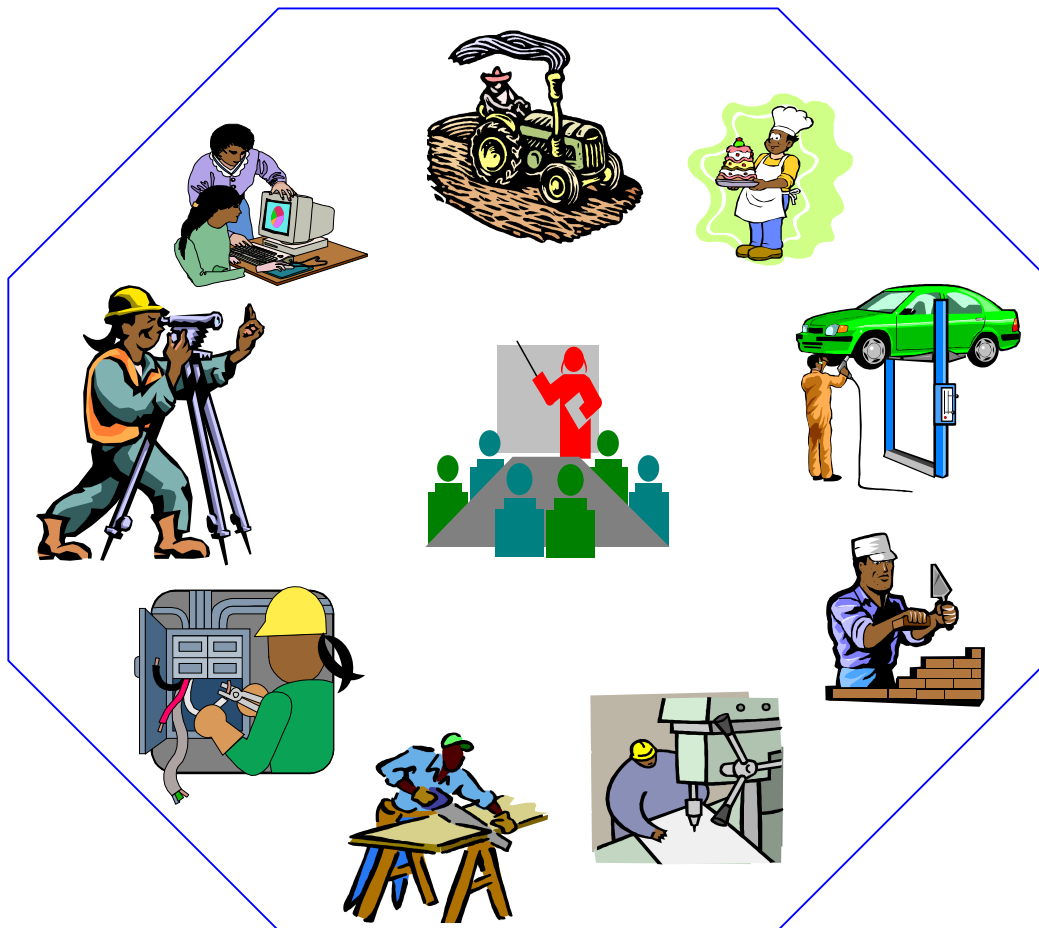




Federal Democratic Republic of Ethiopia  
OCCUPATIONAL STANDARD  
**BASIC AGRO-FOOD PROCESSING**  
NTQF Level I



*Ministry of Education  
July 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 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 Title 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 Title 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 Title Chart) including the Unit Codes and the Unit titles
- contents of each Unit Title(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: Basic Agro-food Processing**

**Occupational Code: IND BFP**

**NTQF Level I**

<b><u>IND BFP1 01 0613</u></b> Participate Effectively in a Workplace Environment	<b><u>IND BFP1 02 0613</u></b> Identify key Operations in Food Production	<b><u>IND BFP1 03 0613</u></b> Follow Work Procedures to Maintain Quality
<b><u>IND BFP1 04 0613</u></b> Follow Work Procedures to Maintain Food Safety	<b><u>IND BFP1 05 0613</u></b> Work Safely in Food Processing Industry	<b><u>IND BFP1 06 0613</u></b> Carry out Manual Handling Task
<b><u>IND BFP1 07 0613</u></b> Operate a Personal Computer	<b><u>IND BFP1 08 0613</u></b> Prepare Basic Mixes	<b><u>IND BFP1 09 0613</u></b> Operate Basic Equipment
<b><u>IND BFP1 10 0613</u></b> Undertake Minor Maintenance	<b><u>IND BFP1 11 0613</u></b> Use Tools and Equipment	<b><u>IND BFP1 12 0613</u></b> Take and Record Basic Measurement
<b><u>IND BFP1 13 0613</u></b> Perform Stock Control Procedures	<b><u>IND BFP1 14 0613</u></b> Pack or Unpack Product Manually	<b><u>IND BFP1 15 0613</u></b> Finish Products
<b><u>IND BFP1 16 0613</u></b> Sell Products and Services	<b><u>IND BFP1 17 0613</u></b> Apply Quality Standards	<b><u>IND BFP1 18 0613</u></b> Work with Others
<b><u>IND BFP1 19 0613</u></b> Receive and Respond to Workplace Communication	<b><u>IND BFP1 20 0613</u></b> Demonstrate Work Values	<b><u>IND BFP1 21 0613</u></b> Develop Understanding of Entrepreneurship
<b><u>IND BFP1 22 0613</u></b> Apply 3S		

Occupational Standard: Basic Agro-food Processing Level I	
Unit	Participate Effectively in a Workplace Environment
Unit Code	<a href="#">IND BFP1 01 0613</a>
Unit Descriptor	This unit of competency covers the skills and knowledge required to participate effectively in a workplace environment.

Elements	Performance Criteria
1. Carry out responsibilities	<p>1.1. Workplace information on <b>conditions of employment, company policies and procedures</b> is identified</p> <p>1.2. <b>Policies and procedures</b> are applied when carrying out work role</p> <p>1.3. Work is conducted in accordance with workplace environmental guidelines</p>
2. Identify and locate company product and processes	<p>2.1. Company product range is identified and <b>key personnel</b> are consulted</p> <p>2.2. Production/packaging stages and processes carried out on site are identified and located</p>

Variables	Range
Conditions of employment	<p>typically include:</p> <ul style="list-style-type: none"> <li>• pay and conditions</li> <li>• leave arrangements</li> <li>• reporting and timekeeping responsibilities</li> <li>• terms of employment, including permanent, casual and probationary periods</li> <li>• disciplinary procedures</li> <li>• staff facilities and amenities</li> </ul>
Company policies and procedures	<p>They include:</p> <ul style="list-style-type: none"> <li>• codes of practice and general employment policies and procedures in areas, such as sexual harassment</li> <li>• workplace bullying</li> </ul>
Policies and procedures	Work is carried out in accordance with company policies and procedures, regulatory and licensing requirements, legislative requirements and industrial awards and agreements. When applied to the pharmaceutical industry, relevant Good Manufacturing Practice (GMP) codes apply and reference to food safety is replaced by GMP
Key personnel	<p>may include but are not limited to:</p> <ul style="list-style-type: none"> <li>• human resource personnel responsible for recruitment, training, pay and conditions issues</li> <li>• relevant site and operations managers</li> <li>• supervisors/team leaders and industrial/work area representatives</li> </ul>

Evidence Guide	
Critical aspects of competence	<p>Demonstrate skills and knowledge competence to:</p> <ul style="list-style-type: none"> <li>• identify expectations and responsibilities of the work role</li> </ul>

	<ul style="list-style-type: none"> <li>• identify organizational products and processes</li> <li>• identify location of operations</li> </ul>
Underpinning Knowledge	<p>Demonstrate Knowledge of:</p> <ul style="list-style-type: none"> <li>• workplace structure and key personnel</li> <li>• rights and responsibilities of employees as defined in employment conditions</li> <li>• company policies and procedures relating to work responsibilities, including areas covered by legislation and related responsibilities</li> <li>• appropriate personal conduct in a work area, including minimum clothing and personal hygiene standards when entering and moving around a food processing area in order to protect both employees and product safety, and behaving appropriately towards others in the work area</li> <li>• industrial representation arrangements</li> <li>• site security arrangements, including responsibility to report when coming on and off site</li> <li>• site layout, including main facilities, such as canteens, parking areas, storage areas, processing and packing areas and location of emergency exits and assembly areas</li> <li>• the main products/product range produced in the workplace</li> <li>• stages and processes used to manufacture and package products</li> <li>• personal reporting roles and responsibilities</li> </ul>
Underpinning Skills	<p>Demonstrate skills to:</p> <ul style="list-style-type: none"> <li>• identify and access information on conditions of employment and workplace policies and procedures (information may be provided in print, audio-visual and/or verbal formats)</li> <li>• locate workplace amenities and facilities relevant to work responsibilities</li> <li>• identify and locate materials/storage areas in the workplace, relevant to work role, such as locating tank farms and other bulk storage locations and identifying special storage conditions (e.g. hazardous goods and temperature controlled stores areas)</li> <li>• identify and locate production and packing processes/main work areas in the workplace</li> <li>• use oral communication skills/language competence to fulfill the job role as specified by the organization, including questioning, active listening, asking for clarification and seeking advice from supervisor</li> <li>• work cooperatively within a culturally diverse workforce</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: Basic Agro-food Processing Level I	
Unit Title	Identify Key Operations in Food Process/Production
Unit Code	<a href="#">IND BFP1 02 0613</a>
Unit Descriptor	This unit covers the identification of the key characteristics of foods and beverages production and major industry issues.

Elements	Performance Criteria
1. Identify major stages in food and beverages making	<p>1.1 Key activities in preparation of various food and beverages for production are identified as per work requirement.</p> <p>1.2 Purpose and process of grinding crushing, pressing, fermentation, maturation, fining, filtering, bottling and packaging are explained.</p> <p>1.3 Sequence of operations and key <b>equipment</b> used are correctly identified as per work schedule and processes flow.</p> <p>1.4 Basic differences between various industrial food products and beverages processing are identified.</p> <p>1.5 Industry terminology is used to describe food and beverages processing activity and wine features.</p>
2. Identify food and beverages sales and marketing strategies and processes	<p>2.1 Standard forms of food and beverages packaging and labeling are identified as per company guidelines and legislative requirement.</p> <p>2.2 Range and purpose of labeling information are identified from company manual.</p> <p>2.3 Scope and purpose of different types of cellar door operations are identified in accordance to product type.</p> <p>2.4 Major wine regions and wine types and styles in Ethiopia are identified.</p> <p>2.5 Key features and market expectations of food and beverages products from different regions in the country and overseas are described.</p> <p>2.6 Difference between domestic and export markets and marketing strategies and requirements are identified.</p> <p>2.7 Standard expert and consumer food and beverages evaluation techniques and features are identified, including shows, reviews and tasting notes.</p>

Variable	Range
Equipment	<p>Equipment may include:</p> <ul style="list-style-type: none"> <li>• tanks</li> <li>• transfer equipment</li> <li>• filtration equipment</li> <li>• crushing and pressing equipment</li> <li>• fermentation vessels</li> </ul>

	<ul style="list-style-type: none"> <li>• stills and retorts</li> <li>• separators</li> <li>• barrels</li> <li>• process control equipment</li> <li>• IT equipment</li> <li>• bottling and packaging equipment</li> </ul>
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<b>Evidence Guide</b>	
Critical Aspects of Competence	<p>Demonstrate skills and knowledge competence to:</p> <ul style="list-style-type: none"> <li>• describe major food and beverage styles and raw material varieties and their characteristics</li> <li>• identify main features of domestic and export markets</li> <li>• identify main production operation and sequence of operations for different food and beverage items/products</li> <li>• identify food and beverage products and common marketing techniques used</li> <li>• use food and beverage industry terminology to communicate features and information about wine production</li> </ul>
Underpinning Knowledge and Attitudes	<p>Demonstrates knowledge of:</p> <ul style="list-style-type: none"> <li>• main stages of food/beverage production and equipment used</li> <li>• common canning/packing/bottling, labeling and packaging used for food and beverage processing</li> <li>• nature of food/beverage market, including domestic retail, and direct selling and export markets</li> <li>• food and beverage industry terminology</li> </ul>
Underpinning Skills	<p>Demonstrates skills to:</p> <ul style="list-style-type: none"> <li>• the correct sequence of different food and beverage production stages</li> <li>• types and purpose of fermentation processes</li> <li>• equipment used in food and beverage processing and storage</li> <li>• typical packing, canning bottling, labeling and packaging of food and beverage products</li> <li>• common marketing arrangements and advantages and disadvantages of each, including cellar door sales, mail order, internet marketing, and distribution through agents and wholesalers</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: Basic Agro-food Processing Level I	
Unit Title	Follow Work Procedures to Maintain Quality
Unit Code	<a href="#">IND BFP1 03 0613</a>
Unit Descriptor	This unit of competency covers the skills and knowledge required to follow basic quality assurance practices related to monitoring quality where work involves routine manual processes and/or operation of simple automated equipment.

