

**Federal Democratic Republic of Ethiopia**

**Occupational Standard**

**BASIC RAILWAY PASSENGER SERVICE**

**NTQF Level I**



*Ministry of Education*

*March 2013*



**Introduction**

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

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

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

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

* Reference to Industry Sector, Occupational title, NTQF level
* Unit code
* Unit title
* Unit descriptor
* Unit of Competence
* Elements and performance criteria
* Variables and Range statement
* Evidence guide

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

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

* chart with an overview of all Units of Competence for the respective level including the Unit Codes and Unit of Titles
* contents of each Unit of Competence (competence standard)
* occupational map providing the Technical and Vocational Education and Training (TVET) providers with information and important requirements to consider when designing training programs for this standards, and for the individual, a career path

**UNIT OF COMPETENCE CHART**

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| **Occupational Standard: Basic Railway Passenger Service** |
| **Occupational Code: EIS BPS** |
| ***NTQF level I***  [EIS BPS1 03 0213](#EISBPS1_03)  Follow Occupational Health and Safety Procedures  [EIS BPS1 02 0213](#EISBPS1_02)  Follow Security Procedures when Working with Passengers and Personnel  [EIS BPS1 01 0213](#EISBPS1_01)  Apply Customer Service Skills |
| [EIS BPS1 04 0213](#EISBPS1_04)  Operate a Personal Computer  [EIS BPS1 06 0213](#EISBPS1_06)  Apply Accident-Emergency Procedures  [EIS BPS1 05 0213](#EISBPS1_05)  Carry out Basic Work Place Calculations  [EIS BPS1 09 0213](#EISBPS1_10)  Receive and Respond to Workplace Communication  [EIS BPS1 08 0213](#EISBPS1_09)  Work with Others  [EIS BPS1 07 0213](#EISBPS1_08)  Apply Quality Standards  [EIS BPS1 12 0213](#EISBPS1_13)  Apply 3S  [EIS BPS1 10 0213](#EISBPS1_11)  Demonstrate Work Values  [EIS BPS1 11 0213](#EISBPS1_12)  Develop Understanding of Entrepreneurship |

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| **Occupational Standard: Basic Railway Passenger Service Level I** | |
| **Unit Title** | **Apply Customer Service Skills** |
| **Unit Code** | **[EIS BPS1 01 0213](#EISBPS1_1_0213)** |
| **Unit Descriptor** | This unit involves the skills and knowledge required to apply routine customer service skills to relevant workplace operations including dealing with customer inquiries, check customer satisfaction and taking appropriate action to satisfy customer needs. |

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| **Elements** | **Performance Criteria** |
| 1Deal with customer inquiries | * 1. Customer inquiries are dealt with courteously and efficiently through varies ***Workplace activities***.   2. ***Communications systems*** including phone and face to face are used to transfer information to customer.   3. Questions are used to clarify the customer's needs or concerns.   4. Assistance from other staff is sought when a customer’s inquiry cannot be fully answered.   5. Knowledge of products, services and/or operations is used to answer customer queries or to respond to customers' needs.   6. Customer inquiries and associated action are ***recorded*** and reported in accordance with ***workplace procedures***. |
| 2 Check customer satisfaction | 2.1 ***Customer*** is greeted cordially in accordance with workplace procedures.  2.2 ***Customer services*** are provided according to workplace procedures.  2.3 Special needs are addressed within workplace policies.  2.4 Appropriate ***feedback*** is provided to managers and internal and/or external customers. |

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| **Variable** | **Range** |
| Workplace activities | may be conducted:   * by day or night * in any weather conditions |
| Communications systems | may involve:   * face-to-face conversation * telephone * fax * email * electronic data transfer of information (EDI) * mail |
| recorded | may include:   * workplace procedures and customer service standards * job specifications * operations manuals and instructions * induction documentation * workplace operating procedures and policies * supplier and/or client instructions * OHS procedures * quality assurance procedures * emergency procedures * customer service manuals |
| Workplace procedures | may include:   * site restrictions and procedures * relevant domestic and international regulations * security procedures * communications equipment * hours of operation * authorities and permits * use of safety and personal protective equipment |
| Customers | may be:   * internal or external |
| Customer service | May be provided:   * in all areas of transport, distribution and storage including the provision of a range of services and/or the collection, movement, storage and delivery of equipment, goods, materials and various forms of freight |
| Feedback | may involve:   * existing and potential customers/clients * other employees and supervisors * suppliers * relevant authorities * management * other maintenance, professional or technical staff |

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| **Evidence Guide** | |
| Critical aspects of Competence | Demonstrates skills and knowledge in:   * Customer service policies and procedures * Products and/or services provided by the workplace concerned * Types of operations carried out in the workplace concerned * Operate electronic communication equipment to required protocol * Work collaboratively with others when providing customer service * Work systematically with required attention to detail * Apply precautions and required action to minimize, control or eliminate hazards that may exist during work activities |
| Underpinning Knowledge and Attitudes | Demonstrates knowledge in:   * Relevant duty of care responsibilities * Relevant OHS and environmental procedures and regulations * Workplace procedures relevant to work activities * Customer service policies and procedures * Products and/or services provided by the workplace concerned * Types of operations carried out in the workplace concerned * Sources of information and documentation needed for workplace operations |
| Underpinning Skills | Demonstrates skills in:   |  | | --- | | * Communicate effectively with others when providing customer   service, including the use of telephone techniques   * Effectively use interpersonal skills * Effectively handle customer queries and complaints * Read and interpret instructions, procedures, information and   labels relevant to the provision of customer service   * Interpret and follow operational instructions and priorities work * Complete documentation related to the provision of customer   service   * Write simple reports and records of inquiries * Operate electronic communication equipment to required   protocol   * Work collaboratively with others when providing customer   service   * Adapt appropriately to cultural differences in the workplace,   including modes of behavior and interactions with others   * Promptly report and/or rectify any identified problems that may arise when providing customer service in accordance with regulatory requirements and workplace procedures * Monitor work activities in terms of planned schedule * Modify activities depending on differing operational   contingencies and environments   * Work systematically with required attention to detail * Apply precautions and required action to minimize, control or eliminate hazards that may exist during work activities | |
| Resources Implication | Access is required to real or appropriately simulated situations, including work areas, materials and equipment, and to information on workplace practices and OHS practices. |
| Methods of Assessment | Competence may be assessed through:   * Interview / Written Test * Observation / Demonstration with Oral Questioning |
| Context of Assessment | Competence may be assessed in the work place or in a simulated work place setting. |

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| **Occupational Standard: Basic Railway Passenger Service Level I** | |
| **Unit Title** | **Follow Security Procedures when Working with Passengers and Personnel** |
| **Unit Code** | **[EIS BPS1 02 0213](#EISBPS1_02_0213)** |
| **Unit Descriptor** | This unit involves the skills and knowledge required to follow security procedures in the transport and logistics industry. It includes checking and maintaining the security of any passengers, workplace personnel and visitors; identifying and responding to any security threats or situations; and completing all required security records. |

