements is used.</p> <p>2.3 Information and materials are collected and communicated to relevant <b>designated persons</b>.</p> <p>2.4 Difficulties organizing and accessing information are identified and solved collaboratively with individuals and team members.</p> <p>2.5 Information is updated and stored in accordance with organizational requirements and systems.</p>
3. Review information needs	<p>3.1 <b>Feedback</b> on clarity, accuracy and sufficiency of information is actively sought to ensure relevance of information and system.</p> <p>3.2 Contribution of information is reviewed to decision making and appropriate modifications are implemented to collection processes.</p> <p>3.3 Future information needs are identified and incorporated in modifications to collection processes.</p> <p>3.4 Future information needs are documented and incorporated in modifications to reporting processes.</p>

Variable	Range
Information	May include: <ul style="list-style-type: none"> <li>• computer databases (e.g. library catalogue, customer records)</li> <li>• computer files (e.g. letters, memos and other documents)</li> <li>• correspondence (e.g. faxes, memos, letters, email)</li> <li>• financial figures</li> <li>• forms (e.g. insurance forms, membership forms)</li> <li>• invoices (e.g. from suppliers, to debtors)</li> <li>• personal records (e.g. personal details, salary rates)</li> <li>• production targets</li> <li>• sales records (e.g. monthly forecasts, targets achieved)</li> </ul>
Organizational requirements	May include: <ul style="list-style-type: none"> <li>• code of conduct/code of ethics</li> <li>• information procedure /protocol</li> <li>• legal and organizational policies, guidelines and requirements</li> <li>• management and accountability channels</li> <li>• OHS policies, procedures and programs</li> <li>• procedures for updating records</li> <li>• quality assurance and/or procedures manuals</li> <li>• security and confidentiality requirements</li> </ul>
Methods of collecting information	May include checking: <ul style="list-style-type: none"> <li>• checking research provided by others</li> <li>• checking written material including referrals and client files</li> <li>• classification toll</li> <li>• individual research</li> <li>• information from other organizations</li> <li>• interviews with colleagues/customers</li> <li>• observation and listening</li> <li>• previous file records</li> <li>• questioning (in person or indirect)</li> <li>• recruitment applications and other forms</li> </ul>
Interpersonal skills	May include: <ul style="list-style-type: none"> <li>• consultation methods, techniques and / procedures/ protocols</li> <li>• networking</li> <li>• seeking feedback from group members to confirm understanding</li> <li>• summarizing and paraphrasing</li> <li>• using appropriate body language</li> </ul>
Format	May include: <ul style="list-style-type: none"> <li>• adding headers and footers</li> <li>• incorporating graphics and pictures</li> <li>• inserting symbols</li> <li>• using legends</li> </ul>



	<ul style="list-style-type: none"> <li>• using a particular software application</li> <li>• using tables and charts</li> </ul>
Technology	<p>May include:</p> <ul style="list-style-type: none"> <li>• answering machine</li> <li>• computer</li> <li>• e-mail</li> <li>• fax machine</li> <li>• internet/extranet/intranet</li> <li>• photocopier</li> <li>• shredder</li> <li>• telephone</li> </ul>
Systems	<p>May include:</p> <ul style="list-style-type: none"> <li>• information management systems</li> <li>• knowledge management systems</li> <li>• record management systems</li> </ul>
Designated persons	<p>May include:</p> <ul style="list-style-type: none"> <li>• clients</li> <li>• colleagues</li> <li>• committee</li> <li>• external agencies</li> <li>• line management</li> <li>• statutory bodies</li> <li>• supervisor</li> </ul>
Feedback	<p>May include:</p> <ul style="list-style-type: none"> <li>• audit documentation and reports</li> <li>• comments from clients and colleagues</li> <li>• customer satisfaction questionnaire</li> <li>• quality assurance data</li> <li>• returned goods</li> </ul>

<b>Evidence Guide</b>	
Critical Aspects of Competence	<p>Evidence of the following is essential:</p> <ul style="list-style-type: none"> <li>• providing accurate information for defined purposes</li> <li>• systematic maintenance and handling of data and documents</li> <li>• using business technology to manage information</li> <li>• knowledge of relevant legislation</li> </ul>
Underpinning Knowledge and Attitudes	<p>Demonstrates knowledge of:</p> <ul style="list-style-type: none"> <li>• key provisions of relevant legislation from all forms of government that may affect aspects of business operations, such as: <ul style="list-style-type: none"> <li>➢ anti-discrimination legislation</li> <li>➢ ethical principles</li> <li>➢ codes of practice</li> <li>➢ privacy laws</li> <li>➢ occupational health and safety (OHS)</li> </ul> </li> <li>• methods for checking validity of information and its sources</li> </ul>

	<ul style="list-style-type: none"> <li>• organizational recordkeeping/filing systems, security procedures and safe recording practices</li> <li>• policies and procedures relating to distribution of workplace information, and legal and ethical obligations</li> </ul>
Underpinning Skills	<p>Demonstrates skills to:</p> <ul style="list-style-type: none"> <li>• analytical skills to classify and report information</li> <li>• literacy skills to read and understand a variety of texts; and to write, edit and proofread documents to ensure clarity of meaning, accuracy and consistency of information</li> <li>• problem-solving skills to deal with information which is contradictory, ambiguous, inconsistent or inadequate</li> <li>• technology skills to display information in a formal suitable to the target audience</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: Purchasing & Property Operations Level III	
Unit Title	Promote Innovation in a Team Environment
Unit Code	<a href="#">EIS PPO3 13 0512</a>
Unit Descriptor	This unit describes the performance outcomes, skills and knowledge required to be an effective and pro-active member of an innovative team.