Elements	Performance Criteria
1. Monitor quality of work outcome	<p>1.1. Quality requirements are identified in accordance to <b>policies and procedures</b>.</p> <p>1.2. Inputs are inspected to confirm capability to meet quality requirements.</p> <p>1.3. Work is conducted according to work procedures.</p> <p>1.4. Work is conducted in accordance with <b>workplace information</b> and environmental guidelines.</p>
2. Identify and report unacceptable inputs and/or outputs	<p>2.1. Work area, materials, processes and product are routinely checked to ensure compliance with quality requirements.</p> <p>2.2. <b>Unacceptable quality</b> is identified and corrective action is taken within the level of <b>responsibility to maintain quality standards</b>.</p> <p>2.3. Quality variation is reported according to workplace reporting requirements.</p>

Variable	Range
Policies and procedures	Work is carried out in accordance with company policies and procedures, licensing and regulatory requirements, legislative requirements and industrial awards and agreements
Workplace information	<p>may include:</p> <ul style="list-style-type: none"> <li>• Standard Operating Procedures (SOPs)</li> <li>• quality specifications</li> <li>• food safety and/or Good Manufacturing Practice (GMP) codes</li> <li>• log sheets</li> <li>• basic data</li> <li>• standard forms</li> <li>• written or verbal instruction</li> </ul>
Responsibility for monitoring quality	<p>relates to immediate work responsibilities and may require:</p> <ul style="list-style-type: none"> <li>• visual inspections and checks, including using basic counting skills</li> </ul>
Monitoring	typically involves visual inspection or checks at control points. Control points refer to those key points in a work process which must be monitored and controlled. This includes food safety (critical) control points



Out-of-specification or unacceptable outcomes	At this level, responding to out-of-specification or unacceptable outcomes typically involves exercising judgment within clearly defined parameters and reporting/referring to others
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<b>Evidence Guide</b>	
Critical aspects of competence	Demonstrate skills and knowledge competence to: <ul style="list-style-type: none"> <li>• identify quality requirements</li> <li>• conduct work according to quality standards</li> <li>• monitor quality and identify and act on non-compliances</li> <li>• confirm the ability to access and correctly interpret</li> </ul>
Underpinning Knowledge	Demonstrate Knowledge of: <ul style="list-style-type: none"> <li>• quality policy, procedures and responsibilities</li> <li>• quality personnel and their respective responsibilities, such as internal personnel and external auditors</li> <li>• requirements of internal and external customers</li> <li>• sources of advice on quality requirements for own work</li> <li>• control points for own work, including the purpose of the control point, the risk if not controlled and the method of control where relevant</li> <li>• monitoring, inspection and checking procedures relating to process control requirements</li> <li>• evidence of out-of-specification or unacceptable performance</li> <li>• procedures for responding to out-of-specification or unacceptable performance/outcomes</li> <li>• responsibilities for reporting and recording quality information</li> <li>• sampling and test procedures where relevant</li> <li>• recording requirements and responsibilities where relevant</li> </ul>
Underpinning Skills	Demonstrate skills to: <ul style="list-style-type: none"> <li>• access and apply workplace information on quality requirements for own work</li> <li>• identify control points or inspection points for own work and related methods used to monitor quality</li> <li>• carry out relevant checks and inspections as required, such as checks and inspections on equipment, materials, product, packaging consumables and processing conditions relevant to own work</li> <li>• identify and respond to out-of-specification or unacceptable inputs and/or outputs, such as making adjustments within level of responsibility and/or reporting</li> <li>• maintain quality of own work</li> <li>• conduct tests related to work responsibilities according to enterprise procedures</li> <li>• record quality data in required format according to enterprise procedures</li> <li>• use oral communication skills/language competence to fulfill the job role as specified by the organization, including questioning, active listening, asking for clarification and seeking advice from supervisor</li> </ul>

	<ul style="list-style-type: none"> <li>• work cooperatively within a culturally diverse workforce</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: Basic Agro-food Processing Level I	
Unit Title	Follow Work Procedures to Maintain Food Safety
Unit Code	<a href="#">IND BFP1 04 0613</a>
Unit Descriptor	This unit of competency covers the skills and knowledge required to maintain food safety when carrying out work tasks. Basic food safety practices include personal hygiene and conduct, food handling, housekeeping and waste disposal related to work tasks and responsibilities where work involves routine manual processes and/or operation of simple automated equipment.

Elements	Performance Criteria
1. Handle food safely	<p>1.1. Food handling requirements are identified in accordance with company guidelines and <b>food safety program</b>.</p> <p>1.2. <b>Food handling</b> is carried out according to the food safety program.</p> <p>1.3. The workplace is maintained in a clean and tidy order to meet workplace standards.</p> <p>1.4. Work is conducted in accordance with workplace environmental guidelines.</p>
2. Identify, control and report food safety hazards	<p>2.1. Work area, materials, equipment and product are routinely monitored to ensure compliance with food safety requirements.</p> <p>2.2. Processes, practices or conditions which are not consistent with the food safety program are identified and corrective action is taken within the level of <b>responsibility</b>.</p>
3. Comply with personal hygiene standards	<p>3.1. Personal hygiene is made to meet the requirements of the food safety program.</p> <p>3.2. Health conditions and/or illness are reported as required by the food safety program.</p> <p>3.3. <b>Clothing and footwear worn is made appropriate</b> for the food handling task and meets the requirements of the food safety program.</p> <p>3.4. Movement around the workplace complies with the <b>food safety program information</b>.</p>

Variable	Range
Food safety program	is a written document that specifies how a business will control all food safety hazards that may be reasonably expected to occur in all food handling operations of the food business. The food safety program and related procedures must comply with legal requirements of the food safety standards and must be communicated to all food handlers. Where no food safety program is in place, food safety requirements may be specified in general operating procedures

Food handling	refers to: <ul style="list-style-type: none"> <li>• food receipt and storage</li> <li>• food preparation, cooking, holding, cooling, chilling and reheating</li> <li>• packaging and disposal</li> </ul>
Responsibility for monitoring food safety	identifying breaches in food safety procedures and taking corrective action relates to own tasks and responsibilities and occurs in the context of the food safety program in the workplace
Appropriate clothing and footwear	Depends on work requirements. It should be designed to ensure that the body and clothing itself does not contaminate food or surfaces likely to come into contact with food. Examples of clothing designed to prevent contamination by the body include: <ul style="list-style-type: none"> <li>• purpose designed overalls or uniforms</li> <li>• hair-nets</li> <li>• beard snoods</li> <li>• gloves and overshoes</li> </ul>
Food safety information	may be provided in: <ul style="list-style-type: none"> <li>• food safety program</li> <li>• Standard Operating Procedures (SOPs)</li> <li>• specifications</li> <li>• log sheets and written or verbal instruction</li> </ul>
Products/materials handled and stored	can include: <ul style="list-style-type: none"> <li>• raw materials</li> <li>• ingredients</li> <li>• consumables</li> <li>• part-processed product</li> <li>• finished product and cleaning materials</li> </ul>
Breach of food safety procedures	could include: <ul style="list-style-type: none"> <li>• failure to check delivery temperatures of potentially hazardous chilled food</li> <li>• failure to place temperature-sensitive food in temperature controlled storage conditions promptly</li> <li>• failure to wash hands when required</li> <li>• use of cloths for unsuitable purposes</li> </ul>
Food safety hazard	is a biological, chemical or physical agent in, or condition of, food that has the potential to cause an adverse health effect
Personal hygiene requirements	Minimum personal hygiene requirements are specified by the food safety program.
Reporting of health conditions and illness requirements	are specified by the food safety program.

### Evidence Guide

Critical aspects of competence	Demonstrate skills and knowledge competence to: <ul style="list-style-type: none"> <li>• identify food safety handling requirements in the workplace</li> <li>• apply and monitor own compliance with food safety standards</li> <li>• maintain required standards of personal hygiene</li> </ul>		
Page 11 of 74	Ministry of Education Copyright	Basic Agro-food Processing Ethiopian Occupational Standard	Version 1 July 2013

	<ul style="list-style-type: none"> <li>• maintain clean and tidy work area</li> <li>• report non-compliances</li> <li>• apply safe work practices and identify OHS hazards and controls</li> </ul>
Underpinning Knowledge	<p>Demonstrate Knowledge of:</p> <ul style="list-style-type: none"> <li>• food safety requirements related to work responsibilities, including personal hygiene, requirements and procedures to report illness and safe food handling practices for own work, as well as an awareness of the possible consequences of not following these procedures</li> <li>• common types and sources of contamination that occur in the work area, such as cross contamination</li> <li>• control methods and procedures used in the , such as reporting non-compliance and following instructions</li> <li>• storage and handling requirements for ingredients, materials and product used related to work role</li> <li>• housekeeping requirements and responsibilities relating to own work, and use and storage of housekeeping/cleaning equipment where required</li> <li>• purpose and importance of cleaning and sanitation procedures</li> <li>• suitable standard for materials, equipment and utensils used in the work area</li> <li>• waste collection, recycling and handling procedures relevant to own work responsibilities</li> <li>• procedures to follow in the event of pest sighting or discovery of infestation</li> <li>• clothing and footwear requirements for working in and/or moving between food handling areas</li> <li>• personal clothing maintenance, laundering and storage requirements</li> <li>• appropriate bandages and dressings to be used when undertaking food handling</li> <li>• cleaning procedures where relevant</li> <li>• recording requirements and responsibilities where relevant</li> </ul>
Underpinning Skills	<p>Demonstrate skills to:</p> <ul style="list-style-type: none"> <li>• locate and follow workplace information relating to food safety responsibilities</li> <li>• monitor own work and implement any controls as required by the food safety program, such as visual inspection and checks</li> <li>• follow workplace procedures to maintain food safety as required by the food safety program relating to own work</li> <li>• identify and correct or report situations that do not meet the requirements of the food safety program and/or could result in unsafe food</li> <li>• handle, clean and store equipment, utensils, packaging materials and similar items according to the requirements of the food safety program as required by work role</li> </ul>

	<ul style="list-style-type: none"> <li>• maintain personal hygiene consistent with the food safety program</li> <li>• take necessary precautions when moving around the workplace and/or from one task to another to maintain food safety</li> <li>• wear and maintain appropriate clothing/footwear as required by work tasks and consistent with the requirements of the food safety program</li> <li>• report health conditions and illness as appropriate according to the food safety program</li> <li>• handle and/or dispose of out-of-specification or contaminated materials, ingredients and product, waste and recyclable material according to food safety program as required by work responsibilities</li> <li>• maintain the work area in a clean and tidy state</li> <li>• identify and report signs of pest infestation</li> <li>• clean and sanitize equipment according to enterprise procedures</li> <li>• record food safety information according to enterprise procedures</li> <li>• use oral communication skills/language competence to fulfill the job role as specified by the organization, including questioning, active listening, asking for clarification and seeking advice from supervisor</li> <li>• work cooperatively within a culturally diverse workforce</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: Basic Agro-food Processing Level I	
Unit Title	Work Safely in Food Processing Industry
Unit Code	<a href="#">IND BFP1 05 0613</a>
Unit Descriptor	<p>This unit of competency covers the outcomes required to work within Occupational Health and Safety (OHS) requirements across a range of industry contexts.</p> <p>It requires the ability to demonstrate personal awareness of OHS legislative requirements and basic principles of risk management and prevention of injury and illness at work. This unit supports the attainment of the basic OHS knowledge required prior to undertaking designated work tasks.</p>

Elements	Performance Criteria
1. Identify OHS legislative requirements	<p>1.1. Applicable <b>OHS legislative requirements</b> relevant to own work, role and responsibilities are identified.</p> <p>1.2. <b>Duty of care requirements</b> are identified and explained.</p> <p>1.3. Own <b>responsibilities</b> to comply with <b>safe working practices</b> are identified and explained.</p>
2. Identify workplace hazards and control measures	<p>2.1. Basic <b>principles of risk management</b> are identified.</p> <p>2.2. <b>Common workplace hazards</b> are identified and discussed.</p> <p>2.3. <b>Measures for controlling risks</b> are identified.</p> <p>2.4. Requirements for the selection and use of relevant <b>personal protective equipment</b> are identified and explained.</p> <p>2.5. <b>Safety signs and symbols</b> are identified and explained.</p> <p>2.6. Procedures for reporting hazards and risks are identified and discussed.</p>
3. Identify OHS communication and reporting	<p>3.1. <b>Participative arrangements for OHS</b>, including communication processes, information and documentation are identified and discussed.</p> <p>3.2. Designated <b>OHS roles and relevant authorities</b> for raising OHS concerns, including concerns relating to the right to refuse unsafe work are identified and explained.</p>
4. Identify OHS incident and emergency response procedures	<p>4.1. <b>General procedures</b> are identified and explained for responding to incidents, injuries and emergencies.</p> <p>4.2. Procedures for first aid are identified and discussed.</p> <p>4.3. <b>Fire safety equipment</b> and <b>emergency evacuation</b> are identified and discussed.</p>

Variable	Range
OHS legislative requirements	<p>Requirements should relate to:</p> <ul style="list-style-type: none"> <li>OHS and welfare Acts and regulations</li> </ul>

	<ul style="list-style-type: none"> <li>• National Code of Practice for Induction Training for Construction Work</li> <li>• safety codes of practice</li> <li>• national safety standards</li> <li>• OHS standards and guidelines</li> <li>• licenses, tickets or certificates of competency</li> <li>• duty of care</li> <li>• Ethiopian standards</li> <li>• health and safety representatives, committees and supervisors</li> </ul>
Duty of care requirements	<p>relate to:</p> <ul style="list-style-type: none"> <li>• the legal responsibility under 'duty of care' to do everything reasonably practicable to protect others from harm</li> <li>• relevant state and territory OHS requirements and may include employers and self-employed persons, persons in control of the work site, construction supervisors, designers, manufacturers and suppliers, construction workers, sub-contractors and inspectors</li> <li>• own responsibilities to comply with safe working practices, including activities which require licenses, tickets or certificates of competency</li> </ul>
General procedures for responding to incidents and emergencies	<p>may include:</p> <ul style="list-style-type: none"> <li>• basic emergency response (keep calm, raise alarm, obtain help)</li> <li>• evacuation</li> <li>• referring to workplace emergency plans and documentation</li> <li>• notification of designated OHS personnel and authorities</li> <li>• notification of emergency services (e.g. when and how)</li> </ul>
Safe working practices	<p>may include:</p> <ul style="list-style-type: none"> <li>• smoking in designated areas</li> <li>• housekeeping to ensure a clean, tidy and therefore safer work area</li> <li>• general requirements for use of personal protective equipment and clothing</li> <li>• general requirements for safe use of plant and equipment</li> <li>• storage and removal of debris</li> <li>• drugs and alcohol at work</li> <li>• preventing bullying and harassment</li> <li>• access to site amenities such as drinking water and toilets</li> </ul>
Risks	relate to the likelihood of a hazard causing injury or harm
Principles of risk management	<p>include:</p> <ul style="list-style-type: none"> <li>• identify hazards</li> <li>• assess the risks involved</li> <li>• consult and report ensuring the involvement of relevant workers</li> <li>• control the hazard</li> <li>• review to identify change or improvement</li> </ul>



Hazards	<p>relate to:</p> <ul style="list-style-type: none"> <li>• a source or situation with the potential for harm in terms of human injury or ill-health, damage to property, the environment, or a combination of these</li> </ul>
Common hazards	<p>may include:</p> <ul style="list-style-type: none"> <li>• manual handling</li> <li>• hazardous substances and dangerous goods</li> <li>• noise</li> <li>• plant and equipment including access to moving parts</li> <li>• UV radiation</li> <li>• electrical safety</li> <li>• traffic and mobile plant</li> <li>• working at heights</li> <li>• falling objects</li> <li>• excavations (including trenches)</li> <li>• confined spaces</li> <li>• unplanned collapse</li> <li>• hot and cold working environments</li> <li>• HIV and other infectious diseases</li> </ul>
Measures for controlling risk eliminate or minimize hazards in accordance with the hierarchy of control	<p>include:</p> <ul style="list-style-type: none"> <li>• elimination (e.g. controlling the hazard at the source)</li> <li>• substitution (e.g. replacing one substance or activity at the source)</li> <li>• engineering control (e.g. installing guards on machinery)</li> <li>• administration control (e.g. policies and procedures for safe work practices)</li> <li>• personal protective equipment (e.g. respirators and ear plugs)</li> </ul>
Personal protective equipment	<p>may include:</p> <ul style="list-style-type: none"> <li>• protective, well fitting clothing</li> <li>• arm guards</li> <li>• aprons</li> <li>• high visibility retro reflective vests</li> <li>• safety footwear</li> <li>• hard hat</li> <li>• eye protection</li> <li>• hearing protection</li> <li>• gloves</li> <li>• respiratory protection</li> <li>• UV protective clothing and sunscreen</li> </ul>
Safety signs and symbols	<p>may include:</p> <ul style="list-style-type: none"> <li>• regulatory signs (e.g. prohibition, mandatory and limitation or restriction)</li> <li>• hazard signs (danger and warning)</li> <li>• emergency information signs (e.g. exits, equipment, first aid)</li> <li>• fire signs (e.g. location of fire alarms and firefighting equipment)</li> </ul>

