



Federal Democratic Republic of Ethiopia

OCCUPATIONAL STANDARD

ANIMAL FEED PROCESSING

SUPERVISION

NTQF Level IV



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

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

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

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

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

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UNIT OF COMPETENCE CHART

Occupational Standard: Animal Feed Processing Supervision

Occupational Code: **IND AFM**

NTQF Level IV

IND AFM4 01 0613 Minimise Environmental Impact of Process	IND AFM4 02 0613 Interpret Product Costs in Terms of Customer Requirements	IND AFM4 03 0613 Monitor Process Capability
IND AFM4 04 0613 Identify and Evaluate Marketing Opportunities	IND AFM4 05 0613 Supervise and Maintain a Food Safety Plan	IND AFM4 06 0613 Manage a Work Area within Budget
IND AFM4 07 0613 Schedule and Manage Production	IND AFM4 08 0613 Plan and Coordinate Maintenance	IND AFM4 09 0613 Apply the Principles of Nutrition to Food Processing
IND AFM4 10 0613 Implement Operational Plan	IND AFM4 11 0613 Coordinate Implementation of Customer Service Strategies	IND MPP4 12 0613 Plan and Organize Work
IND MPP4 13 0613 Migrate to New Technology	IND MPP4 14 0613 Establish Quality Standards	IND MPP4 15 0613 Develop Individuals and Team
IND MPP4 16 0613 Utilize Specialized Communication Skills	IND MPP4 17 0613 Manage and Maintain Small/Medium Business Operations	IND MPP4 18 0613 Apply Problem Solving Techniques and Tools

Occupational Standard: Animal Feed Processing Supervision Level IV	
Unit Title	Minimise Environmental Impact of Process
Unit Code	IND AFM4 01 0613
Unit Descriptor	<p>This competency covers minimising waste and environmental threats from a plant and/or a process. It covers all resources used and products made by the plant, and are performed by more experienced operators who might be expected to develop and implement improvements to processes within the plant. This unit may be performed individually or as part of a team.</p> <p>This competency also applies to capital projects, as well as improvements brought about by changes in work practices and procedures.</p>

Elements	Performance Criteria
1. Develop resource conservation practices and/or procedures.	<p>1.1. The nature of resources used in the plant/process is identified.</p> <p>1.2. The primary source of these resources is determined.</p> <p>1.3. The impact of the depletion of these resources on the environment and society is described.</p> <p>1.4. Which resource(s) will yield a greater benefit from their conservation is/are determined.</p> <p>1.5. Methods are developed to reduce the consumption of these resources.</p> <p>1.6. Required documentation is completed to implement change.</p>
2. Develop pollution minimisation practices and/or procedures.	<p>2.1. The nature of pollutants produced by the plant/process is identified.</p> <p>2.2. The source(s) of these pollutants is/are determined within the plant/process.</p> <p>2.3. The impact of these pollutants on the Health, safety and environment and society are described.</p> <p>2.4. Which pollutant(s) will yield a greater benefit is/are determined from their reduction.</p> <p>2.5. Methods are developed to reduce the production of this pollutant.</p> <p>2.6. Required documentation is completed to implement change.</p>

<p>3. Develop waste minimisation practices and/or procedures.</p>	<p>3.1 The nature of wastes produced by the plant/process is identified.</p> <p>3.2 The source(s) of these wastes within the plant/process is/are determined.</p> <p>3.3 The impact of these wastes on the environment and society is described.</p> <p>3.4 Waste which will yield a greater benefit is/are determined from their reduction.</p> <p>3.5 Methods are developed to reduce the production of this waste.</p> <p>3.6 Required documentation is completed to implement change.</p>
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Variable	Range
<p>Health, safety and environment (HSE)</p>	<p>All operations to which this unit applies are subject to stringent health, safety and environment requirements, which may be imposed through State or Federal legislation, and these must not be compromised at any time. Where there is an apparent conflict between Performance Criteria and HSE requirements, the HSE requirements take precedence.</p>
<p>Codes of practice/ standards</p>	<p>Where reference is made to industry codes of practice, and/or Ethiopian/international standards, the latest version must be used.</p>
<p>Context</p>	<p>It includes the following indicative functions:</p> <ul style="list-style-type: none"> • examining plant records • examining operating procedures and practices • liaising with a range of internal people • modifying/updating standard operating procedures to 'lock in' any changes. • minimisation of waste • maximisation of product yield from raw materials • reduction in volume of pollutants made • reduction in concentration/intensity of pollutants made • reduction in emissions. • All operations are performed in accordance with standard procedures and policies.