Elements	Performance Criteria
1. Create opportunities to maximize innovation within the team	<p>1.1 <b>What the team needs and wants</b> are evaluated and reflected to achieve.</p> <p>1.2 <b>Information about current or potential team members' work</b> is checked in the context of developing a more innovative team.</p> <p>1.3 People is brought into the team or suggestions are made for team members based on what needs to be achieved and the potential for cross-fertilizing ideas.</p> <p>1.4 <b>Different ways that difference people may contribute</b> to building or enhancing the team ware acknowledged respected and discussed.</p>
2. Organize and agree effective ways of working	<p>2.1 <b>Ground rules</b> for how the team will operate are jointly established.</p> <p>2.2 Responsibilities are agreed and communicated in ways that encourage and reinforce <b>team-based innovation</b>.</p> <p>2.3 Tasks and activities are agreed and shared to ensure the best use of skills and abilities within the team.</p> <p>2.4 Activities are planned and scheduled to allow time for thinking, challenging and collaborating.</p> <p>2.5 Personal rewards and stimulation are established as an integral part of the team's ways of working.</p>
3. Support and guide colleagues	<p>3.1 <b>Behavior that supports innovation</b> is modeled.</p> <p>3.2 <b>External stimuli and ideas</b> are sought to feed into team activities.</p> <p>3.3 Information, knowledge and experiences are pro-actively shared with other team members.</p> <p>3.4 Ideas within the team are challenged and tested in a positive and collaborative way.</p> <p>3.5 Ideas are pro-actively discussed and explored with other team members on an ongoing basis.</p>
4. Reflect on how the team is working	<p>4.1 Activities and on opportunities are de-briefed and reflected for improvement and innovation.</p> <p>4.2 Feedback is gathered and used from within and outside the</p>

	<p>team to generate discussion and debate.</p> <p>4.3 <b>Challenges of being innovative</b> are discussed in a constructed and open way.</p> <p>4.4 Ideas for improvement are taken, build them into future activities and key issues are communicated to relevant colleagues.</p> <p>4.5 Successes and examples of successful innovated are identified, promoted and celebrated.</p>
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Variable	Range
What the team needs and wants to achieve	<p>May relate to:</p> <ul style="list-style-type: none"> <li>• addressing particular customer feedback</li> <li>• conceiving and implementing a particular project</li> <li>• developing new services or products</li> <li>• generating ongoing ideas within the work unit</li> <li>• improving or changing work conditions</li> <li>• new ideas that impact beyond the workplace (e.g. that have a broader social or community impact)</li> </ul>
Information about current or potential team members' work	<p>May relate to:</p> <ul style="list-style-type: none"> <li>• interests</li> <li>• lifestyle preferences</li> <li>• past jobs</li> <li>• technical strengths</li> <li>• work preferences</li> <li>• working styles</li> </ul>
Different ways that different people may contribute	<p>May relate to individual strengths around:</p> <ul style="list-style-type: none"> <li>• creating positive energy within the team</li> <li>• fundamental literacy strengths (e.g. particularly strong in visual literacy, written or spoken communication)</li> <li>• generating ideas</li> <li>• networks or spheres of influence</li> <li>• particular ways of thinking</li> <li>• powers of persuasion</li> <li>• problem-solving capacities</li> <li>• specific technical skills or knowledge</li> </ul>
Ground roles	<p>May relate to:</p> <ul style="list-style-type: none"> <li>• boundaries or lack of boundaries for team activities and ideas</li> <li>• confidentiality</li> <li>• copyright, moral rights or intellectual property</li> <li>• regularity of communication</li> <li>• key roles and responsibilities</li> <li>• time lines</li> <li>• ways of communicating</li> </ul>

Team-based innovation	<p>May be encouraged through:</p> <ul style="list-style-type: none"> <li>• accessing training and learning opportunities</li> <li>• enough but not too much guidance and structure</li> <li>• equitable sharing of workload</li> <li>• follow-through with ideas</li> <li>• supportive communication</li> </ul>
Behaviour that supports innovation	<p>May include being:</p> <ul style="list-style-type: none"> <li>• collaborative</li> <li>• equitable</li> <li>• fair</li> <li>• fun</li> <li>• hardworking</li> <li>• reflective</li> <li>• responsible</li> <li>• sympathetic</li> </ul>
External stimuli and ideas	<p>Might be from:</p> <ul style="list-style-type: none"> <li>• overseas</li> <li>• colleagues outside of the team</li> <li>• family and friends</li> <li>• internet</li> <li>• journals</li> <li>• networks or technical experts</li> <li>• other organizations</li> </ul>
Challenges of being innovative	<p>May relate to:</p> <ul style="list-style-type: none"> <li>• budgetary or other resource constraints</li> <li>• competing priorities</li> <li>• organizational culture</li> <li>• problems with breaking old patterns of behaviour or thinking</li> <li>• time pressures</li> </ul>