	<ul style="list-style-type: none"> <li>• safety tags and lockout (e.g. danger tags, out of service tags)</li> <li>• caution signs</li> </ul>
OHS communication processes	<p>may include:</p> <ul style="list-style-type: none"> <li>• processes for raising OHS issues</li> <li>• OHS participative arrangements</li> <li>• OHS meetings</li> <li>• toolbox talks</li> <li>• discussions with OHS representatives</li> <li>• workplace consultation relating to OHS issues and changes</li> <li>• OHS notices, newsletters, bulletins and correspondence</li> </ul>
OHS information and documentation	<p>may include:</p> <ul style="list-style-type: none"> <li>• workplace documentation and plans</li> <li>• safe work method statements</li> <li>• Material Safety Data Sheets (MSDS)</li> <li>• job safety analyses</li> <li>• accident and incident reports</li> <li>• reports of near misses and dangerous occurrences</li> <li>• risk assessments</li> <li>• labels</li> <li>• safety meeting minutes</li> <li>• proformas for reporting hazards, incidents and injuries</li> <li>• Acts</li> <li>• regulations</li> <li>• codes of practice</li> <li>• guidance notes</li> <li>• evacuation plans</li> <li>• emergency information contact</li> <li>• Ethiopian standards</li> <li>• workplace safety inspection reports</li> </ul>
Designated OHS personnel	<p>may include:</p> <ul style="list-style-type: none"> <li>• supervisors</li> <li>• OHS representatives</li> <li>• OHS committee members</li> <li>• first aid officers</li> <li>• OHS managers</li> </ul>
Relevant authorities	<p>may include:</p> <ul style="list-style-type: none"> <li>• emergency services (e.g. police, ambulance, fire brigade, emergency rescue)</li> <li>• OHS regulatory authority</li> <li>• Supervisor and manager</li> </ul>
Incidents	<p>may include:</p> <ul style="list-style-type: none"> <li>• accidents resulting in personal injury or damage to property</li> <li>• near misses or dangerous occurrences which do not cause injury but may pose an immediate and significant risk to persons or property, and need to be reported so that action can be taken to prevent recurrence</li> </ul>

Emergencies	<p>may include:</p> <ul style="list-style-type: none"> <li>• fire</li> <li>• toxic and/or flammable vapors emission</li> <li>• vehicle/mobile plant accident</li> <li>• structural collapse</li> <li>• chemical spill</li> <li>• injury to personnel</li> <li>• explosions</li> <li>• gas leak</li> </ul>
Fire safety equipment	<p>may include:</p> <ul style="list-style-type: none"> <li>• firefighting equipment</li> <li>• fire blankets</li> <li>• breathing apparatus</li> </ul>

<b>Evidence Guide</b>	
Critical Aspects of Competence	<p>Demonstrate skills and knowledge in:</p> <ul style="list-style-type: none"> <li>• applicable OHS legislative and safety requirements for work role, including duty of care</li> <li>• the range of common workplace hazards and procedures for the assessment of risk and application of the hierarchy of control</li> <li>• OHS communication processes, information and documentation, including the role of OHS committees and representatives, the meaning of common safety signs and symbols, and procedures for reporting hazards, incidents and injuries</li> <li>• general procedures for responding to incidents and emergencies, including evacuation, first aid, fire safety equipment and personal protective equipment</li> <li>• following safe work procedures to perform tasks</li> </ul>
Underpinning Knowledge and Attitudes	<p>Demonstrate knowledge of:</p> <ul style="list-style-type: none"> <li>• applicable OHS legislation, regulations, standards, codes of practice and industry standards/guidance notes relevant to own work, role and responsibilities</li> <li>• basic principles of risk management and assessment relating to work role</li> <li>• common workplace hazards</li> <li>• common workplace safety signage and their meanings</li> <li>• general workplace emergency response and evacuation procedures</li> <li>• work activities which require licenses, tickets or certificates of competency</li> <li>• general first aid response requirements</li> <li>• general procedures for raising OHS issues</li> <li>• general procedures for reporting OHS hazards, accidents, incidents, emergencies, injuries, near misses and dangerous occurrences</li> </ul>

	<ul style="list-style-type: none"> <li>• general procedures for responding to hazards, incidents and injuries</li> <li>• general workers compensation and injury management requirements</li> <li>• OHS hierarchy of controls</li> <li>• OHS responsibilities and rights of duty holders (including persons in control of work/projects, employers and self employed persons, supervisors, designers, manufacturers and suppliers, workers and inspectors)</li> <li>• own responsibilities to comply with safe working practices (relating to identification of hazards, preventing bullying or harassment, use of amenities, smoking, use of drugs and alcohol and housekeeping)</li> <li>• role of OHS committees and representatives</li> <li>• types of common personal protective equipment and fire safety equipment</li> <li>• types of OHS information and documentation</li> </ul>
Underpinning Skills	<p>Demonstrate skills to:</p> <ul style="list-style-type: none"> <li>• apply comprehension skills to: <ul style="list-style-type: none"> <li>➤ explain the basic OHS legislative requirements which will be applicable to own work</li> <li>➤ explain the meaning of safety signs and symbols</li> <li>➤ identify workplace hazards</li> <li>➤ discuss the basic principles of risk management</li> <li>➤ report workplace incidents, injuries</li> </ul> </li> <li>• apply communication/interpersonal skills to: <ul style="list-style-type: none"> <li>➤ clarify OHS legislative requirements</li> <li>➤ verbally report workplace hazards and risks</li> <li>➤ ask effective questions</li> <li>➤ relay information to others</li> <li>➤ discuss OHS issues and information</li> </ul> </li> </ul>
Resources Implication	Access is required to real or appropriately simulated situations, including work areas, materials and equipment, and to information on workplace practices and OHS practices.
Methods of Assessment	<p>Competence may be assessed through:</p> <ul style="list-style-type: none"> <li>• Interview / Written Test</li> <li>• Observation / Demonstration with Oral Questioning</li> </ul>
Context of Assessment	Competence may be assessed in the work place or in a simulated work place setting.

Occupational Standard: Basic Agro-food Processing Level I	
Unit title	Carry out Manual Handling Task
Unit Code	<a href="#">IND BFP1 06 0613</a>
Unit Descriptor	This unit of competency covers the skills and knowledge required to participate in workplace processes to identify manual handling requirements of a work function, identify manual handling risks, assess level of risk and applies appropriate risk elimination or control measures.

Elements	Performance Criteria
1. Participate in processes to identify and assess manual handling	<p>1.1 Workplace <b>information sources</b> are accessed and <b>procedures</b> strictly adhered to.</p> <p>1.2 <b>Manual handling components</b> of a work function are identified in accordance with company <b>policies and procedures</b></p> <p>1.3 <b>Manual handling risks</b> are identified and reported in accordance with hazard and incident reporting procedures</p> <p>1.4 <b>Risks to self and others</b> of manual handling are assessed within level of responsibility</p>
2. Contribute to manual handling risk minimization	<p>2.1. Equipment is made available and in a fit state for use</p> <p>2.2. Clothing and footwear, including <b>personal protective clothing</b>, does not contribute to manual handling risk</p>
3. Plan and conduct manual handling	<p>3.1. Sources of risk are identified based on historical data and current research</p> <p>3.2. Workplace layout and environment are modified within area of control to <b>minimize manual handling risk</b></p> <p>3.3. Work tasks are modified within area of control to <b>minimize the risk of injury</b></p> <p>3.4. Manual handling aids are used according to workplace instructions</p> <p>3.5. <b>Movement and postures are used to minimize the risk</b> of injury within the limits of the work environment and the demands of the task</p>

Variable	Range
Policies and procedures	Work is carried out according to company policies and procedures, legislation, regulations and industrial awards and agreements
Workplace information	<p>Workplace information may include:</p> <ul style="list-style-type: none"> <li>• Standard Operating Procedures (SOPs)</li> <li>• OHS procedures</li> <li>• equipment manufacturers' advice</li> <li>• Material Safety Data Sheets (MSDS)</li> <li>• codes of practice and related advice</li> </ul>

Equipment	Equipment may include but is not limited to: <ul style="list-style-type: none"> <li>• trolleys</li> <li>• pallet jacks</li> <li>• conveyors,</li> <li>• vacuum lifters</li> <li>• other mechanical handling and lifting aids and equipment</li> </ul>
Task-specific training	Task specific training is provided as appropriate
Contributions to manual handling risk minimization	Contributions to manual handling risk minimization includes: <ul style="list-style-type: none"> <li>• reporting equipment requiring maintenance, especially wheeled equipment or other equipment where friction may increase force requirements</li> </ul>
Changes to workplace layout and environment within area of control	may include but not be limited to: <ul style="list-style-type: none"> <li>• changes in location of load, such as use of bench to not lift from floor</li> <li>• arrangement of items to eliminate above shoulder handling</li> <li>• placement of trolley</li> <li>• using sit stand stools</li> <li>• using task lighting and a footrest</li> </ul>
Task modifications within area of control	may include but are not limited to: <ul style="list-style-type: none"> <li>• changes to frequency, duration, number of objects handled</li> <li>• route selected</li> <li>• seeking assistance as appropriate</li> <li>• housekeeping to minimize obstacles</li> </ul>
Assessment of risks and evaluation of control options	Assessment of risks and evaluation of control options according to the hierarchy of control is carried out in consultation with others as required by workplace arrangements and regulatory requirements for risk assessment and control

### Evidence Guide

Critical aspects of competence	A candidate must demonstrate the ability to: <ul style="list-style-type: none"> <li>• identify manual handling tasks required for work activity and associated risks</li> <li>• eliminate risk through movement, posture and effectively using equipment provided</li> <li>• modify work to eliminate or minimize risk</li> <li>• apply safe work procedures.</li> </ul>
Underpinning Knowledge	Demonstrate Knowledge of: <ul style="list-style-type: none"> <li>• different types of manual handling activities, including lifting, reaching, pushing, pulling, holding, restraining, throwing and carrying</li> <li>• types of injuries that can result from manual handling</li> <li>• aspects of manual handling that may be risks (hazard identification), such as: <ul style="list-style-type: none"> <li>• repetitive or sustained application of force</li> <li>• repetitive or sustained awkward posture</li> <li>• repetitive or sustained movement</li> <li>• application of high force</li> </ul> </li> </ul>

	<ul style="list-style-type: none"> <li>• manual handling of live animals (related to handling of poultry)</li> <li>• manual handling of unstable or unbalanced loads, such as liquids</li> <li>• workplace procedures and responsibilities for identifying and reporting manual handling hazards</li> <li>• factors to be considered when assessing manual handling risks relevant to work role (refer to workplace risk assessment sheets and code of practice advice where available), including: <ul style="list-style-type: none"> <li>• postures</li> <li>• movements</li> <li>• force required</li> <li>• duration and frequency of manual handling activity</li> <li>• environmental conditions, such as hot and cold work environments</li> </ul> </li> <li>• procedures and responsibilities for conducting risk assessments of manual handling tasks</li> <li>• typical options for eliminating or controlling manual handling risks associated with work functions, including principles of hierarchy of control and the advantages and disadvantages of different options</li> <li>• types of equipment and/or techniques used to eliminate or reduce manual handling risks in the workplace, including when and how to use each type of technique/equipment relevant to manual handling tasks in work role</li> <li>• level of authority to address OHS issues related to manual handling and related workplace arrangements for managing safety issues</li> <li>• sources of advice on manual handling relevant to work function</li> <li>• equipment available to assist manual handling, related inspections required to identify faulty equipment and related reporting procedures</li> <li>• movement and postures that increase the risk of injury, and movements and postures to minimize the force in the body as applied to specific tasks in the workplace</li> </ul>
Underpinning Skills	<p>Demonstrate knowledge to:</p> <ul style="list-style-type: none"> <li>• access workplace information relating to use of equipment and other task requirements</li> <li>• identify any manual handling requirements of the work function and specifically any manual handling risks</li> <li>• report manual handling risks using appropriate hazard and incident reporting procedures</li> <li>• identify manual handling risks, including: <ul style="list-style-type: none"> <li>➢ risks to self and others</li> <li>➢ any existing arrangements to control risks</li> </ul> </li> <li>• identify scope of responsibility to eliminate or control level of risk (for hazards outside scope of responsibility, identify and use the appropriate reporting and consultation arrangements to address hazards)</li> </ul>

	<ul style="list-style-type: none"> <li>• participate in consultative processes to evaluate options for removing or controlling manual handling risks, including applying hierarchy of control</li> <li>• select appropriate equipment and techniques to suit manual handling task within workplace procedures</li> <li>• inspect manual handling-related equipment/aids/tools to confirm fitness for use, including identifying and correcting and/or reporting signs of wear and tear</li> <li>• follow procedures to complete manual handling tasks to maintain safety of self and others</li> <li>• use oral communication skills/language competence to fulfill the job role as specified by the organization, including questioning, active listening, asking for clarification and seeking advice from supervisor</li> <li>• work cooperatively within a culturally diverse workforce</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: Basic Agro-food Processing Level I	
Unit Title	Operate a Personal Computer
Unit Code	<a href="#">IND BFP1 07 0613</a>
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.