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| **Elements** | **Performance Criteria** |
| 1Maintain security of passengers**,** workplace personnel and visitors | 1.1 Where applicable, ***security checks*** of passengers, workplace personnel and visitors are carried out in accordance with workplace security program and procedures and within limits of role and responsibilities.  1.2 Precautions and measures aimed at protecting the ***security measures*** of passengers, workplace personnel and visitors are followed in accordance with workplace ***security procedures*** and applicable security regulations.  1.3 Signs of suspicious behavior of passengers or other personnel are recognized and reported promptly to designated personnel in accordance with workplace security procedures.  1.4 Any breaches of security requirements for passengers, workplace personnel and visitors are reported promptly to designated personnel in accordance with workplace procedures. |
| 2 Identify a security threat or situation | 2.1 Signs of security threats are recognized and investigated where applicable in accordance with workplace security procedures.  2.2 Security threat or situation is promptly identified, assessed and reported in accordance with ***applicable legislation, regulations and codes*** andworkplace security procedures.  2.3 Implications of the security threat or situation are evaluated in accordance with workplace security procedures.  2.4 Relevant personnel are alerted to the security threat or situation as required within workplace security.  2.5 ***Communications in the work area*** are maintained with relevant personnel to determine appropriate course of action. |
| 3 Respond to a security threat or situation | 3.1 Response to an identified security threat or situation is in accordance with workplace security procedures, received instructions, regulatory requirements and emergency response plan where relevant.  3.2 Security measures are handled appropriately in accordance with established response plan and within limits of responsibility and duty of care.  3.3 Responsibilities are fulfilled in accordance with workplace security procedures and regulatory requirements.  3.4 Assistance is provided in controlling the site both prior to and following arrival of security and/or emergency services.  3.5 In the case of a security threat or emergency, assistance is provided to other staff and emergency services personnel conducting an initial survey of the scene.  3.6 Directions of the controlling security/emergency authority are followed and all possible assistance is provided in response to those directions. |
| 4 Maintain security records | 4.1 ***Information and documents*** of security checks and precautions are kept as applicable in accordance with workplace security procedures.  4.2 Reports of security incidents or threats are completed as applicable in accordance with workplace security procedures. |

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| **Variable** | **Range** |
| security checks | May be conducted::   * In a range of work environments by day or night * In large, medium or small transport terminals and storage facilities * On trains |
| Security measures | may include:   * security guards at access points and gates to secured areas * locked doors, gates and fences * use of personal electronic access cards * recording of carrier and vehicle registration details at gates and checkpoints * bag check points * escorts for visitors in restricted areas * access control into and out of restricted security areas * use of ID cards * video surveillance equipment * X-ray screening of passengers, workplace personnel and visitors * explosives trace detection (ETD) screening of passengers, workplace personnel and visitors * screening of passengers, workplace personnel and visitors using hand-held and walk through magnetometers |
| Security procedures | may be aimed at preventing or identifying:   * persons trespassing on security zones and restricted areas * unauthorized airside access at security controlled airports and airfields * carriage or storage of prohibited goods * the carriage of improvised explosive devices * smuggling of goods * acts or threats of terrorism * extortion * assault * fraud * vandalism and graffiti |
| Applicable legislation, regulations and codes | may include:   * export/import/quarantine regulations * OHS legislation |
| Communication in the work area | may include:   * phone * radio * fax * email * electronic data transfer (EDI) * internet * oral, aural or signed communications |
| Information and documents | may include:   * workplace security procedures and related policies and procedures * workplace standard operating procedures and policies * signs and instructions pertaining to security matters * operations manuals, job specifications and induction documentation * manufacturers specifications for equipment * supplier and/or client instructions |

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| **Evidence Guide** | |
| Critical aspects of Competence | Demonstrates skills and knowledge in:   * Layout of worksite, vehicle, vessel, train or aircraft and operating procedures * Procedures for operating any electronic communications equipment with required * Work collaboratively with others when following security procedures * Identify and solve and/or report problems that arise when following security procedures * Modify activities depending on differing workplace contexts, risk situations and environments * Adapt to differences in equipment, facilities, cargo and passengers * Work systematically with required attention to detail without injury to self or others, or damage to goods or equipment |
| Underpinning Knowledge and Attitudes | * Applicable transport security legislation including relevant international, national, regulations codes and/or guidelines * Relevant workplace security program and policies and procedures for responding to security threats, situations and emergencies * Relevant quarantine regulations and requirements * Relevant OHS and environmental protection procedures and guidelines * Common security threats and incidents that may occur in transport, logistics and allied industries, and related roles and responsibilities of personnel when reporting them and responding to them * Applicable measures for the securing of transport terminals, storage facilities, vehicles, trains. * Signs of pillaging and theft * Signs of suspicious behavior of passengers and other personnel * Precautions and procedures aimed at protecting the security of passengers, workplace personnel and visitors * Focus of operation of work systems, equipment, management and site operating systems when carrying out operations in the transport and logistics industries * Common security problems that may occur when carrying out operations in the transport and logistics industries, and action that can be taken to address and resolve the problems * Relevant documentation and reporting requirements * Layout of worksite, vehicle, train and operating procedures * Procedures for operating any electronic communications equipment with required protocol |

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| Underpinning Skills | Demonstrates skills to:   |  | | --- | | * Communicate effectively with others when following security   procedures   * Read and interpret instructions, procedures, applicable regulatory   requirements, labels, markings, ID cards and other information  relevant to workplace security in the transport and logistics industries   * Complete required documentation and reports related to security   procedures   * Work collaboratively with others when following security   procedures   * Identify and solve and/or report problems that arise when following   security procedures   * Modify activities depending on differing workplace contexts, risk   situations and environments   * Adapt to differences in equipment, facilities, cargo and passengers * Apply procedures for security checks and precautions as per   limits of role and responsibilities   * Recognize signs of pillage and theft * Recognize signs of security threats and situations * Promptly report and/or rectify any identified problems that may arise when following security procedures in accordance with regulatory requirements and workplace procedures * Follow security threat/incident response plan and procedures * Work systematically with required attention to detail without injury   to self or others, or damage to goods or equipment   * Select and use relevant communications and other equipment   required when following security procedures   * Select and use required personal protective clothing and   equipment conforming to industry and OHS standards | |
| 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:   * Interview / Written Test * Observation / Demonstration with Oral Questioning |
| Context of Assessment | Competence may be assessed in the work place or in a simulated work place setting. |

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| **Occupational Standard: Basic Railway Passenger Service Level I** | |
| **Unit Title** | **Follow Occupational Health and Safety Procedures** |
| **Unit Code** | **[EIS BPS1 03 0213](#EISBPS1_03_0213)** |
| **Unit Descriptor** | This unit involves the skills and knowledge required to follow and apply Occupational Health and Safety (OHS) procedures when carrying out work activities. It includes identifying and following workplace procedures for hazard identification and risk control, contributing to arrangements for the management of occupational health and safety, and completing occupational health and safety records. |