### Evidence Guide

Critical Aspects of Competence	<p>Evidence of the following is essential:</p> <ul style="list-style-type: none"> <li>• active participation in a team where the team takes a proactive and considered approach to innovation and innovative practice</li> <li>• collaborative and open communication within the team</li> <li>• knowledge and understanding of the internal and external factors that contribute to a team becoming and remaining innovative</li> </ul>
Underpinning Knowledge and Attitudes	<p>Demonstrates knowledge of:</p> <ul style="list-style-type: none"> <li>• barriers to innovation that can occur within a team and broader barriers that sometimes hinder innovation</li> <li>• broad concepts of innovation including what innovation is, different types of innovation and the benefits of innovation</li> <li>• characteristics of teams that are more likely to be innovative and characteristics of broader environments that support and encourage innovation</li> </ul>

	<ul style="list-style-type: none"> <li>• difference roles that people may play within a team, how this impacts on the way a team works and what it might achieve</li> <li>• group dynamics in a team</li> </ul>
Underpinning Skills	<p>Demonstrates skills to:</p> <ul style="list-style-type: none"> <li>• communication skills to work collaboratively as part of a team, to provide guidance and support to others, and to participate in open and constructive discussions</li> <li>• creative thinking skills to generate, explore, test and challenge ideas</li> <li>• learning skills to stretch boundaries of own knowledge &amp; skills</li> <li>• literacy skills to analyze a wide range of information from varied sources</li> <li>• planning and organizational skills to participate in the effective allocation of work in a team context</li> <li>• problem-solving skills to work constructively to overcome issues and challenges of both a practical and conceptual nature and to make ideas become realities</li> <li>• self-management skills to take a pro-active team role and to reflect on own performance in modelling and encouraging behaviour that supports innovation</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: Purchasing and Property Operations Level III	
Unit Title	Process Customer Complaints
Unit Code	<a href="#">EIS PPO3 14 0512</a>
Unit Descriptor	This unit describes the performance outcomes, skills and knowledge required to handle formal and informal negative feedback and complaints from customers.

Elements	Performance Criteria
1. Respond to complaints	<p>1.1 <b>Customer complaints</b> are processed using <b>effective communication</b> in accordance with organizational procedures established under organizational policies, legislation or codes of practice.</p> <p>1.2 Document is obtained and necessary reports relating to customer complaints are reviewed.</p> <p>1.3 Decision about customer complaints is made, taking into account applicable legislation, organizational policies and codes.</p> <p>1.4 Resolution of the complaint is negotiated and agreement where possible is obtained.</p> <p>1.5 A register of complaints/disputes is maintained.</p> <p>1.6 Customer is informed of the outcome of the investigation</p>
2. Refer complaints	<p>2.1 Complaints that require referral to other personnel or external bodies are identified.</p> <p>2.2 <b>Referrals</b> are made to appropriate personnel for follow-up in accordance with individual level of responsibility.</p> <p>2.3 All documents and investigation reports are forwarded.</p> <p>2.4 Appropriate personnel are followed-up to gain prompt decisions.</p>
3. Exercise judgment to resolve customer service issues	<p>3.1 Implications of issues are identified for customer &amp; organization.</p> <p>3.2 Appropriate options are analyzed, explained and negotiated for resolution with customer.</p> <p>3.3 Viable options are proposed in accordance with appropriate legislative requirements and enterprise policies.</p> <p>3.4 Matters are ensured for which a solution cannot be negotiated are referred to appropriate personnel.</p>

Variable	Range
Customer complaints	May include: <ul style="list-style-type: none"> <li>• completed forms and written reports</li> <li>• using audio-visual tapes</li> <li>• using computer-based systems</li> </ul>

Effective communication	<p>May include:</p> <ul style="list-style-type: none"> <li>• giving customers full attention</li> <li>• maintaining eye contact (for face-to-face interactions), except where eye contact may be culturally inappropriate</li> <li>• speaking clearly and concisely</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> </ul>
Referrals	<p>May include:</p> <ul style="list-style-type: none"> <li>• external bodies (e.g. Ombudsman, Federal ethics and anti-corruption commission/FEAC/ police)</li> <li>• relevant computer-based systems</li> </ul>