Elements	Performance Criteria
1. Start computer, system information and features	<p>1.1 Workspace, furniture and equipment are adjusted to suit user <b>ergonomic requirements</b>.</p> <p>1.2 <b>Work organization</b> that meets organizational and <b>Occupational Health and Safety (OHS) requirements</b> is ensured for computer operation.</p> <p>1.3 Computer is started or logged on according to user procedures.</p> <p>1.4 Basic functions and features are identified using system information.</p> <p>1.5 Desktop configuration is customized, if necessary, with assistance from appropriate persons.</p> <p>1.6 Help functions are used as required.</p>
2. Navigate and manipulate desktop environment	<p>2.1 Features are opened, closed and accessed by selecting correct <b>desktop icons</b>.</p> <p>2.2 Desktop windows are opened, resized and closed by using correct window functions and roles.</p> <p>2.3 Shortcuts are created from the desktop, if necessary, with assistance from appropriate persons.</p>
3. Organize files using basic directory and folder structures	<p>3.1 Folders/subfolders are created with suitable names.</p> <p>3.2 Files are saved with suitable names in appropriate folders.</p> <p>3.3 Folders/subfolders and files are renamed and moved as required.</p> <p>3.4 Folder/subfolder and <b>file attributes</b> are identified.</p> <p>3.5 Folders/subfolders and files are moved using cut and paste, and drag and drop techniques.</p> <p>3.6 Folders/subfolders and files are saved to <b>appropriate media</b> where necessary.</p> <p>3.7 Folders/subfolders and files are searched using appropriate software tools.</p> <p>3.8 Deleted folder/subfolders and files are restored as necessary.</p>

4. Print information	<p>4.1 Information is printed from installed printer.</p> <p>4.2 Progress of print jobs is viewed and deleted as required.</p> <p>4.3 Default printer is changed if installed and required.</p>
5. Shut down computer	<p>5.1 All open applications are closed.</p> <p>5.2 Computer is shut-down according to user procedures.</p>

Variable	Range
Ergonomic requirements	<p>may include but not limited to:</p> <ul style="list-style-type: none"> <li>• avoiding radiation from computer screens</li> <li>• chair height, seat and back adjustment</li> <li>• document holder</li> <li>• footrest</li> <li>• keyboard and mouse position</li> <li>• lighting</li> <li>• noise minimization</li> <li>• posture</li> <li>• screen position</li> <li>• workstation height and layout</li> </ul>
Work organization	<p>may include but not limited to:</p> <ul style="list-style-type: none"> <li>• exercise breaks</li> <li>• mix of repetitive and other activities</li> <li>• rest periods</li> <li>• Visual Display Unit (VDU) eye testing</li> </ul>
Occupational health and safety requirements	<p>may include but not limited to:</p> <ul style="list-style-type: none"> <li>• OHS guidelines related to the use of the screen equipment, computing equipment and peripherals, ergonomic work stations, security procedures, customization requirements</li> <li>• statutory requirements</li> </ul>
Desktop icons	<p>may include but not limited to:</p> <ul style="list-style-type: none"> <li>• directories/folders</li> <li>• files</li> <li>• network devices</li> <li>• recycle bin and waste basket</li> </ul>
File attributes	<p>may include but not limited to:</p> <ul style="list-style-type: none"> <li>• dates</li> <li>• size</li> </ul>
Appropriate media	<p>may include but not limited to:</p> <ul style="list-style-type: none"> <li>• CDs</li> <li>• diskettes</li> <li>• local hard drive</li> <li>• other locations on a network</li> <li>• USB/ Flash/Thumb drives</li> <li>• zip disks</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>• navigation and manipulation of the desktop environment within the range of assigned workplace tasks</li> <li>• knowledge of organizational requirements for simple documents and filing conventions</li> <li>• application of simple keyboard functions to produce documents with a degree of speed and accuracy relevant to the level of responsibility required</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>➤ OHS</li> <li>➤ basic ergonomics of computer use</li> <li>➤ main types and parts of computers, and basic features of different operating systems</li> <li>➤ suitable file naming conventions</li> </ul> </li> </ul>
Underpinning Skills	<p>Demonstrates:</p> <ul style="list-style-type: none"> <li>• literacy skills to identify work requirements, to comprehend basic workplace documents, to interpret basic user manuals and to proofread simple documents</li> <li>• communication skills to identify lines of communication, to request advice, to effectively question, to follow instructions and to receive feedback</li> <li>• problem-solving skills to solve routine problems in the workplace, while under direct supervision</li> <li>• technology skills to use equipment safely while under direction, basic keyboard and mouse skills and procedures relating to logging on and accessing a computer</li> <li>• basic typing techniques and strategies</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: Basic Agro-food Processing Level I	
Unit Title	Prepare Basic Mixes
Unit Code	<a href="#">IND BFP1 08 0212</a>
Unit Descriptor	This unit of competency covers the skills and knowledge required to combine ingredients and additives in the correct quantities and to operate mixing and blending equipment to prepare basic mixes.

Elements	Performance Criteria
1. Prepare for mixing/blending	<p>1.1. <b>Materials</b> are confirmed and available to meet production <b>requirements</b>.</p> <p>1.2. Cleaning requirements and status are identified and confirmed.</p> <p>1.3. Processing/operating parameters for <b>mixing/blending</b> are entered as required to meet production requirements.</p> <p>1.4. Equipment performance is checked and adjusted as required.</p> <p>1.5. Pre-start checks are carried out as required by workplace requirements.</p>
2. Operate and monitor the mixing/blending process	<p>2.1. <b>Ingredients</b> are delivered to the mixer in the required quantities to meet recipe specifications.</p> <p>2.2. The mixing/blending process is started and operated according to workplace <b>procedures</b>.</p> <p>2.3. Equipment is monitored to identify variation in operating conditions.</p> <p>2.4. Variation in <b>equipment operation</b> is identified and maintenance requirements are reported according to workplace reporting requirements.</p> <p>2.5. The mixing process is monitored to confirm that specifications are met.</p> <p>2.6. Out-of-specification product/process outcomes are identified, rectified and/or reported to maintain the process within specification.</p> <p>2.7. The work area is maintained according to housekeeping standards.</p> <p>2.8. Work is conducted in accordance with workplace environmental guidelines.</p>
3. Shut down the mixing/blending process	<p>3.1. The appropriate shutdown procedure is identified.</p> <p>3.2. The process is <b>shut down</b> according to workplace procedures.</p> <p>3.3. Maintenance requirements are identified and reported.</p>

<b>Variable</b>	<b>Range</b>
Materials	may include: <ul style="list-style-type: none"> <li>• bulk and non-bulk ingredients and additives</li> </ul>
Requirements	Are typically reflected in procedures and specifications. Legislation relevant to this industry includes: <ul style="list-style-type: none"> <li>• the Food Standards Code, including labeling, weights and measures legislation</li> <li>• legislation covering food safety, environmental management, OHS, anti-discrimination and equal opportunity</li> </ul>
Mixing/blending equipment	may include: <ul style="list-style-type: none"> <li>• measuring and weighing equipment, such as scales, load cells, dosing equipment, mixers, pumps, and agitators</li> </ul> Common mixer types include: <ul style="list-style-type: none"> <li>• ribbon and vertical screw mixers/conveyors</li> </ul>
Ingredient addition	Ingredient addition is typically manual
Policies and procedures	Work is carried out according to company policies and procedures, regulatory and licensing requirements, legislative requirements, and industrial awards and agreements
Operation of equipment and processes	may require: <ul style="list-style-type: none"> <li>• the use of simple process control panels</li> </ul>
Shutdown procedures	may include: <ul style="list-style-type: none"> <li>• cleaning (in some cases cleaning may be carried out by a dedicated cleaning crew)</li> </ul>
Services	Are appropriate to the process to be operated. Typical examples include: <ul style="list-style-type: none"> <li>• power</li> <li>• compressed and instrumentation air</li> </ul>
Workplace information	may include: <ul style="list-style-type: none"> <li>• Standard Operating Procedures (SOPs)</li> <li>• Specifications</li> <li>• production schedules and instructions</li> <li>• manufacturers' advice</li> <li>• standard forms and reports</li> </ul>

<b>Evidence Guide</b>	
Critical aspects of competence	A candidate must demonstrate the ability to: <ul style="list-style-type: none"> <li>• prepare and apply ingredients according to mixing procedures</li> <li>• conduct pre-start checks on equipment used for mixing</li> <li>• start, operate, monitor and adjust process equipment to achieve required quality outcomes</li> <li>• take corrective action in response to typical faults and inconsistencies</li> <li>• complete workplace records as required</li> <li>• apply safe work practices and identify OHS hazards and controls</li> <li>• safely shut down equipment and apply food safety procedures</li> </ul>

Underpinning Knowledge	<p>Demonstrate Knowledge of:</p> <ul style="list-style-type: none"> <li>• basic operating principles of equipment used, such as main equipment components, status and purpose of guards, emergency stop, isolation and lockout controls,; equipment operating capacities and applications</li> <li>• services required and action to take if services are not available</li> <li>• the flow of the mixing process and the effect of mix preparation on downstream processes</li> <li>• ingredient handling requirements and shelf-life/coding</li> <li>• quality characteristics required of ingredients used</li> <li>• required attributes of the mixed/blended output, such as visual appearance of the mix</li> <li>• the effect of the mixing/blending parameters, such as length of mix time on mixing outcome</li> <li>• contamination/food safety risks associated with the process and related control measures, including product compatibility and cross-contamination risks, and associated cleaning requirements</li> <li>• operating requirements and parameters and corrective action required where operation is outside specified operating parameters, such as reporting to appropriate personnel</li> <li>• procedures and responsibility for reporting production and performance information</li> <li>• Occupational Health and Safety (OHS) hazards and controls</li> <li>• shutdown and cleaning procedures, including isolation, lock out and tag out procedures and responsibilities</li> <li>• environmental issues and controls, including waste/rework collection and handling procedures related to the process</li> <li>• cleaning and sanitation procedures where relevant</li> </ul>
Underpinning Skills	<p>Demonstrate ability to:</p> <ul style="list-style-type: none"> <li>• access workplace information to identify mixing/blending requirements</li> <li>• select, fit and use personal protective clothing and/or equipment</li> <li>• confirm supply of necessary materials and services</li> <li>• conduct pre-start checks, such as inspecting equipment condition to identify any signs of wear, selecting appropriate settings and/or related parameters, cancelling isolation or lockouts as required, and confirming that equipment is clean, correctly configured for processing requirements and that all safety guards are in place and operational</li> <li>• add/load materials in correct quantities and sequence (this typically involves manual addition)</li> <li>• start and monitor the batching/mixing process to achieve required outcomes, including monitoring control points and conducting inspections as required to confirm process remains within specification</li> </ul>

	<ul style="list-style-type: none"> <li>• monitor supply and flow of ingredients to and from the batching/mixing process, such as visually inspecting quality of ingredients</li> <li>• pace mixing/blending to meet production requirements</li> <li>• take corrective action in response to out-of-specification results</li> <li>• respond to and/or report equipment failure within level of responsibility</li> <li>• locate emergency stop functions on equipment</li> <li>• follow procedures to shut down and clean equipment within level of responsibility</li> <li>• complete workplace records as required</li> <li>• maintain work area to meet housekeeping standards</li> <li>• use simple process control screens according to enterprise procedures</li> <li>• use oral communication skills/language competence to fulfill the job role as specified by the organization, including questioning, active listening, asking for clarification and seeking advice from supervisor</li> <li>• work cooperatively within a culturally diverse workforce</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: Basic Agro-food Processing Level I	
Unit Title	Operate Basic Equipment
Unit Code	<a href="#">IND BFP1 09 0613</a>
Unit Descriptor	This unit of competency covers the skills and knowledge required to use equipment requiring limited application of equipment and process knowledge and limited equipment adjustment.

Elements	Performance Criteria
1. Follow workplace procedures to operate equipment	<p>1.1. Checks are conducted to confirm equipment is ready and safe to operate.</p> <p>1.2. Operating procedures are followed to start and operate equipment to achieve required outcome.</p>
2. Monitor and complete equipment operation	<p>2.1. Equipment is monitored to identify variation in operating conditions.</p> <p>2.2. Variation in <b>equipment operation</b> is identified and maintenance requirements are reported according to workplace reporting requirements.</p> <p>2.3. Equipment is shut down according to workplace <b>procedures</b>.</p> <p>2.4. The work area is maintained according to housekeeping standards</p> <p>2.5. Work is conducted in accordance with workplace environmental guidelines</p>

Variables	Range
Operation of equipment	<p>may require:</p> <ul style="list-style-type: none"> <li>the use of simple operating panels</li> </ul>
Procedures	<p>may include:</p> <ul style="list-style-type: none"> <li>cleaning (in some cases cleaning may be carried out by a dedicated cleaning crew)</li> </ul> <p>Work is carried out according to company policies and procedures, regulatory and licensing requirements, legislative requirements, and industrial awards and agreements. When applied to the pharmaceutical industry, relevant Good Manufacturing Practice (GMP) codes apply and reference to food safety is replaced by GMP</p>
Workplace information	<p>may include:</p> <ul style="list-style-type: none"> <li>Standard Operating Procedures (SOPs)</li> <li>specification</li> <li>production schedules</li> <li>labels and codes</li> <li>safety signs and symbols</li> <li>Materials Safety Data Sheets (MSDS)</li> <li>standard forms</li> <li>verbal messages and requests or instructions</li> </ul>



<b>Evidence Guide</b>	
Critical aspects of competence	<p>Evidence of ability to:</p> <ul style="list-style-type: none"> <li>• check equipment readiness for use</li> <li>• operate and monitor equipment to achieve required quality outcomes</li> <li>• take action in response to typical faults and inconsistencies</li> <li>• apply safe work practices</li> <li>• safely shut down equipment</li> <li>• apply food safety procedures.</li> </ul>
Underpinning Knowledge	<p>Demonstrate Knowledge of:</p> <ul style="list-style-type: none"> <li>• basic operating principles of equipment used, such as main equipment components, status and purpose of guards, emergency stop, isolation and lockout controls, equipment operating capacities and applications</li> <li>• services required and action to take if services are not available</li> <li>• quality requirements of materials/consumables used and the effect of variation on outputs</li> <li>• operating requirements and parameters and corrective action required where operation is outside specified operating parameters</li> <li>• typical equipment faults and related causes, including signs and symptoms of faulty equipment and early warning signs of potential problems</li> <li>• contamination/food safety risks associated with equipment operation and related control measures</li> <li>• common causes of variation and corrective action required</li> <li>• Occupational Health and Safety (OHS) hazards and controls</li> <li>• shutdown and cleaning procedures, including isolation, lock out and tag out procedures and responsibilities</li> <li>• environmental issues and controls relevant to equipment operation, including waste collection and handling procedures related to the process</li> <li>• basic operating principles of process control, where relevant, including the relationship between control panels and systems and the physical equipment</li> <li>• recording procedures and responsibilities where relevant</li> </ul>
Underpinning Skills	<p>Demonstrate skills to:</p> <ul style="list-style-type: none"> <li>• access workplace information on equipment operating requirements and procedures</li> <li>• select, fit and use personal protective clothing and/or equipment</li> <li>• conduct pre-start checks, such as inspecting equipment condition to identify any signs of wear, selecting appropriate settings and/or related parameters, cancelling isolation or lockouts as required, and confirming that equipment is clean and that all safety guards are in place and operational</li> <li>• start and operate equipment according to procedure</li> <li>• monitor the output of equipment operation against requirements</li> </ul>

	<ul style="list-style-type: none"> <li>• take corrective action in response to out-of-specification results</li> <li>• shut down and clean equipment as required</li> <li>• respond to and/or report equipment failure within level of responsibility</li> <li>• locate emergency stop functions on equipment</li> <li>• maintain work area to meet housekeeping standards</li> <li>• use basic process control screens and panels according to enterprise procedures</li> <li>• complete workplace records according to enterprise procedures</li> <li>• use oral communication skills/language competence to fulfill the job role as specified by the organization, including questioning, active listening, asking for clarification and seeking advice from supervisor</li> <li>• work cooperatively within a culturally diverse workforce</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: Basic Agro-food Processing work Level	
Unit Title	Undertake Minor Maintenance
Unit Code	<a href="#">IND BFP1 10 0613</a>
Unit Descriptor	This unit applies to operators who are involved in providing basic maintenance and the resolving of routine problems to procedures. It does not cover activities normally requiring traditional trade training.