Evidence Guide	
<p>Critical aspects of Competence</p>	<p>Must demonstrate knowledge and skills competence to:</p> <ul style="list-style-type: none"> • recognise and analyse potential situations requiring action and then in implementing appropriate corrective action. <p>The emphasis should be on the ability to stay out of trouble rather than on recovery from a disaster.</p>

Underpinning Knowledge and Attitudes	<p>Demonstrate knowledge of:</p> <ul style="list-style-type: none"> • the control of environmental incident process and the importance of critical parameters enough to minimise waste and environmental threats from a plant and/or a process within an organisation. • nature and severity of potential environmental hazards caused by the plant/process • sensitivity of local environment to these environmental threats • pathways of entry to the environment from the plant • regulatory requirements such as environment protection regulations, OHS, HAZCHEM, duty of care, dangerous goods • external licensing requirements such as EPA, water authorities, local councils • enterprise procedures and practices.
Underpinning Skills	<p>Demonstrate skills to:</p> <ul style="list-style-type: none"> • Develop resource conservation practices and/or procedures. • Develop pollution minimisation practices and/or procedures. • Develop waste minimisation practices and/or procedures.
Resource Implications	<p>Access is required to real or appropriately simulated situations, including work areas, materials and equipment, and to information on workplace practices and OHS practices.</p>
Methods of Assessment	<p>Competence may be assessed through:</p> <ul style="list-style-type: none"> • Interview / Written Test • Observation / Demonstration with Oral Questioning
Context of Assessment	<p>Competence may be assessed in the work place or in a simulated work place setting.</p>

Occupational Standard: Animal Feed Processing Supervision Level IV	
Unit Title	Interpret Product Costs in Terms of Customer Requirements
Unit Code	IND AFM4 02 0613
Unit Descriptor	This unit of competency covers the skills and knowledge required by an individual to be able to identify the major cost components of either products or processes, the basic relationship of these to customer benefit, and use this to help minimise waste (defined as anything not delivering value as defined by the customer). It has a different focus to apply cost factors to work practices, which focuses on costs in isolation, whereas this unit regards all costs not directly leading to customer benefit as waste.

Elements	Performance Criteria
1. Identify cost components deriving from customer benefit and other costs	<p>1.1 Customer features/benefits in product or process being undertaken are identified.</p> <p>1.2 Cost components which deliver customer features/benefits and those which do not are identified.</p>
2. Compare required performance of product or process steps with actual performance	<p>2.1 Performance required to meet customer needs in own work and that of team is identified,</p> <p>2.2 Actual performance is identified,</p> <p>2.3 Cost components of products or process are compared with current customer-related targets.</p> <p>2.4 Costs components are separated into those that contribute to customer features/benefits and those that do not.</p> <p>2.5 Non-contributing cost components which are under control of the individual or team are determined.</p>
3. Minimise waste	<p>1.1 Changes are recommended to eliminate or reduce waste.</p> <p>1.2 Changes which minimises waste are adopted.</p> <p>1.3 Effect of changes is monitored to ensure gains are made against customer features/benefits.</p>

Variable	Range
Customer features/benefits	<p>may include:</p> <ul style="list-style-type: none"> characteristics of the product or service which add value to the customer, this value may be assessed in financial or features terms The customer may be: internal or external