<b>Evidence Guide</b>	
Critical Aspects of Competence	<p>Assessment requires evidence that the candidate must:</p> <ul style="list-style-type: none"> <li>• applying judgment in the application of industry and/or organizational procedures</li> <li>• working with customer complaints</li> <li>• knowledge of organizational procedures and standards for processing complaints</li> </ul>
Underpinning Knowledge and Attitudes	<p>Demonstrates knowledge of:</p> <ul style="list-style-type: none"> <li>• key provisions of relevant legislation from all forms of government that may effect 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>• importance of good communication skills and the individual's role in processing customer complaints</li> <li>• organizational procedures and standards for processing complaints and recommending appropriate action</li> </ul>
Underpinning Skills	<p>Demonstrates:</p> <ul style="list-style-type: none"> <li>• analytical skills to identify trends &amp; positions of products &amp; services</li> <li>• communication skills to interpret customer complaints, and to monitor &amp; advise on customer service strategies &amp; resolutions</li> <li>• culturally appropriate communication skills to related to people from diverse backgrounds &amp; people with diverse abilities</li> <li>• literacy skills to read and understand a variety of texts; to prepare general information and papers according to target audience; and to edit and proofread texts to ensure clarity of meaning and accuracy of grammar and punctuation</li> <li>• problem-solving skills to deal with customer enquiries or complaints, to apply organizational procedures to a range of</li> </ul>



	situations and to exercise judgment in this application
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: Purchasing & Property Operations Level III	
Unit Title	Design and Produce Business Documents
Unit Code	<a href="#">EIS PPO3 15 0512</a>
Unit Descriptor	This unit describes the performance outcomes, skills and knowledge required to design and produce various business documents and publication. It includes selecting and using a range of functions on a variety of computer applications.

Elements	Performance Criteria
1. Select and prepare resources	<p>1.1 Appropriate <b>technology</b> and <b>software</b> applications are selected and used to produce required <b>business documents</b>.</p> <p>1.2 Layout and style of publication are selected according to information and <b>organizational requirements</b>.</p> <p>1.3 Document design is ensured is consistent with organization/ company and/or client requirements, using basic design principles.</p> <p>1.4 Format and style are discussed and clarified with person requesting document/publication.</p>
2. Design document	<p>2.1 Files and records are identified, opened and generated according to task and organizational requirements.</p> <p>2.2 Document is designed to ensure efficient entry information and to maximize and to maximize the presentation and appearance of information.</p> <p>2.3 A range of <b>functions</b> is operated to ensure consistency of design and layout.</p> <p>2.4 <b>Input devices</b> are operated within designated requirements.</p>
3. Produce document	<p>3.1 Document production is completed within designated time lines according to organizational requirements.</p> <p>3.2 Document produced is checked to ensure it meets task requirements for style and layout.</p> <p>3.3 Document is appropriately stored &amp; saved to avoid loss of data.</p> <p>3.4 Manuals, training booklets and/or help-desks are used to overcome basic difficulties with document design and production.</p>
4. Finalize document	<p>4.1 Document is proofread for readability, accuracy and consistency in language, style and layout prior to final output.</p> <p>4.2 Modifications are made to document to meet requirements.</p> <p>4.3 <b>Document is named</b> and <b>stored</b> in accordance with</p>

	<p>organizational requirements and the application is exited without data/loss damage.</p> <p>4.4 Document is printed and presented according to requirements.</p>
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<b>Variable</b>	<b>Range</b>
Technology	<p>May include:</p> <ul style="list-style-type: none"> <li>• computers</li> <li>• photocopiers</li> <li>• printers</li> <li>• scanners</li> </ul>
Software	<p>May include:</p> <ul style="list-style-type: none"> <li>• accounting packages</li> <li>• database packages</li> <li>• presentation packages</li> <li>• spreadsheet packages</li> <li>• word processing packages</li> </ul>
Business documents	<p>May include:</p> <ul style="list-style-type: none"> <li>• account statements</li> <li>• client databases</li> <li>• newsletters</li> <li>• project reviews</li> <li>• proposals</li> <li>• reports</li> <li>• web pages</li> </ul>
Organizational requirements	<p>May include:</p> <ul style="list-style-type: none"> <li>• budgets</li> <li>• correctly identifying and opening files</li> <li>• legal and organizational policies, guidelines and requirements</li> <li>• locating data</li> <li>• log-on procedures</li> <li>• manufacturer's guidelines</li> <li>• occupational health and safety policies, procedures and programs</li> <li>• quality assurance and/or procedures manuals</li> <li>• saving and closing files</li> <li>• security</li> <li>• storing data</li> </ul>
Functions	<p>May include:</p> <ul style="list-style-type: none"> <li>• alternating headers and footers</li> <li>• editing</li> <li>• merging documents</li> <li>• spell checking</li> <li>• table formatting</li> <li>• using columns</li> </ul>

	<ul style="list-style-type: none"> <li>• using styles</li> </ul>
Input devices	<p>May include:</p> <ul style="list-style-type: none"> <li>• keyboard</li> <li>• mouse</li> <li>• numerical key pad</li> <li>• scanner</li> </ul>
Naming documents	<p>May include:</p> <ul style="list-style-type: none"> <li>• appropriate file type</li> <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, etc.</li> <li>• filing locations</li> <li>• organizational policy for backing files</li> <li>• organizational policy for filing hard copies of documents</li> <li>• security</li> </ul>
Storing documents	<p>Refers to:</p> <ul style="list-style-type: none"> <li>• storage in directories and sub-directories</li> <li>• storage on CD-ROMs, disk drives or back-up system</li> <li>• storing/filing hard copies of computer generated documents</li> <li>• storing/filing hard copies of incoming and outgoing facsimile</li> <li>• storing/filing incoming and outgoing correspondence</li> </ul>