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| **Elements** | **Performance Criteria** |
| 1Follow workplace procedures for hazard identification and risk control | 1.1 Workplace procedures for dealing with accidents, fire and emergencies are known and followed.  1.2 Workplace procedures for OHS and related work instructions for controlling risks in a workplace are accurately followed.  1.3 ***Hazards in the workplace*** are identified and appropriate action is taken to report them and to minimize or eliminate risk to ***personnel*** ***workplace*** and the environment.  1.4 Safety ***regulations*** and established workplace safety and hazard control practices and procedures are obtained, interpreted and applied to day-to-day work activities.  1.5 Where relevant, procedures and precautions necessary for ***customer*** entry into confined spaces in the ***workplace*** are correctly followed.  1.6 Personal protection clothing and equipment is correctly used in accordance with established safety practices and procedures.  1.7 Established emergency and contingency plans are followed in the event of an emergency. |
| 2Contribute to arrangements for the management of occupational health and safety | 2.1 OHS issues and identified safety hazards are raised with designated personnel in accordance with workplace procedures and relevant OHS legislation.  2.2 Contributions to OHS management in the workplace are made in accordance with workplace procedures and provisions of relevant legislation.  2.3 OHS issues are raised with designated personnel in accordance with workplace procedures and relevant OHS legislation.  2.4 ***Participative arrangements*** for OHS management, including ***shifting operations***, in the workplace are contributed to within workplace procedures and scope of responsibilities and competencies. |
| 3Complete occupational health and safety records | 3.1 OHS ***Information/documents*** for self are completed in accordance with workplace requirements.  3.2 OHS records and legal requirements for the maintenance of records of occupational injury and diseases are followed. |

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| **Variable** | **Range** |
| Hazards in the workplace | may include:   * chemicals and other harmful substances * movements of equipment, goods, vehicles * toxic substances * damaged packing material and containers * broken and damaged equipment * inflammable materials and fire hazards * lifting practices * waste management and disposal * extremes in weather conditions * lighting levels * floor surfaces * water hazards * traffic flows, vehicle and equipment operation * a range of storage areas |
| Personnel workplace | may include:   * workplace personnel * supervisors * team leaders * management * occupational health and safety personnel * other persons authorized or nominated by the organization * official representatives |
| Regulations | may include:   * Relevant OHS legislation and safety codes, including manual handling, noise, confined spaces, smoking, workplace ergonomics, etc. * general duty of care under OHS legislation * workplace relations regulations * workers compensation regulations * dangerous goods regulations |
| Customers | may be internal or external |
| Workplaces | may comprise large, medium or small worksites |
| Participative arrangements | may include:   * oral and informal meetings which deal with OHS issues * workplace OHS committees * other committees, for example, consultative, planning and purchasing * OHS representatives * suggestions, requests, reports and concerns put forward by staff |
| Shifting operations | * in a range of work environments and by day or night |
| Information/documents | may include:   * OHS regulations * workplace OHS procedures and policies * policies and procedures for entry and work in confined spaces * emergency procedures * regulations and policies concerning noise, smoking, work station ergonomics and other critical OHS issues * goods identification numbers and codes * manifests, bar codes, goods and container identification * relevant legislation, regulations and related documentation * quality assurance procedures |

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| **Evidence Guide** | |
| Critical aspects of Competence | Demonstrates skills and knowledge in:   * applying the underpinning knowledge and skills * demonstrating an understanding of workplace procedures and how they apply to OHS * applying relevant legislation and workplace procedures |
| Underpinning Knowledge and Attitudes | Demonstrates knowledge in:   * Relevant OHS procedures and guidelines * Risks when using manually-operated equipment to shift loads and related precautions to control the risk * Reporting procedures in regard to unsafe situations, fire hazards, broken or damaged equipment or fittings, sickness and accidents * Location and use of safety alarms, manifests, emergency shut-off systems, emergency communication systems * Signs and signals used for OHS warnings * Terms used in material safety data sheets (where relevant) * HAZCHEM symbols and implications for safe work and storage * Storage and use of hazardous substances * Handling of broken or damaged equipment * Manual and mechanically assisted lifting and load shifting procedures * Transport requirements for goods within workplace * Emergency and evacuation procedures * Housekeeping standards and procedures required in the workplace * Site layout and obstacles |
| Underpinning Skills | Demonstrates skills to:   |  | | --- | | * Communicate effectively with others when following OHS procedures * Read and comprehend simple statements in English * Read and interpret relevant safety-related information including   safety labels, instructions for safe work, relevant material safety data sheets, workplace procedures and codes of practice   * Interpret and follow operational instructions and priorities work * Complete documentation related to OHS in the workplace * Operate electronic communication equipment to required protocol * Estimate the size, shape and special requirements of loads * Work collaboratively with others when following OHS procedures * Adapt appropriately to cultural differences in the workplace, including modes of behavior and interactions with others * Promptly report and/or rectify any identified problems, faults or   malfunctions that may arise when following OHS procedures in  accordance with regulatory requirements and workplace procedures   * Implement contingency plans for unanticipated situations that may   occur when following OHS procedures   * Apply precautions and required action to minimize, control or   eliminate hazards that may exist during work activities   * Monitor work activities in terms of planned schedule * Modify activities depending on differing operational contingencies,   risk situations and environments   * Apply fatigue management knowledge and techniques * Work systematically with required attention to detail without injury   to self or others, or damage to goods or equipment   * Operate and adapt to differences in equipment in accordance with   standard operating procedures   * Select and use required personal protective equipment conforming to industry and OHS standards | |
| 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:   * Interview / Written Test * Observation / Demonstration with Oral Questioning |
| Context of Assessment | Competence may be assessed in the work place or in a simulated work place setting. |

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| **Occupational Standard: Basic Railway Passenger Service Level I** | |
| **Unit Title** | **Operate a Personal Computer** |
| **Unit Code** | **[EIS BPS1 04 0213](#EISBPS1_04_0213)** |
| **Unit Descriptor** | This unit describes the performance outcomes, skills and knowledge required to start up a personal computer or business computer terminal; to correctly navigate the desktop environment; and to use a range of basic functions. |

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| **Elements** | **Performance Criteria** |
| 1. Start computer system information and features | 1.1. Workspace furniture and equipment are adjusted to suit user ergonomic requirements.  1.2. Ensure work organization meets organizational and Occupational Health and Safety (OHS) requirements for computer operation.  1.3. Computer are started or logged on according to user procedures.  1.4. Basic functions and features are identified using system information.  1.5. Desktop configuration is customized, if necessary, with assistance from appropriate persons.  1.6. Help functions are used as required. |
| 2. Navigate and manipulate desktop environment | 2.1. Features are opened, closed and accessed by selecting correct desktop icons.  2.2. Desktop windows are opened, resized and closed by using correct window functions and roles.  2.3. Shortcuts are created from the desktop, if necessary, with assistance from appropriate persons. |
| 3. Organize files using basic directory and folder structures | 3.1. Folders/subfolders are created with suitable names.  3.2. Files are saved with suitable names in appropriate folders.  3.3. Folders/subfolders and files are renamed and moved as required.  3.4. Folder/subfolder and file attributes are identified.  3.5. Folders/subfolders and files are moved using cut and paste, and drag and drop techniques.  3.6. Folders/subfolders and files are saved to appropriate media where necessary.  3.7. Search for folders/subfolders and files using appropriate software tools.  3.8. Deleted folder/subfolders and files are restored as necessary. |
| 4. Print information | 4.1. Information is printed from installed printer.  4.2. Progress of print jobs is viewed and deleted as required.  4.3. Default printer is changed if installed and required. |
| 5. Shut down computer | 5.1. All open applications are closed.  5.2. Computer is shut-down according to user procedures. |