Performance	<p>may include:</p> <ul style="list-style-type: none"> • the rate of output of the plant compared to the rate required to meet demand • takt, where takt time is the allowable time to produce one product at the rate and quality customers are demanding it (this is NOT the same as cycle time, which is the normal time to complete an operation on a product – which should be less than or equal to takt time)
Customer-related targets	<p>may include:</p> <ul style="list-style-type: none"> • internally set financial and operational targets that contribute to meeting customer features/benefits
Contributing and non-contributing cost components	<p>may include:</p> <ul style="list-style-type: none"> • costs that make a direct contribution to customer features/benefits. These costs continue to need to be incurred (although they may be minimised) in order to gain the customer feature/benefit • other costs that do not contribute to customer features/benefits. These may be costs that must be maintained, such as regulatory compliance and Occupational Health and Safety (OHS) costs and other costs which are not required and do not contribute to customer features and so should be eliminated if possible (this is also defined in terms of waste – see below)
Waste	<p>may include:</p> <ul style="list-style-type: none"> • any activity which does not contribute to customer or organisation benefit/features in the product • excess production and early production • delays • movement and transport • poor process design • inventory • inefficient performance of a process • making defective items • Waste for this unit may include activities which do not yield any benefit to the organisation or any benefit to the organisations customers
Competitive systems and practices	<p>may include:</p> <ul style="list-style-type: none"> • lean operations • agile operations • preventative and predictive maintenance approaches • monitoring and data gathering systems, such as Systems Control and Data Acquisition (SCADA) software, Enterprise Resource Planning (ERP) systems, Materials Resource Planning (MRP) and proprietary systems • statistical process control systems, including six sigma and three sigma

	<ul style="list-style-type: none"> • Just In Time (JIT), kanban and other pull-related operations control systems • supply, value, and demand chain monitoring and analysis • 5S • continuous improvement (kaizen) • breakthrough improvement (kaizen blitz) • cause/effect diagrams • Overall Equipment Effectiveness (OEE) • TAKT time • process mapping • problem solving • run charts • standard procedures • current reality tree • the stage of implementation of competitive systems and practices • the size of the enterprise • the work organisation, culture, regulatory environment and the industry sector
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Evidence Guide			
Critical aspects of Competence	Must demonstrate knowledge and skills competence to: <ul style="list-style-type: none"> • identify customer benefit from own and team's work • express cost factors (financial and other factors) in specific terms (e.g. cost per item, process and task), and not just in a general manner • identify and express costs factors in simple financial terms • contribute suggestions for improvement to minimise waste and overall costs. 		
Underpinning Knowledge and Attitudes	Demonstrate knowledge of: <ul style="list-style-type: none"> • value as defined by the customer and the relevancy to own and team's work • ability to access company information about: <ul style="list-style-type: none"> ➢ customer features/benefits ➢ cost components of products made ➢ costs concepts, such as expense and income ➢ major cost contributors to product (e.g. energy) • the difference between internally and externally controlled costs • difference between overhead, labour and consumables 		
Underpinning Skills	Demonstrate skills of: <ul style="list-style-type: none"> • identifying customer benefit in own work and that of the individual's team • identifying financial and other performance indicators for own work and of team, including where appropriate, takt time 		
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	<ul style="list-style-type: none"> • communicating with others to clarify cost factors and contribute suggestions for improvement • visualising normal operational procedures in terms of flow • distinguishing between fixed and variable costs • classifying fixed and variable cost components in terms of relevancy to customer benefit, including where applicable: <ul style="list-style-type: none"> ➤ power/energy ➤ materials, plant and equipment ➤ production or process time, including impact on salary and wages ➤ required and unnecessary downtime ➤ office expenses ➤ government taxes and charges
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"> • Interview / Written Test • Observation / Demonstration with Oral Questioning
Context of Assessment	Competence may be assessed in the work place or in a simulated work place setting.

Occupational Standard: Animal Feed Processing Supervision Level IV	
Unit Title	Monitor Process Capability
Unit Code	IND AFM4 03 0613
Unit Descriptor	This unit of competency covers the skills and knowledge required for gathering of data and the interpretation of simple information to determine the compliance of the process and the taking of action as defined by the procedures where the information reveals the process is out of control parameters.