<b>Evidence Guide</b>	
Critical Aspects of Competence	<p>A person must be able to provide evidence of:</p> <ul style="list-style-type: none"> <li>• designing and producing completed business documents, using software</li> <li>• Using appropriate data storage options</li> <li>• Knowledge of the functions and features of contemporary computer applications</li> </ul>
Underpinning Knowledge and Attitudes	<p>Demonstrate knowledge on:</p> <ul style="list-style-type: none"> <li>• appropriate technology for production requirements</li> <li>• functions and features of contemporary computer applications</li> <li>• organizational policies, plans and procedures</li> <li>• organizational requirements for documents design e.g. style guide</li> </ul>
Underpinning Skills	<p>Demonstrate skills to:</p> <ul style="list-style-type: none"> <li>• keyboarding and computer skills to complete a range of formatting and layout tasks</li> <li>• literacy skills to read and understand a variety of texts; to prepare general information and papers according to target audience; and to edit and proofread documents to ensure clarity of meaning and conformity to organizational</li> </ul>

	<p>requirements</p> <ul style="list-style-type: none"> <li>• numeracy skills to access and retrieve data</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	<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: Purchasing & Property Operations level III	
Unit Title	Monitor Implementation of Work Plan/Activities
Unit Code	<a href="#">EIS PPO3 16 0512</a>
Unit Descriptor	This unit covers competence required to oversee and monitor the quality of work operations within an enterprise. This unit may be carried out by team leaders or supervisors.

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

	<p>potential solutions are assessed and actioned in consultation with relevant colleagues.</p> <p>4.4 Where problem is raised by a team member, they are encouraged to participate in solving the problem.</p> <p>4.5 Follow up action is taken to monitor the effectiveness of solutions in the workplace.</p>
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Variables	Range
Problems	<p>May include but not limited to:</p> <ul style="list-style-type: none"> <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	Competence may be assessed in the work place or in a simulated work place setting.
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Occupational Standard: Purchasing & Property Operations level III	
Unit Title	Apply Quality Control
Unit Code	<a href="#">EIS PPO317 0910</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	1.1 Agreed quality standard and procedures are acquired and confirmed. 1.2 Standard procedures are introduced to organizational staff/personnel. 1.3 Quality standard and procedures documents are provided to employees in accordance with the organization policy. 1.4 Standard procedures are revised / updated when necessary.
2. Assess quality of service delivered	2.1 Services delivered are <b>quality checked</b> against organization <b>quality standards</b> and specifications. 2.2 Service delivered are evaluated using the appropriate evaluation <b>quality parameters</b> and in accordance with organization standards. 2.3 Causes of any identified faults are identified and corrective actions are taken in accordance with organization policies and procedures.
3. Record information	3.1 Basic information on the quality performance is recorded in accordance with organization procedures. 3.2 Records of work quality are maintained according to the requirements of the organization.
4. Study causes of quality deviations	4.1 Causes of deviations from final outputs or services are investigated and reported in accordance with organization procedures. 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.
5. Complete documentation	5.1 Information on quality and other indicators of service performance is recorded. 5.2 All service processes and outcomes are recorded.

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> </ul>

	<ul style="list-style-type: none"><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: Purchasing & Property Operations level III	
<b>Unit Title</b>	<b>Lead Workplace Communication</b>
<b>Unit Code</b>	<a href="#">EIS PPO3 18 0512</a>
<b>Unit Descriptor</b>	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> </ul>

	<ul style="list-style-type: none"> <li>• Speaking to groups</li> <li>• Using telephone</li> <li>• Written</li> <li>• Using Internet</li> <li>• Cell phone</li> </ul>
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<b>Evidence Guide</b>	
<b>Critical Aspects of Competence</b>	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>
<b>Underpinning Knowledge and Attitudes</b>	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>
<b>Underpinning Skills</b>	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>
<b>Resources Implication</b>	Access is required to real or appropriately simulated situations, including work areas, materials and equipment, and to information on workplace practices and OHS practices.
<b>Methods of Assessment</b>	Competence may be assessed through: <ul style="list-style-type: none"> <li>• Interview / Written Test</li> <li>• Observation / Demonstration with Oral Questioning</li> </ul>
<b>Context of Assessment</b>	Competence may be assessed in the work place or in a simulated work place setting.