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| **Variable** | **Range** |
| Ergonomic requirements | may include:   * avoiding radiation from computer screens * chair height, seat and back adjustment * document holder * footrest * keyboard and mouse position * lighting * noise minimization * posture * screen position * workstation height and layout |
| Work organisation | may include:   * exercise breaks * mix of repetitive and other activities * rest periods * Visual Display Unit (VDU) eye testing |
| Occupational health and safety requirements | may include:   * OHS guidelines related to the use of the screen equipment, computing equipment and peripherals, ergonomic work stations, security procedures, customization requirements * statutory requirements |
| Desktop icons | it includes:   * directories/folders * files * network devices * recycle bin and waste basket |
| File attributes | May include:   * dates * size |
| Appropriate media | * CDs * diskettes * local hard drive * other locations on a network * USB/ Flash/Thumb drives and zip disks |

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| **Evidence Guide** | |
| Critical aspects of Competence | Demonstrates skills and knowledge in:   * navigation and manipulation of the desktop environment within the range of assigned workplace tasks * knowledge of organizational requirements for simple documents and filing conventions * application of simple keyboard functions to produce documents with a degree of speed and accuracy relevant to the level of responsibility |
| Underpinning Knowledge and Attitudes | Key provisions of relevant legislation from all levels of government that may affect aspects of business operations, such as:   * OHS * basic ergonomics of computer use * main types and parts of computers, and basic features of different operating systems * Suitable file naming conventions. |
| Underpinning Skills | Demonstrates skills in:   * literacy skills to identify work requirements, to comprehend basic workplace documents, to interpret basic user manuals and to proofread simple documents * communication skills to identify lines of communication, to request advice, to effectively question, to follow instructions and to receive feedback * problem-solving skills to solve routine problems in the workplace, while under direct supervision * technology skills to use equipment safely while under direction, basic keyboard and mouse skills and procedures relating to logging on and accessing a computer * basic typing techniques and strategies |
| 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:   * Interview / Written Test * Observation / Demonstration with Oral Questioning |
| Context of Assessment | Competence may be assessed in the work place or in a simulated work place setting. |

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| **Occupational Standard: Basic Railway Passenger Service Level I** | |
| **Unit Title** | **Carry out Basic Workplace Calculations** |
| **Unit Code** | **[EIS BPS1 05 0213](#EISBPS1_05_0213)** |
| **Unit Descriptor** | This unit involves the skills and knowledge required to carry out basic routine workplace calculations, including carrying out required mathematical operations, preparing basic estimates of mass, size and volume, and interpreting basic graphical representations of mathematical information. It includes calculations for routine industry-related tasks using manual and electronic processes. It specifically includes the skills and knowledge needed to estimate/calculate manual load shifting requirements. |

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| **Element** | **Performance Criteria** |
| 1. Carry out calculations | * 1. Items are counted singly and in batches and sorted numerically, as required in workplace tasks.   2. ***Basic mathematical operations*** needed to complete work tasks are performed.   3. The functions of a manual, calculator, numeric keypad or computer are used to perform workplace tasks/***calculation***.   4. Numerical information/documentation is self-checked and corrected for accuracy by ***consultation process***. |
| 1. Prepare estimates | * 1. Quantities of materials and resources required to complete a work task are estimated.   2. The time needed to complete a work activity is estimated.   3. Accurate estimates for work completion are made. |
| 1. Interpret graphical representations of basic mathematical information | * 1. Information represented in symbols, diagrams and pictorial representations is recognized.   2. The meanings are interpreted.   3. Actions are taken the in workplace tasks in accordance with the organizational procedures. |

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| **Variable** | **Range** |
| Basic mathematical operations | may include:   * multiplication * division * addition * subtraction * percentages and fractions |
| Calculations | May include:   * basic routine work functions * may occur by day or night and in a variety of work contexts * money * volume * weight * time * length and distance * area * perimeter |
| Consultative processes | may include:   * staff members * management * other professional or technical staff |

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| **Evidence Guide** | |
| Critical Aspects of Competence | Demonstrate a knowledge and skill to:   * Carry out calculations * Prepare estimates * Interpret graphical representations of basic mathematical information |
| Underpinning Knowledge and Attitudes | Required knowledge of:   * Relevant procedures and duty of care requirements * Relevant OHS responsibilities * Basic mathematical operations and techniques * Interpreting basic mathematical information * Procedures for identifying and using relevant workplace technology when carrying out workplace calculations |
| Underpinning Skills | Demonstrate skills to:   * Communicate effectively with others when carrying out basic workplace calculations * Read and interpret instructions, procedures and information relevant to basic workplace calculations * Interpret and follow operational instructions and prioritize work * Complete documentation related to work activities * Operate electronic communication equipment to required protocol * Work collaboratively with others when carrying out basic workplace calculations * Adapt appropriately to cultural differences in the workplace, including modes of behavior and interactions with others * Promptly report and/or rectify any identified problems that may arise when carrying out basic workplace calculations * Carry out work activities in terms of planned schedule * Work systematically with required attention to detail * Operate and adapt to differences in equipment in accordance with standard operating procedures |
| 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:   * Interview / Written Test * Observation / Demonstration with Oral Questioning |
| Context of Assessment | Competence may be assessed in the work place or in a simulated work place setting. |

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| **Occupational Standard: Basic Railway Passenger Service Level I** | |
| **Unit Title** | **Apply Accident-Emergency Procedures** |
| **Unit Code** | **[EIS BPS1 06 0213](#EISBPS1_06_0213)** |
| **Unit Descriptor** | This unit involves the skills and knowledge required to apply accident emergency procedures, including responding to an incident, controlling and assisting at an accident or emergency site, finalizing accident-emergency processes, and completing records, reports and other required documentation in accordance with regulatory requirements and workplace procedures. |

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| **Elements** | **Performance Criteria** |
| 1Respond to the incident | 1.1 Response to the incident or accident is in accordance with ***workplace*** emergency procedures and relevant regulatory requirements.  1.2 Details of the cause(s) and effects of the incident are identified and reported  1.3 Assistance for ***customers’*** requirements for accidents and emergencies are clarified and reported immediately to the appropriate parties.  1.4 Requests for assistance are made to relevant personnel and emergency services. |
| 2Control and assist at accident or emergency site | 2.1 Site is controlled and protected from any ***workplace hazards*** until the arrival of authorized personnel.  2.2 Assistance is provided to injured persons, within the limitations of duty of care and ***workplace procedures***.  2.3 Relevant authorities ***consultative processes*** at the site are cooperated with and assisted within workplace policies. |
| 3Finalize accidentemergency process and complete records | 3.1 Relevant ***work*** information is exchanged in accordance with workplace procedures.  3.2 ***Documentation and reports*** are completed and processed in accordance with workplace and relevant ***regulatory and legislation*** requirements. |