Elements	Performance Criteria
1. Collect and process data	1.1 Specified measurements/readings are taken, as required. 1.2 Data in log, computer or other record is entered. 1.3 Data is manipulated and/or charted as required by procedures .
2. Identify variations that are not random and take action	2.1 Chart and/or reliability information is examined. 2.2 Random variations between those with an identifiable cause are distinguished. 2.3 Action specified is taken in procedures when a variation with an identifiable cause occurs.
3. Assist in process improvement	3.1 Data is collected for process capability improvement trials. 3.2 Recommendations are made for improvement. 3.3 Revised capability monitoring procedures are implemented.

Variable	Range
Procedures	may include: <ul style="list-style-type: none"> • work instructions • standard operating procedures • formulas/recipes • batch sheets • temporary instructions and similar instructions provided for the smooth running of the plant • good operating practice as may be defined by industry codes of practice (e.g. Good Manufacturing Practice (GMP) and responsible care) • government regulations • written, verbal, computer-based or in some other form
Random variation	is the term used in statistical control to refer to those variations for which no cause can be found
Identifiable cause	refers to: <ul style="list-style-type: none"> • those variations for which a cause can be found and so the cause of the variation eliminated

Process capability	means the capability of the process to deliver to customer defined requirements. Process capability includes process stability against standardised practices and documentation to eliminate variation against customer requirements
Competitive systems and practices	<p>may include:</p> <ul style="list-style-type: none"> • lean operations • agile operations • preventative and predictive maintenance approaches • monitoring and data gathering systems, such as Systems Control and Data Acquisition (SCADA) software, Enterprise Resource Planning (ERP) systems, Materials Resource Planning (MRP) and proprietary systems. • statistical process control systems, including six sigma and three sigma • Just in Time (JIT), kanban and other pull-related operations control systems • supply, value, and demand chain monitoring and analysis • 5S • continuous improvement (kaizen) • breakthrough improvement (kaizen blitz) • cause/effect diagrams • Overall Equipment Effectiveness (OEE) • TAKT time • process mapping • problem solving • run charts • standard procedures • current reality tree • the stage of implementation of competitive systems and practices • the size of the enterprise • the work organisation, culture, regulatory environment and the industry sector
Six sigma	<p>may include:</p> <ul style="list-style-type: none"> • is a process improvement methodology based on statistical process control with six sigma limits which equates to 3.4 defects per million opportunities for each product or service transaction • Is also often used as a general term covering a competitive system and practices approach. Six sigma training typically covers several units of competency in this Training Package
Three sigma	<p>may include:</p> <ul style="list-style-type: none"> • statistical process control with three sigma limits which equates to 3 defects per thousand opportunities for each product or service transaction

Evidence Guide	
Critical aspects of Competence	<p>Must demonstrate knowledge and skills competence to:</p> <ul style="list-style-type: none"> • identify the scope of operations, including required performance parameters in their work area • collect, enter and process data, including normal performance and variations • read and interpret data, including identifying variation to set parameters • determine where assignable causes can be allocated to variations and take appropriate action • participate in data collection, when required, for process capability trials • contribute suggestions for improvement
Underpinning Knowledge and Attitudes	<p>Demonstrate knowledge of:</p> <ul style="list-style-type: none"> • data collection methods for operations in work area • data processing techniques required • basic variability and normal distribution • recognition of identifiable causes in accordance with procedures • causes of different types of identifiable causes as defined by procedures • actions to be taken for the different causes
Underpinning Skills	<p>Demonstrate skills of:</p> <ul style="list-style-type: none"> • reading and interpreting electronic and hard copy operating instructions and documents, including where used: <ul style="list-style-type: none"> ➤ work instructions ➤ standard operating procedures ➤ formulas/recipes ➤ production and batch sheets ➤ temporary instructions ➤ other provided operating instructions • monitoring performance data against specifications and control parameters • examining equipment procedures, products and processes for possible causes of variations • identifying when corrective action is required by reference to procedures
Resource Implications	<p>Access is required to real or appropriately simulated situations, including work areas, materials and equipment, and to information on workplace practices and OHS practices.</p>
Methods of Assessment	<p>Competence may be assessed through:</p> <ul style="list-style-type: none"> • Interview / Written Test • Observation / Demonstration with Oral Questioning
Context of Assessment	<p>Competence may be assessed in the work place or in a simulated work place setting.</p>

Occupational Standard: Animal Feed Processing Supervision Level IV	
Unit Title	Identify and Evaluate Marketing Opportunities
Unit Code	IND AFM4 04 0613
Unit Descriptor	This unit describes the performance outcomes, skills and knowledge required to identify, evaluate and take advantage of marketing opportunities by analysing market data, distinguishing the characteristics of possible markets and assessing the viability of changes to operations.