Occupational Standard: Purchasing and Property Operations Level III	
Unit Title	Lead Small Teams
Unit Code	<a href="#">EIS PPO3 19 0512</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>

	3.4 Records and reports of Competence are maintained within organizational requirement
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> <li>• Conference/seminar attendance and induction</li> </ul>
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### Evidence Guide

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	<p>Access to relevant workplace or appropriately simulated environment where assessment can take place</p>



Methods of Assessment	Competence may be assessed through: <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: Purchasing and Property Operations Level III	
Unit Title	Improve Business Practice
Unit Code	<a href="#">EIS PPO3 20 1012</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	5.1 Plans are developed to increase <b>yield per existing client</b> . 5.2 Plans are developed to add new clients. 5.3 Proposed plans are ranked according to agreed criteria. 5.4 An action plan is developed and agreed to implement the top ranked plans. 5.5 Practice work practices are reviewed to ensure they support growth plans.
6. Implement and monitor plans	6.1 Implementation plan is developed in consultation with all relevant stakeholders. 6.2 Indicators of success of the plan are agreed. 6.3 Implementation is monitored against agreed indicators. 6.4 Implementation is adjusted as required.

Variable	Range
Data required	May include but not limited to: <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	May include but not limited to: <ul style="list-style-type: none"> <li>• services/products</li> </ul>

	<ul style="list-style-type: none"> <li>• fees</li> <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> <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> </ul>

	<ul style="list-style-type: none"> <li>• websites</li> <li>• direct mail</li> <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	<p>Demonstrates skills and knowledge in:</p> <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	<p>Demonstrates knowledge of:</p> <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	<p>Demonstrates skill in:</p> <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	<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	<p>Competence may be assessed in the work place or in a simulated work place setting.</p>

Assessment	
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Occupational Standard: Purchasing and Property Operations Level III	
<b>Unit Title</b>	<b>Maintain Quality System and Continuous Improvement Processes (Kaizen)</b>
<b>Unit Code</b>	<a href="#">EIS PPO3 21 1012</a>
<b>Unit Descriptor</b>	This unit of competence covers the skills and knowledge required to prevent process improvements in their own work from slipping back to former practices or digressing to less efficient practices. It covers responsibility for the day- to-day operation of the work/functional area and ensuring that quality system requirements are met and that continuous improvements are initiated and institutionalized.

Elements	Performance Criteria
1. Develop and maintain quality framework within work area	1.1 Information about the enterprise's quality system is distributed and explained to personnel 1.2 Personnel are encouraged to participate in improvement processes and to assume responsibility and authority 1.3 Responsibilities are allocated for quality within work area in accordance with quality system 1.4 <b>Coaching and mentoring</b> are provided to ensure that personnel are able to meet their responsibilities and quality requirements
2. Maintain quality documentation	2.1 Required quality documentation, including records of improvement plans and initiatives are identified 2.2 Quality documentation is prepared and accurate data records are maintained and kept 2.3 Document control system is maintained for work area 2.4 The development and revision of quality manuals and work instructions are contributed to the work area 2.5 Inspection and test plans are developed and implemented for quality controlled products
3. Facilitate the application of standardized procedures	3.1 All required procedures are ensured to be accessible by relevant personnel 3.2 Personnel are assisted to access relevant procedures, as required 3.3 Facilitate the resolution of conflicts arising from job 3.4 Facilitate the completion of required work in accordance with standard procedures and practices

<p>4. Provide training in quality systems and improvement processes</p>	<p>4.1 Roles, duties and current competency of relevant personnel are analyzed</p> <p>4.2 Training needs are identified in relation to quality system and <b>continuous improvement processes (kaizen)</b></p> <p>4.3 Opportunities are identified for skills development and/or training programs to meet needs</p> <p>4.4 Training and skills development programs are initiated and monitored</p> <p>4.5 Accurate training record is maintained</p>
<p>5. Monitor and review performance</p>	<p>5.1 Performance outcomes are reviewed to identify ways in which planning and operations could be improved</p> <p>5.2 The organization's systems and <b>technology</b> are used to monitor and review progress and to identify ways in which planning and operations could be improved</p> <p>5.3 <b>Customer service</b> is enhanced through the use of quality improvement techniques and processes</p> <p>5.4 Plans are adjusted and communicated to personnel involved in their development and implementation</p>
<p>6. Build continuous improvement process</p>	<p>6.1 Improvement team is organized and facilitated</p> <p>6.2 Work group members are encouraged to routinely monitor <b>key process indicators</b></p> <p>6.3 Capacity in the work group is built to critically review the relevant parts of the value chain</p> <p>6.4 Work group members are assisted to formalize improvement suggestions</p> <p>6.5 Relevant resources are facilitated and work group members are assisted to develop implementation plans</p> <p>6.6 Implementation of improvement plans taking appropriate actions is monitored to assist implementation where required.</p>
<p>7. Facilitate the identification of improvement opportunities</p>	<p>7.1 The job completion process is analyzed</p> <p>7.2 Relevant questions of job incumbent are asked</p> <p>7.3 Job incumbents are encouraged to conceive and suggest improvements</p> <p>7.4 The trying out of improvements is facilitated, as appropriate</p>
<p>8. Evaluate relevant components of quality system</p>	<p>8.1 Regular audits of components of the quality system that relate to the work area are undertaken</p> <p>8.2 <b>Continuous improvement tools</b> are implemented in the quality system in accordance with own level of</p>