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| **Variable** | **Range** |
| Workplaces | may comprise:   * large, medium or small worksites |
| Customers | may be:   * internal or external |
| Workplace hazards | may include but are not restricted to:   * moving heavy loads in an unsafe work environment * unsecured machinery, components or repaired equipment * slippery floors * welding equipment * sharp tools and implements * power tools * moving and rotating machinery * flammable liquids, vapors and fuel * faulty machinery equipment handling equipment and lifting gear * using equipment beyond safe working limits * housekeeping procedures * non-compliance with safe working procedures * electrical wiring and systems, including exposed electrical circuits * working at heights and in confined spaces * toxic gases and substances * chemicals and other harmful substances * damaged goods, pallets and containers * dangerous/hazardous goods |
| Workplace procedures | may include:   * company plans/procedures * enterprise plans/procedures * organizational plans/procedures * established plans/procedures |
| Consultative processes | may involve to:   * OHS specialists * trainers * other employees and supervisors * management * union representatives * manufacturers’ representatives * supplier representatives * customers/clients * other maintenance, professional or technical staff |
| Work | may be conducted:   * in a range of work environments * by day or night |
| Documentation and reports | may include:   * workplace accident-emergency procedures and policies * workplace OHS management system including hazard/safety risk control strategies * OHS training notes and materials * journals and work related literature concerning OHS * competency standards * customer/client instructions * customer service standards and procedures * workplace products and services information * quality assurance standards and procedures * relevant agreements, codes of practice including the national standards for services and operations * manufacturers/suppliers' specifications, advice, recommended procedures, policies and instructions * workplace guidelines on appropriate workplace language and communication strategies and interpretation of relevant information * regulations and policies relating to minimizing risks to the environment and ensuring compliance with OHS requirements * emergency procedures |
| Regulatory and legislation | may include:   * relevant regulations, standards and codes of practice * hazardous substances and dangerous goods codes * general duty of care under OHS legislation and common law * requirements for the maintenance and confidentiality of records of occupational injury and disease * requirements for provision of OHS information and training * provisions relating to health and safety representatives and/or OHS committees * provisions relating to OHS issue resolution * environmental protection regulations |

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| **Evidence Guide** | |
| Critical Aspects of Competence | Demonstrates skills and knowledge to:   * Operate electronic communication equipment to required protocol * Work collaboratively with others when responding to an accede * Implement contingency plans for unplanned events that may occur when responding to an accident or an emergency * Analyze the working environment in order to identify hazards, assess safety risks and design and implement appropriate OHS control procedures * Apply precautions and required action to minimize, control or eliminate hazards that may exist when responding to an accident or an emergency * Monitor work activities in terms of planned schedule * Modify activities depending on differing operational contingencies, risk situations and environments |
| Underpinning Knowledge and Attitudes | * Relevant regulatory and code requirements applicable in accident/emergency situations * Relevant OHS and environmental protection policies and procedures * Workplace procedures for accident-emergency response * Workplace emergency, fire and accident procedures * Site layout * Focus of operation of work systems, equipment or management, site and organizational operating and emergency procedures * Typical problems that can occur during a safety incident, accident or emergency and related action that can be taken |
| Underpinning Skills | Demonstrates skills to:   |  | | --- | | * Communicate effectively with others when responding to   an accident or an emergency   * Read and interpret instructions, procedures and   information relevant to a response to an accident or an emergency   * Interpret and follow operational instructions and   priorities work   * Negotiate and resolve issues when responding to an   accident or an emergency   * Complete documentation related to a response to an   accident or an emergency   * Operate electronic communication equipment to required   protocol   * Work collaboratively with others when responding to an   accident or an emergency   * Adapt appropriately to cultural differences in the   workplace, including modes of behavior and interactions  with others   * Promptly report and/or rectify any identified problems,   faults or malfunctions in accordance with regulatory  requirements and workplace procedures   * Implement contingency plans for unplanned events   that may occur when responding to an accident or an  emergency   * Analyze the working environment in order to identify   hazards, assess safety risks and design and implement  appropriate OHS control procedures   * Apply precautions and required action to minimize,   control or eliminate hazards that may exist when responding to an accident or an emergency   * Monitor work activities in terms of planned schedule * Modify activities depending on differing operational   contingencies, risk situations and environments   * Work systematically with required attention to detail   without injury to self or others, or damage to goods or  equipment   * Select and appropriately apply technology, information   systems and policies during a safety incident, accident  or emergency   * Operate and adapt to differences in equipment in   accordance with standard operating procedures   * Select and use required personal protective equipment   conforming to industry and OHS standards | |
| 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:   * Interview / Written Test * Observation / Demonstration with Oral Questioning |
| Context of Assessment | Competence may be assessed in the work place or in a simulated work place setting. |

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| **Occupational Standard: Basic Railway Passenger Service Level I** | |
| **Unit Title** | **Apply Quality Standards** |
| **Unit Code** | **[EIS BPS1 07 0213](#EISBPS1_08_0213)** |
| **Unit Descriptor** | This unit covers the knowledge, attitudes and skills required in applying quality standards in the operational activities. |

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| **Elements** | **Performance Criteria** |
| 1.Assess own work | 1. Completed work is checked against organization standards relevant to the activity being undertaken. 2. An understanding is demonstrated on how the work activities and completed work relate to the next process and to the final appearance of the service / product. 3. Faulty service is identified and isolated in accordance with policies and procedures. 4. Faults and any identified causes are recorded and reported in accordance with standard procedures. |
| 2. Assess quality of service rendered | 1. Services rendered are ***quality*** ***checked*** against standards and specifications. 2. Service rendered are evaluated using the appropriate evaluation parameters and in accordance with standards. 3. Causes of any identified faults are identified and corrective actions are taken in accordance with policies and procedures. |
| 3. Record information | 1. Basic information on the quality performance is recorded in accordance with organization procedures. 2. Records of work quality are maintained according to the requirements of the organization / enterprise. |
| 4. Study causes of quality deviations | 1. Causes of deviations from final outputs or services are investigated and reported in accordance with standard procedures. 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 | 1. Information on ***quality parameters*** and other indicators of service performance is recorded. 2. All service processes and outcomes are recorded. |

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| **Variable** | **Range** |
| Quality check | * Visual inspection * Physical measurements * Check against specifications/preferences |
| Quality standards | * materials * service * output and processes/procedures |
| Quality parameters | * style/design/specifications * durability * service variations * materials * damage and imperfections |