Elements	Performance Criteria
1. Identify maintenance requirements.	<p>1.1 Equipment variations/irregularities are identified using observed data and plant records.</p> <p>1.2 The urgency/priority of the situation is assessed.</p> <p>1.3 Appropriate corrective action is identified.</p> <p>1.4 Correct <b>tools and equipment</b> are identified.</p> <p>1.5 The impact of the <b>maintenance activity</b> is assessed and communicated to appropriate personnel.</p> <p>1.6 <b>Hazards</b> and risk controls are identified.</p> <p>1.7 works permit requirements are identified.</p>
2. Prepare for maintenance activity.	<p>2.1 Ensure equipment is turned off and isolated as required.</p> <p>2.2 The area of obstructions and hazardous materials is cleared.</p> <p>2.3 Appropriate tools, parts, materials and <b>procedures</b> are obtained.</p> <p>2.4 The appropriate work permits are obtained and adhered to the requirements.</p> <p>2.5 The impending maintenance activity is communicated to the appropriate personnel.</p>
3. Perform maintenance activity.	<p>3.1 All relevant information is accessed.</p> <p>3.2 Maintenance activity is undertaken according to procedures.</p> <p>3.3 Tools and maintenance techniques are used correctly.</p> <p>3.4 Equipment is restored to normal working condition.</p> <p>3.5 The work area is leaved in a clean and safe condition.</p> <p>3.6 Ensure permits are signed off as appropriate.</p>
4. Test equipment.	<p>4.1 Equipment is tested according to procedures.</p> <p>4.2 Equipment is returned to service.</p> <p>4.3 Equipment that meets normal operating requirements is ensured.</p>

5 Record maintenance activity.	<p>5.1 Maintenance logs/plant history <b>data and records</b> are completed.</p> <p>5.2 Maintenance activity is reported to relevant personnel.</p> <p>5.3 Outstanding maintenance requirements are identified and reported to relevant personnel.</p>
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Variable	Range
Tools and equipment	This competency includes use of equipment and tools such as: <ul style="list-style-type: none"> <li>• hand tools</li> <li>• specialized tools</li> <li>• measuring and aligning equipment</li> </ul>
Maintenance activities	such as the following: <ul style="list-style-type: none"> <li>• operational maintenance (e.g. connection-disconnection of hoses, greasing, lubrication and lubricant systems, adjusting sealing glands, cleaning and changing filters, 'nipping up' flanges)</li> <li>• general cleaning</li> <li>• removal and replacement (e.g. gland packing, changing blades or cutters, replacing gaskets, replacing /maintaining seals, changing filter elements, servicing strainers).</li> </ul>
Hazards	May include: <ul style="list-style-type: none"> <li>• rotating and moving machinery</li> <li>• process materials, solids, liquids and gases under pressure or flowing</li> <li>• hot surfaces or materials</li> <li>• temporary connections or by-passes</li> <li>• electrical, hydraulic or pneumatic energy sources</li> <li>• out of specification operation.</li> </ul>
Procedures	May include: <ul style="list-style-type: none"> <li>• All operations are performed in accordance with procedures.</li> <li>• Procedures mean all relevant workplace procedures, work instructions, temporary instructions, standard operating procedures, plant description manuals, manufacturer instructions, specifications, service manuals, machine circuit diagrams for hydraulic/pneumatic and electrical/electronic circuits and relevant industry and government codes and standards.</li> </ul>
Data and Records	may include: <ul style="list-style-type: none"> <li>• plant data</li> <li>• log sheets</li> <li>• operational and performance reports</li> <li>• physical aspects such as noise, smell, feel and pressure condition monitoring information</li> <li>• planned maintenance schedules</li> <li>• procedures</li> <li>• manufacturer specifications, instructions, service manuals and other information</li> </ul>

Problems	Respond to/rectify 'non-routine problems' means 'apply known solutions to a variety of predictable problems'. Typical process and product problems may include: <ul style="list-style-type: none"> <li>• out-of-specification product or variations</li> <li>• response of equipment to materials variations</li> <li>• equipment in need of maintenance</li> </ul>
Variables	to be monitored include: <ul style="list-style-type: none"> <li>• equipment performance (e.g. speed, output, variations)</li> <li>• equipment component performance</li> <li>• sequences and timing of operation</li> <li>• materials changes (desired and not desired)</li> </ul>

<b>Evidence Guide</b>	
Critical Aspects of Competence	Demonstrates skills and knowledge to/that: <ul style="list-style-type: none"> <li>• understand the procedures and know the importance of critical operational systems</li> <li>• recognize potential situations requiring action and then implement appropriate action</li> <li>• early warning signs of equipment in need of attention/with potential problems are recognized</li> <li>• appropriate equipment tests are undertaken and analyzed appropriately</li> <li>• proposals for equipment repair are based upon the most appropriate and cost effective method to return equipment to full performance in a timely manner</li> <li>• maintenance activities are completed safely and to procedures</li> </ul>
Underpinning Knowledge and Attitudes	Demonstrates knowledge of: <ul style="list-style-type: none"> <li>• equipment operation and maintenance practices sufficient to recognize fault and no-fault conditions in standard and non-standard situations and then determine appropriate action which is consistent with operational guidelines is required.</li> <li>• organization procedures and relevant regulatory requirements along with the ability to implement them within appropriate time constraints and work standards.</li> <li>• managing risks using the hierarchy of controls applied to the process.</li> <li>• Application of approved hazard control, safety procedures, use of PPE in relation to handling materials, equipment operation and clean up.</li> <li>• as a basis for solving maintenance problems, including: <ul style="list-style-type: none"> <li>➤ principles of operation of the equipment to be maintained</li> <li>➤ function and troubleshooting of major internal components and their problems</li> <li>➤ appropriate testing procedures and use of equipment for a range of equipment faults</li> <li>➤ typical causes of equipment failures and the service conditions which may increase maintenance</li> </ul> </li> </ul>

	<ul style="list-style-type: none"> <li>➤ types and nature of maintenance (preventative, predictive, corrective) uses, benefits and limitations</li> <li>➤ urgency and timeliness factors in maintenance</li> <li>➤ maintenance planning/scheduling/records systems</li> <li>➤ identification of tools, materials and spare parts</li> <li>➤ basic techniques for using and handling tools</li> <li>➤ physical measurement, alignment and clearance principles</li> </ul>
Underpinning Skills	<p>Demonstrates skills to:</p> <ul style="list-style-type: none"> <li>• plan own work, including predicting consequences and identifying improvements</li> <li>• identify factors which may affect product quality or production output and appropriate remedies</li> <li>• identify when the operator is able to rectify faults and when assistance is required</li> <li>• ability to read and interpret typical equipment specifications schematics and diagrams</li> <li>• Writing skills required to the level of completing workplace forms and production reports.</li> <li>• numeracy skills to interpret plant data and maintenance schedules</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: Basic Agro-food Processing Level I	
Unit Title	Use Tools and Equipment
Unit Code	<a href="#">IND BFP1 11 0613</a>
Unit Descriptor	<p>Applications may include hand and power tools and equipment used for adjusting, dismantling, assembling and finishing of items or components, and the finishing, cutting, scraping of metallic and non-metallic material to size and shape. This includes simple tapping and threading and routine maintenance of hand and power tools.</p> <p>In a typical situation the operator may be using, for example, a packaged chilled water refrigeration unit to supply chilled water to the plant. The operator uses simple controls and responds to fault alarms built into the equipment. Even though the equipment may be very sophisticated, use high speed compressors and computerized monitoring and control equipment, the operator interface is relatively simple.</p>

Elements	Performance Criteria
1. Follow workplace procedures.	1.1 What is required for the job is found out. 1.2 Appropriate <b>procedures</b> are identified and followed. 1.3 All reporting are completed as required. 1.4 <b>Hazards</b> and anything unusual are recognized and reported.
2. Use hand tools	2.1. <b>Hand tools</b> are selected appropriate to the task requirements. 2.2. Hand tools are used to produce desired outcomes to <b>job specifications</b> which may include finish, tension, size or shape. 2.3. All safety requirements are adhered to before, during and after use. 2.4. Unsafe or faulty tools are identified and marked for repair according to designated procedures before, during and after use. 2.5. <b>Routine maintenance</b> of tools, including hand sharpening is undertaken according to standard operational procedures, principles and techniques. 2.6. Hand tools are stored safely in appropriate location according to standard operational procedures and manufacturers' recommendations.
3. Use power tools	3.1. <b>Power tools</b> are selected appropriate to the task requirements. 3.2. Power tools are used for a determined sequence of operations - which may include <b>clamping</b> , alignment and adjustment to produce desired outcomes - to job specifications which may include finish, size or shape.

	<p>3.3. All safety requirements are adhered to before, during and after use.</p> <p>3.4. Unsafe or faulty tools are identified and marked for repair before, during and after use according to designated procedures.</p> <p>3.5. <b>Operational maintenance</b> of tools, including hand sharpening, is undertaken according to standard workplace procedures, principles and techniques.</p> <p>3.6. Power tools are stored safely in appropriate location according to standard workshop procedures and manufacturers' recommendations.</p>
4. Monitor and use the equipment/ process.	<p>4.1 The equipment is turned on and off as required by the <b>packaged plant</b> procedure.</p> <p>4.2 Equipment is monitored throughout the job using measurements, readings and senses as appropriate.</p> <p>4.3 Deviations of <b>variables</b> are recognized from standard/desired conditions.</p> <p>4.4 Appropriate <b>corrective action</b> is taken.</p>

Variable	Range
Procedures	<p>May include but not limited to:</p> <ul style="list-style-type: none"> <li>All operations are performed in accordance with procedures.</li> <li>All relevant workplace procedures, work instructions, temporary instructions and relevant industry and government codes and standards.</li> </ul>
Hazards	<p>May include but not limited to:</p> <ul style="list-style-type: none"> <li>rotating components</li> <li>drive chains or belts</li> <li>hot or cold equipment parts</li> <li>dust, vibration, noise or fumes</li> <li>oil spills and fuel leaks.</li> </ul>
Hand tools	<p>May include but not limited to:</p> <ul style="list-style-type: none"> <li>Hacksaws, hammers, punches, screwdrivers, sockets, wrenches, scrapers, chisels, gouges, knives, stitchers, Allen keys, wood planes and files of all cross-sectional shapes and types</li> </ul>
Job specifications	<ul style="list-style-type: none"> <li>Finish, tension, size or shape etc.</li> </ul>
Routine maintenance	<p>May include but not limited to:</p> <ul style="list-style-type: none"> <li>Cleaning, lubricating, tightening, simple tool repairs, hand sharpening and adjustments using engineering principles, tools, equipment and procedures</li> </ul>
Power tools	<p>May include but not limited to:</p> <ul style="list-style-type: none"> <li>Electric or pneumatic/hydraulic drills, grinders, jigsaws, nibblers, cutting saws, sanders, planers, routers, pedestal drills and pedestal grinders.</li> </ul>



Clamping	May include but not limited to: <ul style="list-style-type: none"> <li>• Multigrips, vices, jigs and fixtures, clamps etc.</li> </ul>
Operational maintenance	May include but not limited to: <ul style="list-style-type: none"> <li>• Hand sharpening, cleaning, lubricating, tightening</li> <li>• Simple tool repairs and adjustments using engineering principles, tools, equipment and procedures to statutory and regulatory requirements</li> </ul>
Packaged plant	Packaged plant includes: <ul style="list-style-type: none"> <li>• all items of equipment which come in a 'ready to use' form, and are often skid mounted, portable or designed for use by untrained and inexperienced people.</li> </ul>
Variables	May include but not limited to: <ul style="list-style-type: none"> <li>• equipment production outputs</li> <li>• equipment operating conditions</li> <li>• Operating temperatures and pressures.</li> </ul>
Corrective action	May include but not limited to: <ul style="list-style-type: none"> <li>• Taking appropriate corrective action and reporting to the appropriate people or such other specific actions which have been previously defined for specific occurrences.</li> </ul>

<b>Evidence Guide</b>	
Critical aspects of Competence	Assessment requires evidence that the candidate of: <ul style="list-style-type: none"> <li>• Competently and consistently perform all elements of the unit as specified by the criteria, including required knowledge, and be capable of applying the competency in new and different situations and contexts.</li> <li>• standard procedures are followed</li> <li>• deviations from desired conditions are recognized</li> <li>• action specified in the standard procedures is carried out</li> <li>• work is carried out safely</li> <li>• use the tools/equipment for the specified purpose</li> <li>• operate the equipment within the prescribed operating limits</li> <li>• identify when the tools/equipment is not operating as prescribed</li> <li>• correctly monitor the equipment's operation</li> <li>• report tools/equipment malfunctions or problems according to procedures</li> </ul>
Underpinning Knowledge and Attitudes	Demonstrates knowledge of: <ul style="list-style-type: none"> <li>• applications of different tools and equipment in a general engineering context</li> <li>• clamping/securing methods</li> <li>• adjustments/alignments to a range of power tools and equipment</li> <li>• common faults and/or defects in tools and equipment</li> <li>• procedures for marking unsafe or faulty tools for repair</li> <li>• routine maintenance requirements for a range of hand ,power tools and equipment</li> </ul>

	<ul style="list-style-type: none"> <li>• storage location and procedures for a range of hand/power tools</li> <li>• hazards and control measures associated with using hand ,power tools and equipment</li> <li>• use and application of personal protective equipment</li> <li>• safe work practices and procedures</li> <li>• the equipment and procedures but sufficient to recognize abnormal operating conditions and alert the appropriate individuals</li> <li>• organization procedures and relevant regulatory requirements along with the ability to implement them within appropriate time constraints and work standards</li> </ul>
Underpinning Skills	<p>Demonstrates skills of:</p> <ul style="list-style-type: none"> <li>• reading and following information on standard operating procedures</li> <li>• following verbal instructions</li> <li>• selecting hand/power tools appropriate to the task</li> <li>• describe appropriate safety procedures concerning the operation of the equipment, procedures relating to the reporting of hazardous conditions, and appropriate shutdown procedures</li> <li>• Recognize a situation requiring action and take the action specified in the procedures, and report the situation as specified in the procedures.</li> <li>• Requirements other than those required to start and stop the equipment and recognize common problems (e.g. reading gauges).</li> <li>• using hand/power tools safely</li> <li>• identifying hand/power tool defects and marking for repair</li> <li>• maintaining/sharpening hand tools using appropriate techniques</li> <li>• sharpening tools/tool bits within the scope of this unit</li> <li>• storing hand /power tools in accordance with manufacturers'/standard operating procedures</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: Basic Agro-food Processing Level I	
Unit Title	Take and Record Basic Measurement
Unit Code	<a href="#">IND BFP1 12 0613</a>
Unit Descriptor	This unit of competency covers the skills and knowledge required to use basic measuring equipment and devices, read and record results.