	<p>responsibility and workplace procedures</p> <p>8.3 The updating of standard procedures and practices is facilitated</p> <p>8.4 The capability of the work team aligns with the requirements of the procedure is ensured</p>
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Variable	Range
Coaching and mentoring	<p>May include but not limited to:</p> <ul style="list-style-type: none"> <li>• providing assistance with problem-solving</li> <li>• providing feedback, support and encouragement</li> <li>• teaching another member of the team, usually focusing on a specific work task or skill</li> </ul>
Continuous improvement processes	<p>May include but not limited to:</p> <ul style="list-style-type: none"> <li>• cyclical audits and reviews of workplace, team and individual performance</li> <li>• evaluations and monitoring of effectiveness</li> <li>• implementation of quality systems, such as International Standardization for Organization (ISO)</li> <li>• modifications and improvements to systems, processes, services and products</li> <li>• policies and procedures which allow the organization to systematically review and improve the quality of its products, services and procedures</li> <li>• seeking and considering feedback from a range of stakeholders</li> <li>• Kaizen</li> <li>• Enterprise-specific improvement systems</li> </ul>
Technology	<p>May include but not limited to:</p> <ul style="list-style-type: none"> <li>• computerized systems and software such as databases, project management and word processing</li> <li>• telecommunications devices</li> <li>• any other technology used to carry out work roles and responsibilities</li> </ul>
Customer service	<p>May include but not limited to:</p> <ul style="list-style-type: none"> <li>• internal or external</li> <li>• to existing, new or potential clients</li> </ul>
Key process indicators	<p>Key process indicators may include:</p> <ul style="list-style-type: none"> <li>• statistical process control data/charts</li> <li>• orders</li> <li>• lost time, injury and other OHS records</li> <li>• equipment reliability charts, etc.</li> </ul>

Continuous improvement tools	<p>May include but not limited to:</p> <ul style="list-style-type: none"> <li>• statistics</li> <li>• cause and effect diagrams</li> <li>• fishbone diagram</li> <li>• Pareto diagrams</li> <li>• run charts</li> <li>• X bar R charts</li> <li>• PDCA</li> <li>• Sigma techniques</li> <li>• balanced scorecards</li> <li>• benchmarking</li> <li>• performance measurement</li> <li>• upstream and downstream customers</li> <li>• internal and external customers immediate and/or final</li> </ul>
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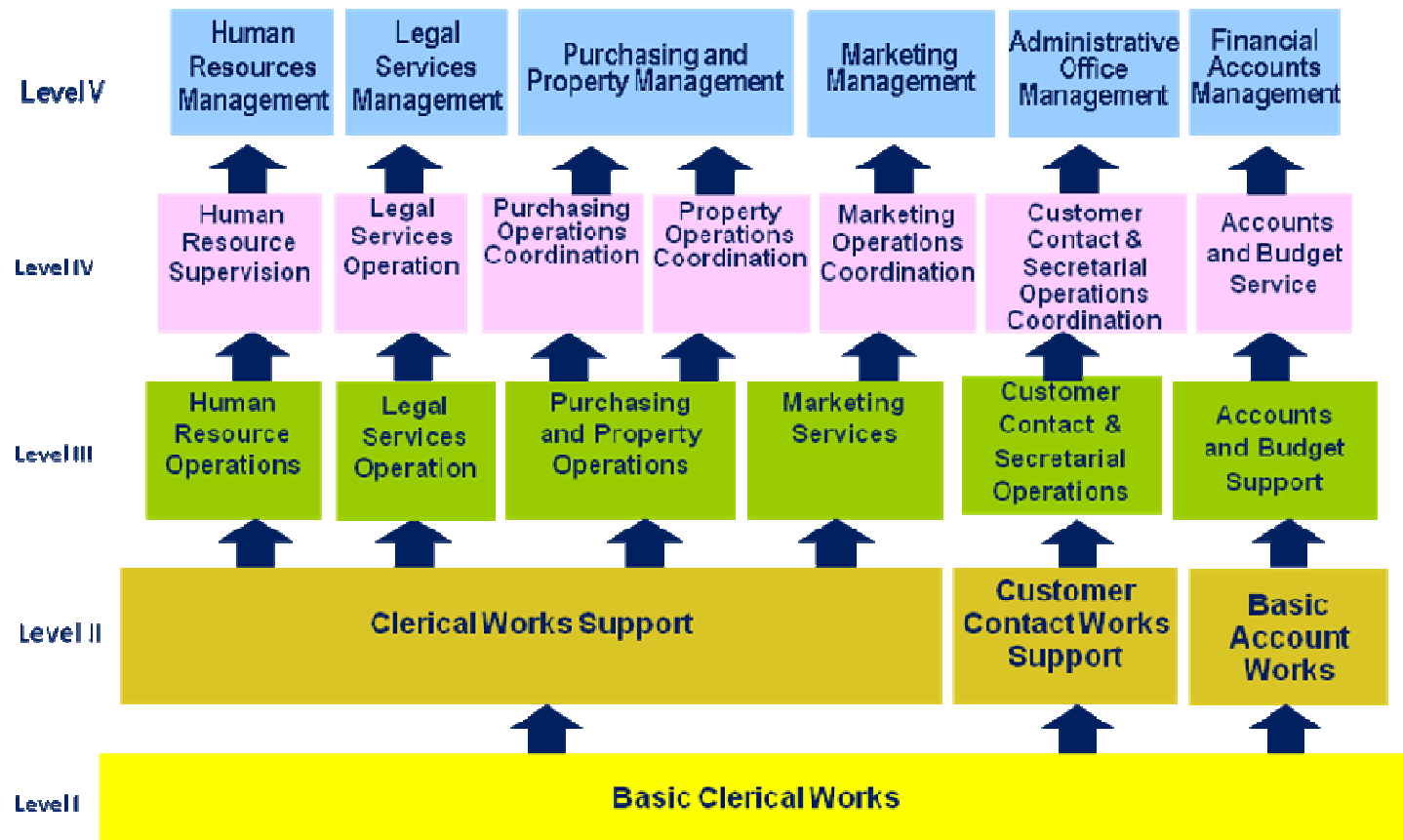
<b>Evidence Guide</b>
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Critical Aspects of Competence	<p>Evidence of the following is essential:</p> <ul style="list-style-type: none"> <li>• taking active steps to implement, monitor and adjust plans, processes and procedures to improve performance</li> <li>• supporting others to implement the continuous improvement system/processes, and to identify and report opportunities for further improvement</li> <li>• knowledge of principles and techniques associated with continuous improvement systems and processes</li> <li>• assist others to follow standard procedures and practices</li> <li>• assist others make improvement suggestions</li> <li>• standardize and sustain improvements</li> </ul> <p>Assessors should ensure that candidates can:</p> <ul style="list-style-type: none"> <li>• implement and monitor defined quality system requirements and initiate continuous improvements within the work area</li> <li>• apply effective problem identification and problem solving techniques</li> <li>• strengthen customer service through a focus on continuous improvement</li> <li>• implement, monitor and evaluate quality systems in the work area</li> <li>• initiate quality processes to enhance the quality of performance of individuals and teams in the work area</li> <li>• gain commitment of individuals/teams to quality principles and practices</li> <li>• implement effective communication strategies</li> <li>• encourage ideas and feedback from team members when developing and refining techniques and processes</li> <li>• analyze training needs and implement training programs</li> <li>• prepare and maintain quality and audit documentation</li> </ul>
Underpinning	Demonstrates knowledge of:

<p>Knowledge and Attitudes</p>	<ul style="list-style-type: none"> <li>• principles and techniques associated with: <ul style="list-style-type: none"> <li>➢ benchmarking</li> <li>➢ best practice</li> <li>➢ change management</li> <li>➢ continuous improvement systems and processes</li> <li>➢ quality systems</li> </ul> </li> <li>• range of procedures available and their application to different jobs</li> <li>• applicability of TAKT time and MUDA to jobs</li> <li>• identification and possible causes of variability in jobs</li> <li>• continuous improvement process for organization</li> <li>• questioning techniques</li> <li>• methods of conceiving improvements</li> <li>• suggestion and try out procedures</li> <li>• relevant OHS</li> <li>• quality measurement tools for use in continuous improvement processes</li> <li>• established communication channels and protocols</li> <li>• communication/reporting protocols</li> <li>• continuous improvement principles and process</li> <li>• enterprise business goals and key performance indicators</li> <li>• enterprise information systems management</li> <li>• enterprise organizational structure, delegations and responsibilities</li> <li>• policy and procedure development processes</li> <li>• relevant health, safety and environment requirements</li> <li>• relevant national and international quality standards and protocols</li> <li>• standard operating procedures (SOPs) for the technical work performed in work area</li> <li>• enterprise quality system</li> </ul>
<p>Underpinning Skills</p>	<p>Demonstrates skills to:</p> <ul style="list-style-type: none"> <li>• coach and mentor team members</li> <li>• gain the commitment of individuals and teams to continuously improve</li> <li>• innovate or design better ways of performing work</li> <li>• communicate with relevant people</li> <li>• prioritize and plan tasks related to encouraging and improving use of standardized procedures</li> <li>• negotiate with others to resolve conflicts and gain commitment to standardized procedures</li> <li>• facilitate other employees in improvement activities</li> <li>• implement and monitor defined quality system requirements</li> <li>• initiate continuous improvements within the work area</li> <li>• apply effective problem identification and problem solving techniques</li> </ul>

	<ul style="list-style-type: none"> <li>• strengthen customer service through a focus on continuous improvement</li> <li>• implement, monitor and evaluate quality systems</li> <li>• implement effective communication strategies</li> <li>• encourage ideas and feedback from team members when developing and refining techniques and processes</li> <li>• analyze training needs and implementing training programs</li> <li>• prepare and maintain quality and audit documentation</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.

Sector: Economic Infrastructure  
Sub-Sector: Business and Finance



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