Elements	Performance Criteria
1. Identify marketing opportunities	<p>1.1. Information on market and business needs is analyzed to identify marketing opportunities.</p> <p>1.2. Potential new markets and assess opportunities are researched to enter, shape or influence the market in terms of likely contribution to the business.</p> <p>1.3. Entrepreneurial, innovative approaches and creative ideas are explored for their potential business application, and develop into potential marketing opportunities.</p>
2. Investigate marketing opportunities	<p>2.1. Opportunities are identified and analyzed in terms of their likely fit with organizational goals and capabilities.</p> <p>2.2. Each opportunity is evaluated to determine its impact on current business and customer base.</p> <p>2.3. An assessment of external factors, costs, benefits, risks and opportunities is used to determine the financial viability of each marketing opportunity.</p> <p>2.4. Probable return on investment and potential competitors is determined.</p> <p>2.5. Marketing opportunities are described and ranked in terms of their viability and likely contribution to the business.</p>
3. Evaluate required changes to current operations	<p>3.1. Changes needed to current operations are identified and documented to take advantage of viable marketing opportunities.</p> <p>3.2. Organizational changes are ensured to service an increased or different customer base include provision for continued quality of service to existing customers.</p> <p>3.3. Resource requirements are estimated for changed operations.</p> <p>3.4. Viability of making changes is determined and communicated to current operations to key stakeholders.</p> <p>3.5. Newly identified marketing opportunities and required changes are documented.</p>

Variable	Range
Information on market and business needs	<p>may include:</p> <ul style="list-style-type: none"> • comparative market information • competitors' performance • customer requirements • legal and ethical requirements • market share • market trends and developments • new and emerging markets • profitability • sales figures
Marketing	<p>may include:</p> <ul style="list-style-type: none"> • business-to-business marketing • direct marketing • ideas marketing • marketing of goods • public sector marketing • services marketing • telemarketing
New markets	<p>may include:</p> <ul style="list-style-type: none"> • e-commerce • export markets • segments of the market not currently penetrated
Contribution to the business	<p>may include:</p> <ul style="list-style-type: none"> • effect on sales volume • growth • market share • profitability
Evaluation	<p>may include:</p> <ul style="list-style-type: none"> • investigation of: <ul style="list-style-type: none"> ➢ knockout factors ➢ present value analysis ➢ return on investment ➢ scored criteria ➢ weighted criteria
External factors	<p>may include:</p> <ul style="list-style-type: none"> • codes of practice • policies and guidelines • regulations • relevant legislation
Resource requirements	<p>may include:</p> <ul style="list-style-type: none"> • additional staff • distribution costs • equipment

	<ul style="list-style-type: none"> • production costs • promotional costs • research and development • re-tooling and staff training
Key stakeholders	<p>may include:</p> <ul style="list-style-type: none"> • Board of directors • finance staff • human resources staff • managers • marketing personnel • owners • production staff and supervisors