Elements	Performance Criteria
1. Identify measurement requirements	1.1. Purpose of measuring is identified. 1.2. Measuring requirements, including frequency and accuracy range, are identified. 1.3. <b>Basic measuring equipment</b> is available and fit for purpose.
2. Take measurements	2.1. Measurements are performed to requirements and according to workplace <b>procedures</b> . 2.2. Measurement results are checked for accuracy. 2.3. Non-standard or out-of-range results are identified and reported to appropriate personnel. 2.4. Results of measurements are recorded in the required format.

Variable	Range
Basic measuring equipment	Basic measuring equipment includes but is not limited to: <ul style="list-style-type: none"> <li>• Scales and gauges/meters</li> </ul> Examples of typical measuring devices include: <ul style="list-style-type: none"> <li>• refractometers (hand-held)</li> <li>• temperature probes/thermometers and pH probes/meters</li> </ul>
Policies and procedures	Work is carried out in accordance with company policies and procedures, regulatory and licensing requirements, legislative requirements, site licenses and industrial awards and agreements
Workplace information	Workplace information may include: <ul style="list-style-type: none"> <li>• Standard Operating Procedures (SOPs) and forms</li> <li>• Specifications and production schedules</li> <li>• written or verbal instructions</li> </ul>

Evidence Guide	
Critical aspects of competence	must demonstrate the ability to: <ul style="list-style-type: none"> <li>• identify purpose of measuring</li> <li>• use a variety of basic measuring equipment</li> <li>• identify and report inconsistencies</li> <li>• record measurement as required</li> <li>• apply safe work practices and identify OHS hazards and controls</li> <li>• apply food safety procedures.</li> </ul>
Underpinning Knowledge	Demonstrate Knowledge of: <ul style="list-style-type: none"> <li>• purpose of measuring as applied to work responsibilities, and related measuring equipment and units of measurement, including the required accuracy of the measurement and the capability/accuracy level of equipment used</li> </ul>

	<ul style="list-style-type: none"> <li>• measuring equipment/device preparation requirements and purpose, including calibration requirements and responsibilities for maintaining accurate measuring equipment/devices (at this level, responsibility may involve confirming calibration by following defined check methods)</li> <li>• Occupational Health and Safety (OHS) hazards associated with using the measuring equipment/device and related safe operating procedures</li> <li>• typical/required range for measurement results</li> <li>• common factors and conditions that could affect the measurement result</li> <li>• procedures to follow where measurements are out of range, such as involves repeating the measurement one or more times</li> <li>• consequences of measurements that are out of range</li> <li>• responsibilities to report measurement information</li> </ul>
Underpinning Skills	<p>Demonstrate skills to:</p> <ul style="list-style-type: none"> <li>• access workplace information on measurement requirements and procedures relating to own work, including information about the types of measurements to be carried out, the equipment/devices to be used, frequency of measurement and related recording requirements</li> <li>• locate measuring equipment/device and confirm that it is suitable for use (this will vary depending on the nature of the equipment/device), such as tarring scales, and confirming calibration of devices (e.g. pH meters)</li> <li>• locate materials/items to be measured</li> <li>• follow procedures to conduct measurements</li> <li>• determine and interpret measurement results, including checking measurement accuracy, and where results are out of the required range, reporting to appropriate personnel and following instructions on corrective action</li> <li>• record results as required in the appropriate format, such as completing log sheets</li> <li>• use oral communication skills/language competence to fulfill the job role as specified by the organization, including questioning, active listening, asking for clarification and seeking advice from supervisor</li> <li>• work cooperatively within a culturally diverse workforce</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: Basic Agro-food Processing Level I	
Unit Title	Perform Stock Control Procedures
Unit Code	<a href="#">IND BFP1 13 0613</a>
Unit Descriptor	<p>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.</p> <p>This unit requires the consistent application of store policy and relevant legislation, including safe working practices in the handling and moving of stock, to ensure efficient stock control in a retail environment. Team members are required to receive and process incoming goods, dispatch outgoing goods, rotate stock and maintain stock levels, assist with stocktaking, and report problems or discrepancies in stock to relevant personnel.</p>

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 is checked and validated against purchase orders and delivery documentation according to store policy and relevant legislative requirements.</p> <p>1.5 Items received are inspected for damage, quality, use-by dates, breakage or discrepancies and recorded according to store policy.</p> <p>1.6 Stock levels are recorded and <b>stock systems</b> stored 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 waste and markdowns are reformed.</p> <p>2.3 Merchandise is placed to achieve a balanced, fully-stocked display appearance and promote sales.</p>

	<p>2.4 Excess stock is placed in storage or disposed of according to store policy and legislative requirements.</p> <p>2.5 Safe lifting, shifting and carrying techniques are maintained according to store OHS policy and legislative requirements.</p>
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Variable	Range
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>• OHS</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 and protective clothing</li> </ul>
Legislative requirements	<p>may include:</p> <ul style="list-style-type: none"> <li>• OHS</li> <li>• hazardous substances and dangerous goods</li> <li>• labeling 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>

Evidence Guide	
Critical Aspects of Competence	<p>Demonstrates skills and knowledge to:</p> <ul style="list-style-type: none"> <li>• consistently apply store policy and procedures, industry codes of practice, relevant legislation and statutory requirements in regard to stock control</li> <li>• consistently apply safe working practices in the manual handling and moving of stock according to OHS legislation and store policy</li> <li>• interpret and apply manufacturer instructions with regard to handling stock and using relevant equipment</li> <li>• receive and process incoming goods and dispatches outgoing goods according to store policy and procedures</li> <li>• rotate stock and performs out-of-code checking and reporting according to store policy and procedures</li> <li>• interpret and process information accurately and responsibly</li> </ul>

Underpinning Knowledge and Attitudes	<p>Demonstrates 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 labeling policy</li> <li>➤ product quality standards</li> <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> </ul> </li> <li>• reporting faults and problems</li> <li>• relevant legislation and statutory requirements</li> <li>• relevant industry codes of practice</li> <li>• relevant OHS regulations</li> </ul>
Underpinning Skills	<p>Demonstrates skills to:</p> <ul style="list-style-type: none"> <li>• The following skills must be assessed as part of this unit:</li> <li>• following set routines and procedures</li> <li>• using electronic labeling and ticketing equipment</li> <li>• literacy and numeracy skills in regard to: <ul style="list-style-type: none"> <li>➤ stock records and delivery documentation</li> </ul> </li> <li>• reporting problems</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: Basic Agro-food Processing Level I	
<b>Unit Title</b>	<b>Pack or Unpack Product Manually</b>
<b>Unit Code</b>	<a href="#">IND BFP1 14 0613</a>
<b>Unit Descriptor</b>	This unit of competency covers the skills and knowledge required to pack or unpack product manually. Packing may be into or from primary or secondary (inner or outer) packaging.

Elements	Performance Criteria
1. Prepare to pack or unpack product	1.1. <b>Packaging</b> requirements are identified 1.2. Packaging consumables are checked against product type
2. Manually pack or unpack product	2.1. Product is packed or unpacked to meet customer and order specifications 2.2. Unacceptable packaging consumables, product and/or packed products are identified, removed and corrected or reported 2.3. The work area is maintained according to housekeeping standards 2.4. Work is conducted in accordance with workplace environmental guidelines

Variable	Range
Packing	maybe into or from primary or secondary (inner or outer) packaging and can include but is not limited to: <ul style="list-style-type: none"> <li>• boxes</li> <li>• tubs</li> <li>• liners</li> <li>• trays and foils</li> </ul>
Policies and procedures	Work is carried out according to company policies and procedures, regulatory and licensing requirements, legislative requirements, and industrial awards and agreements
Workplace information	may include: <ul style="list-style-type: none"> <li>• Standard Operating Procedures (SOPs)</li> <li>• specifications</li> <li>• production schedules</li> <li>• labels and codes</li> <li>• safety signs and symbols</li> <li>• Materials Safety Data Sheets (MSDS)</li> <li>• standard forms</li> <li>• verbal messages and requests or instructions</li> </ul>

Evidence Guide	
Critical aspects of competence	A candidate must demonstrate the ability to: <ul style="list-style-type: none"> <li>• ensure product and required packing materials are ready and prepared for packing or unpacking</li> </ul>



	<ul style="list-style-type: none"> <li>• pack or unpack to required standards</li> <li>• take corrective action in response to typical faults and inconsistencies</li> <li>• apply safe work practices and identify OHS hazards and controls</li> <li>• apply food safety procedures</li> </ul>
Underpinning Knowledge	<p>Demonstrate Knowledge of:</p> <ul style="list-style-type: none"> <li>• purpose and function of packaging</li> <li>• quality requirements of packaging components and consumables, the packing process, and the effect of outputs on both the further stages of packaging and storage, and on the final consumer</li> <li>• packaging components and consumables used for each product type</li> <li>• packaging, unpacking and/or wrapping and/or placement procedures for each product type</li> <li>• consequences of incorrect procedures or configuration</li> <li>• specifications for packing/packaging product and related equipment, components and consumables as required, including identifying any special packing/packaging requirements of particular customers</li> <li>• storage and handling requirements of product</li> <li>• contamination/food safety risks associated with manual packing and related control measures</li> <li>• common causes of variation in both product presented for packing and packing components and consumables and corrective action required</li> <li>• OHS hazards and controls, including appropriate materials handling techniques related to the role</li> <li>• environmental issues and controls relevant to packing, including waste/rework collection and handling procedures related to the process</li> <li>• basic operating principles of equipment used, where relevant, such as main equipment components, status and purpose of guards, emergency stop, isolation and lockout controls, equipment operating capacities and applications</li> <li>• services required and action to take if services are not available</li> <li>• pallet identification and management system where relevant</li> <li>• recording procedures and responsibilities where relevant</li> </ul>
Underpinning Skills	<p>Demonstrate skills to:</p> <ul style="list-style-type: none"> <li>• access workplace information on product and packaging requirements and procedures</li> <li>• select, fit and use personal protective clothing and/or equipment</li> <li>• confirm supply of packaging components and consumables appropriate for product type, which may require confirming stock numbers and codes</li> </ul>

	<ul style="list-style-type: none"> <li>• confirm that product is in correct condition, which may require confirming product and date codes and product characteristics, such as weight and appearance</li> <li>• pace work to meet production requirements</li> <li>• pack or unpack product to meet specifications, including checking positioning of product within packaging, inspecting appearance and confirming that the packaged product meets customer and quality requirements</li> <li>• correct and/or report product and/or packaging that is out-of-specification within level of responsibility</li> <li>• maintain work area to meet housekeeping standards</li> <li>• operate basic packaging equipment related to manual packing function, such as materials handling/conveyor equipment, shrink wrappers, and banding and strapping equipment according to enterprise procedures</li> <li>• stack or place product as required, including following stacking configurations according to enterprise procedures</li> <li>• clean and sanitizes equipment and surfaces according to enterprise procedures</li> <li>• complete workplace records as required according to enterprise procedures</li> <li>• use oral communication skills/language competence to fulfill the job role as specified by the organization, including questioning, active listening, asking for clarification and seeking advice from supervisor</li> <li>• work cooperatively within a culturally diverse workforce</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: Basic Agro-food Processing Level I	
Unit Title	Finish Products
Unit Code	<a href="#">IND BFP1 15 0613</a>
Unit Descriptor	This unit of competency covers the skills and knowledge required to assemble products and prepare and apply sweet fillings, icing and toppings, simple decoration and related presentation techniques used to finish products. This unit has application in environment within the food processing industry. It typically targets the worker responsible for finishing and preparing products using a range of finishing tools and equipment.

Elements	Performance Criteria
1. Prepare to finish products	<p>1.1 <b>Workplace information</b> requirements and procedures are accessed and strictly followed.</p> <p>1.2 Ingredients are confirmed and available to meet finishing requirements.</p> <p>1.3 <b>Finishing equipment</b> is checked to confirm readiness for use.</p> <p>1.4 <b>Finishing materials</b> are prepared to meet product finishing requirements.</p> <p>1.5 Environmental responsibilities of staff in food processing are identified in accordance to <b>legislative requirements</b>.</p>
2. Assemble and finish products	<p>2.1. Finishing materials are applied to meet presentation requirements.</p> <p>2.2. Finished product meets presentation requirements.</p> <p>2.3. Unacceptable product is identified, rectified or reported.</p> <p>2.4. Products are assembled to meet customer and quality requirements.</p> <p>2.5. Housekeeping standards are maintained in the workplace.</p> <p>2.6. Work is conducted in accordance with workplace environmental guidelines.</p>

Variable	Range
Policies and procedures	Work is carried out according to company policies and procedures, regulatory and licensing requirements, legislative requirements, and industrial awards and agreements
Legislative requirements	<p>includes:</p> <ul style="list-style-type: none"> <li>the Food Standards Code, including labelling, weights and measures legislation</li> <li>legislation covering food safety, environmental management, occupational health and safety, anti-discrimination and equal opportunity</li> </ul>

Workplace information	<p>can include:</p> <ul style="list-style-type: none"> <li>• verbal or written operating procedures</li> <li>• specifications</li> <li>• production schedules</li> <li>• batch/recipe instructions</li> </ul>
Finishing materials	<p>may include but are not limited to:</p> <ul style="list-style-type: none"> <li>• fresh, mock or butter cream</li> <li>• icing sugar</li> <li>• glazes and similar fillings and coverings</li> </ul>
Finishing techniques	<p>may include:</p> <ul style="list-style-type: none"> <li>• application of icings</li> <li>• simple piping</li> <li>• placement and covering and preparation of cakes ready for final decoration</li> <li>• filling, rolling and slicing product</li> <li>• assembling multi-layered products</li> <li>• prepare a cake ready for icing</li> <li>• spreading materials evenly and consistently</li> <li>• selecting correct piping bag nozzle and controlling piping</li> <li>• cutting product into even size slices</li> </ul>
Equipment	<p>may include:</p> <ul style="list-style-type: none"> <li>• piping bags and nozzles</li> <li>• mixing bowls</li> <li>• application utensils, such as spatulas</li> </ul>
Simple decorating	is completed to a given specification and does not include design