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| **Evidence Guide** | |
| Critical Aspects of Competency | Assessment requires evidence that the candidate to:   * Check completed work continuously against standard * Identify and isolate faulty service / workmanship * Check service render against organization standards * Identify and apply corrective actions on the causes of identified faults * Record basic information regarding quality performance * Investigate causes of deviations of services against standard * Recommend suitable preventive actions |
| Underpinning Knowledge | * Relevant quality standards, policies and procedures * Characteristics of services * Safety environment aspects of service processes * Relevant evaluation techniques and quality checking procedures * Workplace and Reporting procedures |
| Underpinning Skills | * Interpret work instructions, specifications and standards appropriate to the required work or service * Carry out relevant performance evaluation * Maintain accurate work records in accordance with procedures * Meet work specifications * Communicate effectively within defined workplace procedures |
| 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:   * Interview / Written Test * Observation / Demonstration with Oral Questioning |
| Context of Assessment | Competence may be assessed in the work place or in a simulated work place setting. |

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| **Occupational Standard: Basic Railway Passenger Service Level I** | |
| **Unit Title** | **Work with Others** |
| **Unit Code** | **[EIS BPS1 08 0213](#EISBPS1_09_0213)** |
| **Unit Descriptor** | This unit covers the knowledge, skills, and attitudes required to develop workplace relationship and contribute in workplace activities. |

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| **Element** | **Performance Criteria** |
| 1. Develop effective workplace relationship | * 1. ***Duties and responsibilities*** are done in a positive manner to promote cooperation and good relationship.   2. Assistance is sought from ***workgroup*** when difficulties arise and addressed through discussions.   3. ***Feedback on performance*** provided by others in the team is encouraged, acknowledged and acted upon.   4. Differences in personal values and beliefs are respected and acknowledged in the development. |
| 1. Contribute to work group activities | * 1. ***Support is provided to team members*** to ensure workgroup goals are met.   2. Constructive contributions to workgroup goals and tasks are made according to ***organizational requirements***.   3. Information relevant to work are shared with team members to ensure designated goals are met. |

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| **Variable** | **Range** |
| Duties and responsibilities | * Job description and employment arrangements * Organization’s policy relevant to work role * Organizational structures * Supervision and accountability requirements including OHS * Code of conduct |
| Work group | * Supervisor or manager * Peers/work colleagues and Other members of the organization |
| Feedback on performance | * Formal/Informal performance appraisal * Obtaining feedback from supervisors and colleagues and clients * Personal, reflective behavior strategies * Routine organizational methods for monitoring service delivery |
| Providing support to team members | * Explaining/clarifying * Helping colleagues * Providing encouragement * Providing feedback to another team member * Undertaking extra tasks if necessary |
| Organizational requirements | * Goals, objectives, plans, system and processes * Legal and organization policy/guidelines * OHS policies, procedures and programs * Ethical standards * Defined resources parameters * Quality and continuous improvement processes and standards |

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| **Evidence Guide** | |
| Critical aspects of Competence | Assessment requires evidence that the candidate to:   * + Provide support to team members to ensure goals are met   + Act on feedback from clients and colleagues   + Access learning opportunities to extend own personal work competencies to enhance team goals and outcomes |
| Underpinning Knowledge and Attitudes | Demonstrates knowledge of:   * + relevant legislation that affects operations, especially with regards to safety   + reasons why cooperation and good relationships are important   + the organization’s policies, plans and procedures   + how to elicit and interpret feedback   + workgroup member’s responsibilities and duties   + importance of demonstrating respect and empathy in dealings with colleagues   + how to identify and prioritize personal development opportunities and options |
| Underpinning Skills | Demonstrates skills of:   * + ability to read and understand the organization’s policies and work procedures   + write simple instructions for particular routine tasks   + interpret information gained from correspondence   + communication skills to request advice, receive feedback and work with a team   + planning skills to organized work priorities and arrangement   + technology skills including the ability to select and use technology appropriate to a task   + ability to relate to people from a range of social, cultural and ethnic backgrounds |
| 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:   * + Interview / Written Test   + Observation / Demonstration with Oral Questioning |
| Context of Assessment | Competence may be assessed in the work place or in a simulated work place setting. |

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| **Occupational Standard: Basic Railway Passenger Service Level I** | |
| **Unit Title** | **Receive and Respond to Workplace Communication** |
| **Unit Code** | **[EIS BPS1 09 0213](#EISBPS1_10_0213)** |
| **Unit Descriptor** | This unit covers the knowledge, skills and attitudes required to receive respond and act on verbal and written communication. |

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| **Element** | **Performance Criteria** |
| 1. Follow routine spoken messages | * 1. Required information are gathered by listening attentively and correctly interpreting or understanding information/instructions.   2. Instructions/information are properly recorded.   3. Instructions are acted upon immediately in accordance with information received.   4. Clarification is sought from workplace supervisor on all occasions when any instruction/information is not clear. |
| 1. Perform workplace duties following written notices | * 1. ***Written notices and instructions*** are read and interpreted correctly in accordance with ***organizational guidelines***.   2. Routine written instruction is followed in sequence.   3. Feedback is given to workplace supervisor based on the instructions/information received. |

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| **Variable** | **Range** |
| Written notices and instructions | * Handwritten and printed material * Internal memos * External communications * Electronic mail * Briefing notes * General correspondence * Marketing materials * Journal articles |
| Organizational guidelines | It may include:   * + Information documentation procedures   + Company policies and procedures   + Organization and Service manuals |

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| **Evidence Guide** | |
| Critical Aspects of Competence | Assessment requires evidence that the candidate to:   * + Demonstrate knowledge of organizational procedures for handling verbal and written communications   + Received and acted on verbal messages and instructions   + Demonstrated competence in recording instructions/information |
| Underpinning Knowledge and Attitudes | Demonstrates knowledge of:   * + organizational policies/guidelines in regard to processing internal/external information   + ethical work practices in handling communications   + communication process |
| Underpinning Skills | Demonstrates skills:   * + conciseness in receiving and clarifying messages/information/communication   + accuracy in recording messages/information |
| 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:   * + Interview / Written Test   + Observation / Demonstration with Oral Questioning |
| Context of Assessment | Competence may be assessed in the work place or in a simulated work place setting. |

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| **Occupational Standard: Basic Railway Passenger Service Level I** | |
| **Unit Title** | **Demonstrate Work Values** |
| **Unit Code** | **[EIS BPS1 10 0213](#EISBPS1_11_0213)** |
| **Unit Descriptor** | This unit covers the knowledge, skills and attitude required in demonstrating proper work values. |

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

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| **Variable** | **Range** |
| Work values/ethics/ concepts | May include but are not limited to:   * + Commitment/ Dedication   + Sense of urgency   + Sense of purpose   + Love for work   + High motivation   + Orderliness   + Reliability and Dependability   + Competence   + Goal-oriented   + Sense of responsibility   + Being knowledgeable   + Loyalty to work/company   + Sensitivity to others   + Compassion/Caring attitude   + Balancing between family and work * Sense of nationalism |
| Work practices | * Quality of work * Punctuality * Efficiency * Effectiveness * Productivity * Resourcefulness * Innovativeness/Creativity * Cost consciousness * 5S * Attention to details |
| Company resources | * Consumable materials * Equipment/Machineries * Human * Time * Financial resources |
| Work incidents/  Situations | * + Violent/intense dispute or argument   + Gambling   + Use of prohibited substances   + Pilferages   + Damage to person or property |
|  | * + Vandalism   + Falsification   + Bribery   + Sexual Harassment and Blackmail |