<b>Evidence Guide</b>	
Critical Aspects of Competence	<p>Demonstrates skills and knowledge in:</p> <ul style="list-style-type: none"> <li>• apply basic principles of assembling products and preparing and applying fillings and decorative finishes</li> <li>• recognize of ingredients and storage requirements</li> <li>• perform required characteristics of prepared finishing materials</li> <li>• identify acceptable standards for equipment/utensils used, including cleaning requirements and signs of wear or unacceptable damage (where measuring equipment is used, it may also include procedures, such as taring of scales)</li> <li>• Explain the effect of variables, such as temperature of the product on the application of finishing</li> <li>• perform application and decoration techniques, such as simple piping and placement</li> <li>• demonstrate product presentation and storage requirements, such as refrigeration, freezing and shelf-life</li> <li>• describe causes of unacceptable finishes and corrective action required</li> <li>• Occupational Health and Safety (OHS) hazards and controls</li> </ul>

Underpinning Knowledge and Attitudes	<p>Must demonstrate knowledge of:</p> <ul style="list-style-type: none"> <li>• basic principles of assembling products and preparing and applying fillings and decorative finishes</li> <li>• recognition of ingredients and storage requirements</li> <li>• required characteristics of prepared finishing materials</li> <li>• acceptable standards for equipment/utensils used, including cleaning requirements and signs of wear or unacceptable damage (where measuring equipment is used, it may also include procedures, such as taring of scales)</li> <li>• the effect of variables, such as temperature of the product on the application of finishing</li> <li>• application and decoration techniques, such as simple piping and placement</li> <li>• product presentation and storage requirements, such as refrigeration, freezing and shelf-life</li> <li>• causes of unacceptable finishes and corrective action required</li> <li>• Occupational Health and Safety (OHS) hazards and controls</li> </ul>
Underpinning Skills	<p>Must demonstrate ability to:</p> <ul style="list-style-type: none"> <li>• access workplace information to identify finishing requirements</li> <li>• confirm condition, type, quality and quantity of ingredients and prepared finishing materials</li> <li>• confirm that required fillings, toppings and finishing materials are available</li> <li>• confirm that equipment required is available, clean and fit for use</li> <li>• mix or prepare finishing materials as required, such as weighing or measuring ingredients to recipe specifications</li> <li>• assemble product and apply fillings and finishing materials (assembly requirements depend on product) using appropriate finishing techniques</li> <li>• take corrective action to ensure that finished product meets quality standards</li> <li>• clean equipment and utensils to meet hygiene standards</li> <li>• complete workplace records as required</li> <li>• maintain work area to meet housekeeping standards</li> <li>• use oral communication skills/language competence to fulfill the job role as specified by the organization, including questioning, active listening, asking for clarification and seeking advice from supervisor</li> <li>• work cooperatively within a culturally diverse workforce</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: Basic Agro-food Processing Level I	
Unit Title	Sell Products and Services
Unit Code	<a href="#">IND BFP1 16 0613</a>
Unit Descriptor	This unit describes the performance outcomes, skills and knowledge required to sell products and services in a retail environment. It involves the use of sales techniques and encompasses the key selling skills from approaching the customer to closing the sale. It requires a basic level of product knowledge.

Elements	Performance Criteria
1. Apply product knowledge.	<p>1.1 Knowledge of the use and application of relevant products and services is demonstrated according to <b>store policy</b> and <b>legislative requirements</b>.</p> <p>1.2 <b>Product knowledge</b> is developed by accessing <b>relevant sources of information</b>.</p>
2. Approach customer	<p>2.1 Timing of <b>customer</b> approach is determined and applied.</p> <p>2.2 Effective <b>sales</b> approach is identified and applied.</p> <p>2.3 A positive impression is conveyed to arouse customer interest.</p> <p>2.4 Knowledge of customer buying behavior is demonstrated.</p>
3. Gather information.	<p>3.1 Questioning techniques are applied to determine customer buying motives.</p> <p>3.2 Listening skills are used to determine customer requirements.</p> <p>3.3 Non-verbal communication cues are interpreted and clarified.</p> <p>3.4 Customers are identified by name where possible.</p> <p>3.5 customers are directed to specific merchandise.</p>
4. Sell benefits.	<p>4.1 Customers' needs are matched to appropriate products and services.</p> <p>4.2 Knowledge of products features and benefits is communicated clearly to customers.</p> <p>4.3 Product use and safety requirements are described to customers.</p> <p>4.4 Customers are referred to appropriate product specialist as required.</p> <p>4.5 <b>Routine customer questions</b> about merchandise are answered accurately and honestly or referred to senior sales staff.</p>
5. Overcome objections.	<p>5.1 Customer objections are identified and accepted.</p> <p>5.2 Objections are categorized into price, time and merchandise characteristics.</p> <p>5.3 Solutions are offered according to store policy.</p> <p>5.4 <b>Problem solving</b> is applied to overcome customer objections.</p>

6. Close sale.	<p>6.1 Customers' buying signals are monitored, identified and responded appropriately.</p> <p>6.2 Customers are encouraged to make purchase decisions.</p> <p>6.3 Appropriate method of closing sale is selected and applied.</p>
7. Maximize sales opportunities	<p>7.1 Opportunities are recognized and applied for making additional sales.</p> <p>7.2 Customers are advised of complementary products or services according to customer's identified need.</p> <p>7.3 Personal sales outcomes are reviewed to maximize future sales.</p>

Variable	Range
Store policy and procedures in	<p>regard to:</p> <ul style="list-style-type: none"> <li>• interaction with customers</li> <li>• selling products and services</li> </ul>
Legislative requirements	<p>may include:</p> <ul style="list-style-type: none"> <li>• Trade Practices</li> <li>• tobacco laws</li> <li>• liquor laws</li> <li>• lottery legislation</li> <li>• industry codes of practice</li> <li>• OHS</li> <li>• sale of second-hand goods</li> <li>• sale of X and R rated products</li> <li>• trading hours</li> <li>• transport, storage and handling of goods</li> </ul>
Product knowledge	<p>may include:</p> <ul style="list-style-type: none"> <li>• warranties</li> <li>• features and benefits</li> <li>• use-by dates</li> <li>• handling and storage requirements</li> <li>• stock availability</li> <li>• safety features</li> <li>• price</li> </ul>
Relevant sources of information	<p>may include:</p> <ul style="list-style-type: none"> <li>• internet</li> <li>• staff members</li> <li>• store or supplier product manuals</li> <li>• product profiles</li> <li>• videos</li> <li>• demonstrations</li> <li>• labels</li> <li>• store tours</li> </ul>
Customers	<p>may include:</p> <ul style="list-style-type: none"> <li>• new or repeat contacts</li> <li>• external and internal contacts</li> </ul>

	<ul style="list-style-type: none"> <li>• customers with routine or special requests</li> <li>• people from a range of social, cultural and ethnic backgrounds and with varying physical and mental abilities</li> </ul>
Sales transactions	<p>may be completed:</p> <ul style="list-style-type: none"> <li>• face to face</li> <li>• over the telephone</li> <li>• online</li> </ul>
Routine customer questions	<p>may relate to:</p> <ul style="list-style-type: none"> <li>• price and price reductions</li> <li>• quality</li> <li>• availability</li> <li>• features and benefits</li> </ul>
Problem solving	<p>may be affected by:</p> <ul style="list-style-type: none"> <li>• store policies and procedures</li> <li>• resource implications</li> </ul>

<b>Evidence Guide</b>	
Critical Aspects of Competence	<p>Demonstrates skills and knowledge to:</p> <ul style="list-style-type: none"> <li>• apply product knowledge and uses appropriate sales approach to sell the benefits of products and services, overcome objections and close sales</li> <li>• use questioning, listening and observation skills to determine customer requirements</li> <li>• consistently apply store policies and procedures in regard to selling products and services</li> <li>• maximize sales opportunities according to store policies and procedures</li> <li>• consistently apply industry codes of practice, relevant legislation and statutory requirements in regard to selling products and services</li> <li>• evaluate personal sales performance to maximize future sales</li> </ul>
Underpinning Knowledge and Attitudes	<p>Demonstrates knowledge of:</p> <ul style="list-style-type: none"> <li>• store policies and procedures, in regard to: <ul style="list-style-type: none"> <li>➤ selling products and services</li> <li>➤ allocated duties and responsibilities</li> </ul> </li> <li>• store merchandise and service range</li> <li>• specific product knowledge for area or section</li> <li>• relevant legislation and statutory requirements</li> </ul>
Underpinning Skills	<p>Demonstrates skills of:</p> <ul style="list-style-type: none"> <li>• selling techniques, including: <ul style="list-style-type: none"> <li>➤ opening techniques</li> <li>➤ recognizing buying signals</li> <li>➤ strategies to focus customer on specific merchandise</li> <li>➤ add-ons and complementary sales</li> <li>➤ overcoming customer objections</li> <li>➤ closing techniques</li> </ul> </li> <li>• verbal and non-verbal communication skills</li> <li>• handling difficult customers</li> </ul>



	<ul style="list-style-type: none"> <li>• negotiation skills</li> <li>• sales performance appreciation</li> <li>• questioning, listening and observation</li> <li>• literacy skills in regard to: <ul style="list-style-type: none"> <li>➤ reading and understanding product information</li> <li>➤ reading and understanding store policies and procedures</li> <li>➤ recording information</li> </ul> </li> <li>• numeracy skills in regard to: <ul style="list-style-type: none"> <li>➤ handling payment for goods</li> <li>➤ weighing and measuring goods</li> </ul> </li> <li>• relevant industry codes of practice</li> <li>• customer types and needs, including: <ul style="list-style-type: none"> <li>➤ customer buying motives</li> <li>➤ customer behavior and cues</li> <li>➤ individual and cultural differences</li> <li>➤ demographics, lifestyle and income</li> <li>➤ types of customer needs, e.g. functional, psychological</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: Basic Agro-food Processing Level I	
Unit Title	Apply Quality Standards
Unit Code	<a href="#">IND BFP1 17 0613</a>
Unit Descriptor	This unit covers the knowledge, attitudes and skills required in applying quality standards in the operational activities.

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

Variable	Range
Quality check	<p>May include but not limited to:</p> <ul style="list-style-type: none"> <li>• Visual inspection</li> </ul>

	<ul style="list-style-type: none"> <li>• Physical measurements</li> <li>• Check against specifications/preferences</li> </ul>
Quality standards	<p>May include but not limited to:</p> <ul style="list-style-type: none"> <li>• materials</li> <li>• service</li> <li>• output</li> <li>• processes/procedures</li> </ul>
Quality parameters	<p>May include but not limited to:</p> <ul style="list-style-type: none"> <li>• style/design/specifications</li> <li>• durability</li> <li>• service variations</li> <li>• materials</li> <li>• damage and imperfections</li> </ul>

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

Occupational Standard: Basic Agro-food Processing Level I	
Unit Title	Work with Others
Unit Code	<a href="#">IND BFP1 18 0613</a>
Unit Descriptor	This unit covers the knowledge, skills, and attitudes required to develop workplace relationship and contribute in workplace activities.

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

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

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

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

Occupational Standard: Basic Agro-food Processing Level I	
Unit Title	Receive and Respond to Workplace Communication
Unit Code	<a href="#">IND BFP1 19 0613</a>
Unit Descriptor	This unit covers the knowledge, skills and attitudes required to receive, respond and act on verbal and written communication.

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

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

Evidence Guide	
Critical Aspects of Competence	Demonstrates skills and knowledge in: <ul style="list-style-type: none"> <li>• Demonstrated knowledge of organizational procedures for handling verbal and written communications</li> <li>• Received and acted on verbal messages and instructions</li> <li>• Demonstrated competence in recording instructions/information</li> </ul>

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

Occupational Standard: Basic Agro-food Processing Level I	
Unit Title	Demonstrate Work Values
Unit Code	<a href="#">IND BFP1 20 0613</a>
Unit Descriptor	This unit covers the knowledge, skills and attitude required in demonstrating proper work values.

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

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



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

<b>Evidence Guide</b>	
Critical Aspects of Competence	<p>Demonstrates skills and knowledge to:</p> <ul style="list-style-type: none"> <li>• Define one's unique sense of purpose for working</li> <li>• Clarify and affirm work values/ethics/concepts consistently in the workplace</li> </ul>

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

Occupational Standard: Basic Agro-food Processing Level I	
Unit Title	Develop Understanding of Entrepreneurship
Unit Code	<a href="#">IND BFP1 21 0613</a>
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.

Elements	Performance Criteria
1. Describe and explain the principles, concept and scope of entrepreneurship	<p>1.1 The principles, concept and terminology of entrepreneurship are analyzed and discussed.</p> <p>1.2 The different / various forms of enterprises in the community are identified and their roles understood.</p> <p>1.3 The identified enterprises are categorized and <b>classified</b>.</p> <p>1.4 The terms and elements involved in the concept of enterprising, both on a personal level and in the context of being enterprising in business are identified and interpreted.</p> <p>1.5 Functions of entrepreneurship in business and how the entrepreneurs improved business and economic environment are explained.</p>
2. Discuss how to become entrepreneur	<p>2.1 Self-employment as an alternative option for an individual economic independence and personal growth is discussed and analyzed.</p> <p>2.2 Advantages and disadvantages of self-employment are discussed and explained.</p> <p>2.3 Entrepreneurial characteristics and traits are identified and discussed.</p> <p>2.4 Self-potential is assessed to determine if qualified to become future entrepreneur.</p> <p>2.5 Major competences of successful entrepreneurship are identified and explained.</p>
3. Discuss how to organize an enterprise	<p>3.1 The importance and role of business entrepreneurship in the society are discussed and correlated to the operations of the economy.</p> <p>3.2 Facts about small and medium enterprises are discussed, clarified and understood.</p> <p>3.3 Key success factor in setting up small and medium business are identified and explained.</p> <p>3.4 Business opportunities are identified and assessed.</p> <p>3.5 Business ideas are generated using appropriate tools, techniques and steps.</p>

	<p>3.6 Procedures for identifying suitable market for business are discussed and understood.</p> <p>3.7 <b>Major factors</b> to consider in selecting a location for a business are identified and discussed.</p> <p>3.8 Basic types of business ownership are identified and explained.</p> <p>3.9 Amount of money needed to start an enterprise estimated and distinction between pre operations and initial operation payments clarified.</p> <p>3.10 Advantages and disadvantages of using various sources of capital to start an enterprise are identified.</p>
<p>4. Discuss how to operate an enterprise</p>	<p>4.1 Disadvantages and advantages of <b>three alternatives</b> means of becoming an entrepreneur are identified and understood.</p> <p>4.2 Process of hiring and managing people is discussed and explained.</p> <p>4.3 The importance and techniques of managing time are discussed and understood.</p> <p>4.4 The techniques and procedures of managing sales are discussed and explained.</p> <p>4.5 Factors to consider in selecting suppliers and the steps to follow when doing business with them are identified and discussed.</p> <p>4.6 Awareness of how new technologies can affect small and medium business are developed.</p> <p>4.7 Characteristics of appropriate technology for use in small and medium business are identified and explained</p> <p>4.8 Different types of cost that occur in a business and how to manage them are discussed and understood.</p> <p>4.9 Factors and procedures in knowing the cost of the enterprise are discussed and understood.</p> <p>4.10 Importance of financial record keeping and preparing simple financial statement are explained and understood.</p> <p>4.11 The application of self-management skills and negotiation skills are discussed in operating a business.</p> <p>4.12 Risk assessment and management of business enterprise are performed.</p>
<p>5. Develop one's own business plan</p>	<p>5.1 Process of preparing/ writing a business plan is discussed and applied.</p> <p>5.2 Standard structure and format are applied in preparing business plan.</p>