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| **Evidence Guide** | |
| Critical Aspects of Competence | Assessment requires evidence that the candidate to:   * Define one’s unique sense of purpose for working * Clarify and affirm work values/ethics/concepts consistently in the workplace * Demonstrate work practices satisfactorily and consistently in compliance with industry work ethical standards, organizational policy and guidelines * Demonstrate personal behavior and relationships with co-workers and/or clients consistent with ethical standards, policy and guidelines * Use company resources in accordance with company ethical standard, policies and guidelines. * Follow company ethical standards, organizational policy and guidelines on the prevention and reporting of unethical conduct/behavior |
| Underpinning Knowledge and Attitudes | Demonstrates knowledge of:   * + - Occupational health and safety     - Work values and ethics     - Company performance and ethical standards     - Company policies and guidelines     - Fundamental rights at work including gender sensitivity     - Work responsibilities/job functions     - Corporate social responsibilities     - Company code of conduct/values     - Balancing work and family responsibilities |
| Underpinning Skills | Demonstrates skills in:   * Interpersonal skills * Communication skills * Self awareness, understanding and acceptance * Application of good manners and right conduct |
| 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:   * Interview / Written Test * Observation / Demonstration with Oral Questioning |
| Context of Assessment | Competence may be assessed in the work place or in a simulated work place setting. |

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| **Occupational Standard: Basic Railway Passenger Service Level I** | |
| **Unit Title** | **Develop Understanding of Entrepreneurship** |
| **Unit Code** | **[EIS BPS1 11 0213](#EISBPS1_12_0213)** |
| **Unit Descriptor** | This unit covers skills, knowledge and attitude required to understand the principles, functions, strategies and methods of entrepreneurship. It also covers identifying and developing the major entrepreneurial competences. |

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| **Elements** | **Performance Criteria** |
| 1. Describe and explain the principles, concept and scope of entrepreneurship | * 1. The principles, concept and terminology of entrepreneurship are analyzed and discussed.   2. The different / various forms of enterprises in the community are identified and their roles understood.   3. The identified enterprises are categorized and classified.   4. The terms and elements involved in the concept of enterprising, both on a personal level and in the context of ***classification*** being enterprising in business are identified and interpreted.   5. Functions of entrepreneurship in business and how the entrepreneurs improved business and economic environment are explained. |
| 1. Discuss how to become entrepreneur | 1. Self-employment as an alternative option for an individual economic independence and personal growth is discussed and analyzed. 2. Advantages and disadvantages of self-employment are discussed and explained. 3. Entrepreneurial characteristics and traits are identified and discussed. 4. Self-potential is assessed to determine if qualified to become future entrepreneur. 5. Major competences of successful entrepreneurship are identified and explained. |
| 1. Discuss how to organize an enterprise | * 1. The importance and role of business entrepreneurship in the society are discussed and correlated to the operations of the economy.   2. Facts about small and medium enterprises are discussed, clarified and understood.   3. Key success factor in setting up small and medium business are identified and explained.   4. Business opportunities are identified and assessed.   5. Business ideas are generated using appropriate tools, techniques and steps.   6. Procedures for identifying suitable market for business are discussed and understood.   7. ***Major factors*** to consider in selecting a location for a business are identified and discussed.   8. Basic types of business ownership are identified and explained.   9. Amount of money needed to start an enterprise estimated and distinction between pre operations and initial operation payments clarified.   10. Advantages and disadvantages of using various sources of capital to start an enterprise are identified. |
| 1. Discuss how to operate an enterprise | * 1. Disadvantages and advantages of ***three alternatives*** means of becoming an entrepreneur are identified and understood.   2. Process of hiring and managing people is discussed and explained.   3. The importance and techniques of managing time are discussed and understood.   4. The techniques and procedures of managing sales are discussed and explained.   5. Factors to consider in selecting suppliers and the steps to follow when doing business with them are identified and discussed.   6. Awareness of how new technologies can affect small and medium business are developed.   7. Characteristics of appropriate technology for use in small and medium business are identified and explained.   8. Different types of cost that occur in a business and how to manage them are discussed and understood.   9. Factors and procedures in knowing the cost of the enterprise are discussed and understood.   10. Importance of financial record keeping and preparing simple financial statement are explained and understood.   11. The application of self-management skills and negotiation skills are discussed in operating a business.   12. Risk assessment and management of business enterprise are performed. |
| 1. Develop one’s own business plan | * 1. Process of preparing/ writing a business plan is discussed and applied.   2. Standard structure and format are applied in preparing business plan.   3. Findings of the business plan are interpreted, assessed and analysed.   4. Feasibility of the business idea is made clear and understandable.   5. Problems that may arise or encounter when starting a business are identified and understand.   6. Techniques and procedures in obtaining and sourcing information are discussed and understood. |

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| **Variables** | **Range** |
| Classification | * Private vs. public * Profit vs. non-profit * Formal vs. Non-formal * Individual vs. Community * Local vs. Foreign * Business vs. Social * Small vs. Large * Manufacturing vs. Service * Consumer vs. Industrial |
| Major factors | * Economics (local economy) * Population * Competition |
| Three alternatives | * Buying an existing business * Starting a new business * Operating a franchising business |

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| **Evidence Guide** | |
| Critical Aspects of Competence | Assessment requires evidence that the candidate to:   * explain principles and concept of entrepreneurship * discuss how to become entrepreneur * discuss how to organize an enterprise * discuss how to operate an enterprise * develop business plan |
| Underpinning Knowledge and Attitudes | Demonstrate knowledge of:   * Entrepreneurship principles, concepts and terminologies * Entrepreneurial competence * Entrepreneurial motivation * Risk assessment and evaluation * Principles and process of negotiations * Self-management and self-employment * Managing sales, people and time * Factors in setting up small and medium business * Small and Medium Enterprise * Business plan development * Discussion techniques and procedures |
| Underpinning Skills | Demonstrate skills in:   * Planning and Leading * Presentation skills * Using technology * Managing money * Preparing simple financial statement * Selecting suppliers |
| 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:   * Interview / Written Test * Observation / Demonstration with Oral Questioning |
| Context of Assessment | Competence may be assessed in the work place or in a simulated work place setting. |

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| **Occupational Standard: Basic Railway Passenger Service Level I** | |
| **Unit Title** | **Apply 3S** |
| **Unit Code** | **[EIS BPS1 12 0213](#EISBPS1_13_0213)** |
| **Unit Descriptor** | This unit of competence covers the knowledge, skills and attitudes required by a worker to apply 3S techniques to his/her workplace. The unit assumes the worker has a particular job in the allocated workplace known by the individual. |

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| **Elements** | **Performance Criteria** |
| 1. Organize junior Kaizen Promotion Team (KPT). | 1. Basics, principles and stages of KPT are identified using appropriate procedures. 2. Structure of ***Junior KPT*** is established in accordance with the organizational procedures. 3. Effective and appropriate contributions are made to complement team activities and objectives using individual skills and competencies. 4. Effective and appropriate forms of communications are used and undertaken with KPT members who contribute to know KPT activities and objectives. 5. Kaizen Board (Visual Management Board) is prepared and used in harmony with different workplace contexts. |
| 2. Prepare for work. | 1. Work instructions are used to determine job requirements, including method, material and equipment. 2. Job specifications are read and interpreted following working manual. 3. ***OHS requirements***, including dust and fume collection, breathing apparatus and eye and ear personal protection needs are observed throughout the work. 4. Appropriate materials are selected. 5. ***Safety equipment and tools*** are identified and checked for safe and effective operation. |
| 1. Sort items. | * 1. Plan is prepared to implement sorting activities.   2. Cleaning activities are performed.   3. All ***items*** in the workplace are identified following ***the appropriate procedures***.   4. Necessary and ***unnecessary items*** are listed using the ***appropriate format***.   5. ***Red tag*** strategy is used for unnecessary items.   6. Unnecessary items are evaluated and placed in an appropriate place other than the workplace.   7. ***Necessary items*** are recorded and quantified using appropriate format.   8. Performance results are reported using appropriate formats.   9. Necessary items are regularly checked in the workplace. |
| 1. Set all items in order. | 1. Plan is prepared to implement set in order activities. 2. General cleaning activities are performed. 3. Location/layout, storage and indication methods for items are decided. 4. Necessary ***tools and equipment*** are prepared and used for setting in order activities. 5. Items are placed in their assigned locations. 6. After use, the items are immediately returned to their assigned locations. 7. Performance results are reported using appropriate formats. 8. Each item is regularly checked in its assigned location and order. |
| 1. Perform shine activities. | 1. Plan is prepared to implement shine activities. 2. Necessary tools and equipment are prepared and used for shinning activities. 3. ***Shine activity*** is implemented using appropriate procedures. 4. Performance results are reported using appropriate formats. 5. Regular shinning activities are conducted. |

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| **Variable** | **Range** |
| Junior KPT | may include but not limited to:   * 3S * 3MU (Mura, Muri and MUDA) * 4P (Policy, Procedure, People and Plant) * 4M (Material, Method, Man and Machine) * PDCA (Plan, Do, Check and Act) |
| OHS requirements | may include but not limited to:   * Legislation/ regulations/codes of practice and enterprise safety policies and procedures. This may include protective clothing and equipment, use of tooling and equipment, workplace environment and safety, handling of material, use of fire fighting equipment, enterprise first aid, hazard control and hazardous materials and substances. * Personal protective equipment is to include that prescribed under legislation/regulations/codes of practice and workplace policies and practices. * Safe operating procedures are to include, but are not limited to the conduct of operational risk assessment and treatments associated with workplace organization. * Emergency procedures related to this unit are to include but may not be limited to emergency shutdown and stopping of equipment, extinguishing fires, enterprise first aid requirements and site evacuation. |
| Safety equipment and tools | may include but not limited to:   * dust masks / goggles * glove * working cloth * first aid * safety shoes |
| Items | may include but not limited to:   * tools * jigs/fixtures * materials/components * machine and equipment * manuals * documents * personal items (e.g. bags, lunch boxes and posters) * safety equipment and personal protective equipment * other items which happen to be in the work area |
| The appropriate procedures | may include but not limited to:   * steps for implementing 3S (sort, set in order and shine) activities. * written, verbal and computer based or in some other format. |
| Unnecessary items | are not needed for current production or administrative operation and include but not limited to:   * defective or excess quantities of small parts and inventory * outdated or broken jigs and dies * worn-out bits * outdated or broken tools and inspection gear * old rags and other cleaning supplies * electrical equipment with broken cords * outdated posters, signs, notices and memos   some locations where unneeded items tend to accumulate may include but not limited to:   * in rooms or areas not designated for any particular purpose * in corners next to entrances or exists * along interior and exterior walls * next to partitions and behind pillars * under the eaves of warehouses * under desks and shelves and in desk and cabinet drawers * near the bottom of tall stacks of items * on unused management and production schedule boards * in tools boxes that are not clearly sorted |
| Appropriate format | may include but not limited to:   * all items. * necessary items. * unnecessary items. |
| Red tag | may include but not limited to:  A format prepared with a red color paper or card which is filled and attached temporarily on the unnecessary items until decision is made. The red tag catch people’s attention because red is a color that stands out. So to filland attach red tag on items, asks the following three questions:   * Is this item needed? * If it is needed, is it needed in this quantity? * If it is needed, does it need to be located here? |
| Necessary items | Are required in the workplace for current production or administrative operation in the amount needed. |
| Tools and equipment | May include but not limited to:   * paint * hook * sticker * signboard * nails * shelves * chip wood * sponge * broom * pencil * shadow board/ tools board |
| Shine activity | May include but not limited to:   * Inspection * Cleaning * Minor maintenance may include: * Tightening bolts * Lubrication * Replacing missing parts |

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| **Evidence Guide** | |
| Critical Aspects of Competence | Demonstrates skills and knowledge to:   * Discuss how to organize KPT. * Describe the pillars of 5S. * Implement 3S in own workplace by following appropriate procedures. |
| Underpinning Knowledge and Attitudes | Demonstrates knowledge of:   * Kaizen principle, pillars and concept * Key characteristic of Kaizen * Elements of Kaizen * Wastes/MUDA * Basics of KPT * Aims, benefits and principles of KPT * Stages of KPT * Structure and role of the components of Junior KPT * Concept and parts of Kaizen board * Concept and benefits of 5S * The pillars of 5S * Three stages of5S application * Benefits and procedure of sorting activities * The concept and application of Red Tag strategy * OHS procedures * Benefits and procedure of set in order activities * Set in order methods/techniques * Benefits and procedure of shine activities * Inspection methods * Planning and reporting methods * Method of Communication |
| Underpinning Skills | Demonstrates skills of:   * Participating actively in KPT * technical drawing * communication skills * planning and reporting own tasks in implementation of 3S * following procedures to implement 3S in own workplace * using sorting formats to identify necessary and unnecessary items * improving workplace layout following work procedures * preparing labels, slogans,etc. * reading and interpreting documents * observing situations * gathering evidence by using different means * recording activities and results using prescribed formats * working with others * solving problems by applying 3S * preparing and using Kaizen board * preparing and using tools and equipment to implement 3S |
| 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:   * Interview / Written Test * Observation / Demonstration with Oral Questioning |
| Context of Assessment | Competence may be assessed in the work place or in a simulated work place setting. |

**Acknowledgement**

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This occupational standard was developed on February 2013 at Ethiopian Red Cross training center (ERTC) Addis Ababa.

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