	<p>5.3 Findings of the business plan are interpreted, assessed and analyzed.</p> <p>5.4 Feasibility of the business idea is made clear and understandable.</p> <p>5.5 Problems that may arise or encounter when starting a business are identified and understand.</p> <p>5.6 Techniques and procedures in obtaining and sourcing information are discussed and understood .</p>
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<b>Variables</b>	<b>Range</b>
Classification	May include but not limited to: <ul style="list-style-type: none"> <li>• Private vs. public</li> <li>• Profit vs. non-profit</li> <li>• Formal vs. Non-formal</li> <li>• Individual vs. Community</li> <li>• Local vs. Foreign</li> <li>• Business vs. Social</li> <li>• Small vs. Large</li> <li>• Manufacturing vs. Service</li> <li>• Consumer vs. Industrial</li> </ul>
Major factors	May include but not limited to: <ul style="list-style-type: none"> <li>• Economics (local economy)</li> <li>• Population and Competition</li> </ul>
Three alternatives	May include but not limited to: <ul style="list-style-type: none"> <li>• Buying an existing business</li> <li>• Starting a new business</li> <li>• Operating a franchising business</li> </ul>

<b>Evidence Guide</b>	
Critical Aspects of Competence	Demonstrates skills and knowledge to: <ul style="list-style-type: none"> <li>• explain principles and concept of entrepreneurship</li> <li>• discuss how to become entrepreneur</li> <li>• discuss how to organize an enterprise</li> <li>• discuss how to operate an enterprise</li> <li>• develop business plan</li> </ul>
Underpinning Knowledge and Attitudes	Demonstrate knowledge of: <ul style="list-style-type: none"> <li>• Entrepreneurship principles, concepts and terminologies</li> <li>• Entrepreneurial competence</li> <li>• Entrepreneurial motivation</li> <li>• Risk assessment and evaluation</li> <li>• Principles and process of negotiations</li> <li>• Self-management and self-employment</li> <li>• Managing sales, people and time</li> <li>• Factors in setting up small and medium business</li> <li>• Small and Medium Enterprise</li> <li>• Business plan development</li> <li>• Discussion techniques and procedures</li> </ul>

Underpinning Skills	Demonstrate skills in: <ul style="list-style-type: none"> <li>• Planning and Leading</li> <li>• Presentation skills</li> <li>• Using technology</li> <li>• Managing money</li> <li>• Preparing simple financial statement</li> <li>• Selecting suppliers</li> </ul>
Resource Implications	Access is required to real or appropriately simulated situations, including work areas, materials and equipment, and to information on workplace practices and OHS practices.
Methods of Assessment	Competence may be assessed through: <ul style="list-style-type: none"> <li>• Interview / Written Test</li> <li>• Observation / Demonstration with Oral Questioning</li> </ul>
Context of Assessment	Competence may be assessed in the work place or in a simulated work place setting.

Occupational Standard: Basic Agro-food Processing Level I	
Unit Title	Apply 3S
Unit Code	<a href="#">IND BFP1 22 0613</a>
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.

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

	<p>3.7 <b>Necessary items</b> are recorded and quantified using appropriate format.</p> <p>3.8 Performance results are reported using appropriate formats.</p> <p>3.9 Necessary items are regularly checked in the workplace.</p>
4. Set all items in order.	<p>4.1 Plan is prepared to implement set in order activities.</p> <p>4.2 General cleaning activities are performed.</p> <p>4.3 Location/layout, storage and indication methods for items are decided.</p> <p>4.4 Necessary <b>tools and equipment</b> are prepared and used for setting in order activities.</p> <p>4.5 Items are placed in their assigned locations.</p> <p>4.6 After use, the items are immediately returned to their assigned locations.</p> <p>4.7 Performance results are reported using appropriate formats.</p> <p>4.8 Each item is regularly checked in its assigned location and order.</p>
5. Perform shine activities.	<p>5.1 Plan is prepared to implement shine activities.</p> <p>5.2 Necessary tools and equipment are prepared and used for shinning activities.</p> <p>5.3 <b>Shine activity</b> is implemented using appropriate procedures.</p> <p>5.4 Performance results are reported using appropriate formats.</p> <p>5.5 Regular shinning activities are conducted.</p>

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



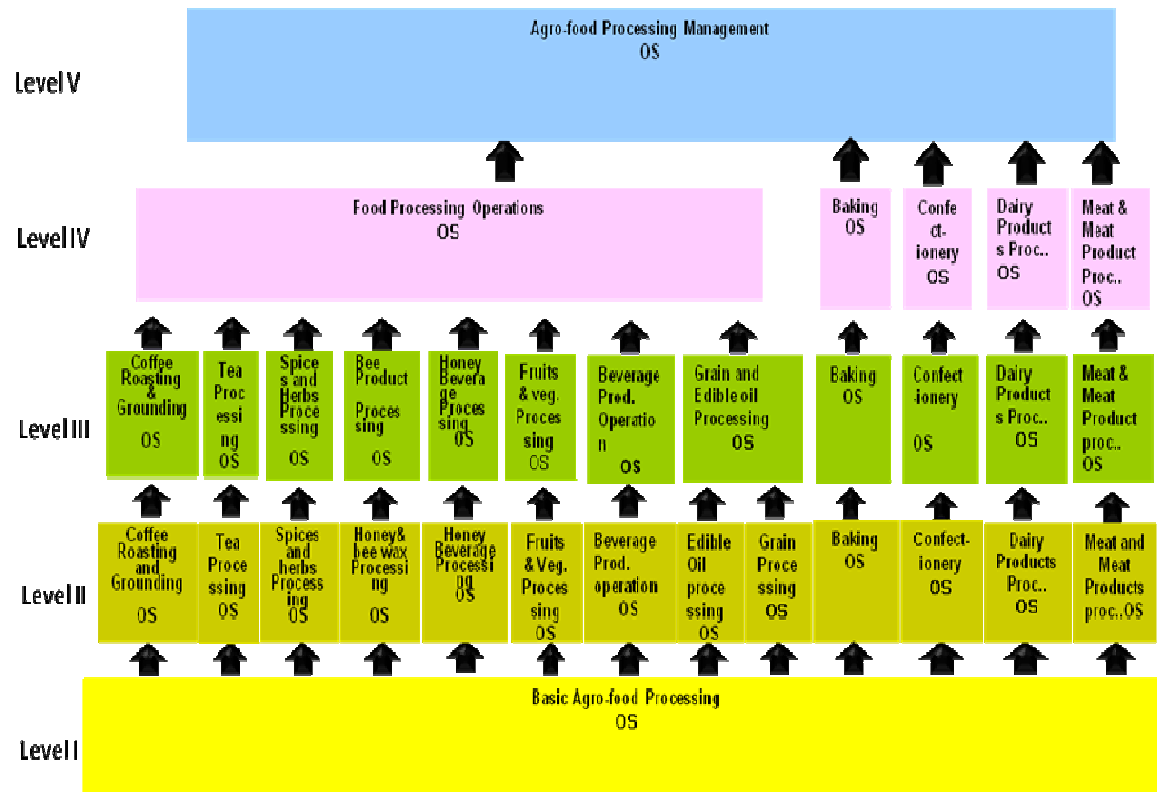
	<ul style="list-style-type: none"> <li>• Personal protective equipment is to include that prescribed under legislation/regulations/codes of practice and workplace policies and practices.</li> <li>• Safe operating procedures are to include, but are not limited to the conduct of operational risk assessment and treatments associated with workplace organization.</li> <li>• Emergency procedures related to this unit are to include but may not be limited to emergency shutdown and stopping of equipment, extinguishing fires, enterprise first aid requirements and site evacuation.</li> </ul>
Safety equipment and tools	<p>may include but not limited to:</p> <ul style="list-style-type: none"> <li>• dust masks / goggles</li> <li>• glove</li> <li>• working cloth</li> <li>• first aid</li> <li>• safety shoes</li> </ul>
Items	<p>may include but not limited to:</p> <ul style="list-style-type: none"> <li>• tools</li> <li>• jigs/fixtures</li> <li>• materials/components</li> <li>• machine and equipment</li> <li>• manuals</li> <li>• documents</li> <li>• personal items (e.g. bags, lunch boxes and posters)</li> <li>• safety equipment and personal protective equipment</li> <li>• other items which happen to be in the work area</li> </ul>
The appropriate procedures	<p>may include but not limited to:</p> <ul style="list-style-type: none"> <li>• steps for implementing 3S (sort, set in order and shine) activities.</li> <li>• written, verbal and computer based or in some other format.</li> </ul>
Unnecessary items	<p>are not needed for current production or administrative operation and include but not limited to:</p> <ul style="list-style-type: none"> <li>• defective or excess quantities of small parts and inventory</li> <li>• outdated or broken jigs and dies</li> <li>• worn-out bits</li> <li>• outdated or broken tools and inspection gear</li> <li>• old rags and other cleaning supplies</li> <li>• electrical equipment with broken cords</li> <li>• outdated posters, signs, notices and memos</li> </ul> <p>some locations where unneeded items tend to accumulate may include but not limited to:</p> <ul style="list-style-type: none"> <li>• in rooms or areas not designated for any particular purpose</li> <li>• in corners next to entrances or exists</li> <li>• along interior and exterior walls</li> <li>• next to partitions and behind pillars</li> <li>• under the eaves of warehouses</li> <li>• under desks and shelves and in desk and cabinet drawers</li> </ul>

	<ul style="list-style-type: none"> <li>• near the bottom of tall stacks of items</li> <li>• on unused management and production schedule boards</li> <li>• in tools boxes that are not clearly sorted</li> </ul>
Appropriate format	<p>may include but not limited to:</p> <ul style="list-style-type: none"> <li>• all items.</li> <li>• necessary items.</li> <li>• unnecessary items.</li> </ul>
Red tag	<p>may include but not limited to:</p> <p>A format prepared with a red color paper or card which is filled and attached temporarily on the unnecessary items until decision is made. The red tag catch people's attention because red is a color that stands out. So to fill and attach red tag on items, asks the following three questions:</p> <ul style="list-style-type: none"> <li>• Is this item needed?</li> <li>• If it is needed, is it needed in this quantity?</li> <li>• If it is needed, does it need to be located here?</li> </ul>
Necessary items	Are required in the workplace for current production or administrative operation in the amount needed.
Tools and equipment	<p>May include but not limited to:</p> <ul style="list-style-type: none"> <li>• paint</li> <li>• hook</li> <li>• sticker</li> <li>• signboard</li> <li>• nails</li> <li>• shelves</li> <li>• chip wood</li> <li>• sponge</li> <li>• broom</li> <li>• pencil</li> <li>• shadow board/ tools board</li> </ul>
Shine activity	<p>May include but not limited to:</p> <ul style="list-style-type: none"> <li>• Inspection</li> <li>• Cleaning</li> <li>• Minor maintenance may include: <ul style="list-style-type: none"> <li>➢ Tightening bolts</li> <li>➢ Lubrication</li> <li>➢ Replacing missing parts</li> </ul> </li> </ul>

<b>Evidence Guide</b>			
Critical Aspects of Competence	<p>Demonstrates skills and knowledge to:</p> <ul style="list-style-type: none"> <li>• Discuss how to organize KPT.</li> <li>• Describe the pillars of 5S.</li> <li>• Implement 3S in own workplace by following appropriate procedures.</li> </ul>		
Underpinning Knowledge and Attitudes	<p>Demonstrates knowledge of:</p> <ul style="list-style-type: none"> <li>• Kaizen principle, pillars and concept</li> <li>• Key characteristic of Kaizen</li> </ul>		
Page 73 of 74	Ministry of Education Copyright	Basic Agro-food Processing Ethiopian Occupational Standard	Version 1 July 2013

	<ul style="list-style-type: none"> <li>• Elements of Kaizen</li> <li>• Wastes/MUDA</li> <li>• Basics of KPT</li> <li>• Aims, benefits and principles of KPT</li> <li>• Stages of KPT</li> <li>• Structure and role of the components of Junior KPT</li> <li>• Concept and parts of Kaizen board</li> <li>• Concept and benefits of 5S</li> <li>• The pillars of 5S</li> <li>• Three stages of 5S application</li> <li>• Benefits and procedure of sorting activities</li> <li>• The concept and application of Red Tag strategy</li> <li>• OHS procedures</li> <li>• Benefits and procedure of set in order activities</li> <li>• Set in order methods/techniques</li> <li>• Benefits and procedure of shine activities</li> <li>• Inspection methods</li> <li>• Planning and reporting methods &amp; Method of Communication</li> </ul>
Underpinning Skills	<p>Demonstrates skills of:</p> <ul style="list-style-type: none"> <li>• Participating actively in KPT</li> <li>• technical drawing</li> <li>• communication skills</li> <li>• planning and reporting own tasks in implementation of 3S</li> <li>• following procedures to implement 3S in own workplace</li> <li>• using sorting formats to identify necessary and unnecessary items</li> <li>• improving workplace layout following work procedures</li> <li>• preparing labels, slogans, etc.</li> <li>• reading and interpreting documents</li> <li>• observing situations</li> <li>• gathering evidence by using different means</li> <li>• recording activities and results using prescribed formats</li> <li>• working with others</li> <li>• solving problems by applying 3S</li> <li>• preparing and using Kaizen board</li> <li>• preparing and using tools and equipment to implement 3S</li> </ul>
Resources Implication	Access is required to real or appropriately simulated situations, including work areas, materials and equipment, and to information on workplace practices and OHS practices.
Methods of Assessment	<p>Competence may be assessed through:</p> <ul style="list-style-type: none"> <li>• Interview / Written Test</li> <li>• Observation / Demonstration with Oral Questioning</li> </ul>
Context of Assessment	Competence may be assessed in the work place or in a simulated work place setting.

**Sector: Industry**  
**Sub-sector: Agro-food Processing**



## Acknowledgement

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This occupational standard was developed on the date of June 25, 2013 at Debre Zeyit Ethiopian Management Institute.

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### COMMENT TEMPLATE

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