Evidence Guide	
Critical aspects of Competence	<p>Must demonstrate knowledge and skills competence to:</p> <ul style="list-style-type: none"> • identify and evaluate marketing opportunities to determine whether they will meet organisational objectives • document how current business operations will need to be modified and what resources will be required to take advantage of newly identified and evaluated opportunities.
Underpinning Knowledge and Attitudes	<p>Demonstrate knowledge of:</p> <ul style="list-style-type: none"> • key provisions of relevant legislation from all forms of government, codes of practice and national standards that may affect aspects of business operations such as: <ul style="list-style-type: none"> ➢ anti-discrimination legislation and the principles of equal opportunity, equity and diversity ➢ ethical principles ➢ marketing codes of practice and conduct such as the Ethiopian Direct Marketing Association (ADMA) Direct Marketing Code of Practice; Free TV Australia Commercial Television Industry Code of Practice; and the Ethiopian E-commerce Best Practice Model ➢ privacy laws ➢ Trade Practices Act • organisational marketing plan, structure, products and services • principles of marketing and the marketing mix • statistical methods and techniques to evaluate marketing opportunities, including forecasting techniques.
Underpinning Skills	<p>Demonstrate skills to:</p> <ul style="list-style-type: none"> • culturally appropriate communication skills to relate to people from diverse backgrounds and people with diverse abilities • literacy skills to identify and interpret market information, to write in a range of styles for different audiences and to document outcomes and requirements

	<ul style="list-style-type: none"> • numeracy skills to calculate and evaluate financial information on new marketing options • research and evaluation skills to gain information on and interpret market trends to identify marketing opportunities.
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"> • Interview / Written Test • Observation / Demonstration with Oral Questioning
Context of Assessment	Competence may be assessed in the work place or in a simulated work place setting.

Occupational Standard: Animal Feed Processing Supervision Level IV	
Unit Title	Supervise and Maintain a Food Safety Plan
Unit Code	IND AFM4 05 0613
Unit Descriptor	This unit of competency covers the skills and knowledge required to maintain and implement a hazard analysis critical control point (HACCP)-based food safety plan. It includes the ability to monitor the implementation of a food safety plan, to revise, verify and validate the system, and to respond to audit findings for the system.

Elements	Performance Criteria
1. Review the existing food safety plan	<p>1.1 Data and results from HACCP records are collected to verify the food safety system.</p> <p>1.2 Major and minor non-conformances to the HACCP plan are identified.</p> <p>1.3 Critical control points are monitored to confirm performance.</p> <p>1.4 Problem areas are analysed using appropriate quality improvement tools and techniques.</p> <p>1.5 Corrective actions and strategies are suggested to prevent recurrence of the problem</p> <p>1.6 Required amendments to the HACCP plan are documented.</p> <p>1.7 Recommendations are reported and presented to appropriate personnel.</p>
2. Communicate the requirements of the food safety plan	<p>2.1 Food safety principles, food safety procedures and requirements, including regulatory requirements, are explained to the team.</p> <p>2.2 Commitment to, and responsibility for, food safety are developed through work team communication.</p> <p>2.3 Procedures are defined, documented to support the food safety plan and put in place.</p> <p>2.4 Training and mentoring are provided to the team to assist implementation.</p>
3. Monitor the implementation of the food safety plan	<p>3.1 Team implementation of the food safety plan is monitored.</p> <p>3.2 Personal behaviour, including hygiene, housekeeping and use of clothing and equipment, are monitored and corrected, where necessary.</p> <p>3.3 Records and reports are completed accurately and on schedule.</p> <p>3.4 Prompt action is taken to correct non-conformance according to enterprise and regulatory requirements.</p>

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	<p>3.5 Causes of non-conformance are identified and analysed.</p> <p>3.6 Control measures are implemented to prevent future non-conformance.</p> <p>3.7 Non-conformance is reported according to enterprise requirements.</p>
4. Maintain the food safety plan	<p>4.1 Feedback is sought from all personnel to identify potential hazards, corrective actions and controls.</p> <p>4.2 Processes or conditions which could result in breaches of food safety procedures are identified and preventive or corrective action is taken.</p> <p>4.3 Corrective action and control procedures are updated to improve food safety.</p> <p>4.4 Documentation is completed according to enterprise and regulatory requirements.</p>

Variable	Range
Food safety program	<p>is a written document that specifies ‘...the systematic identification of hazard points, in the production, processing and sale of food and the implementation of risk avoidance, risk minimisation and risk management strategies in respect of these identified hazards.’ (National Food Authority 1994, p17). 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</p>
Control points	<p>may include:</p> <ul style="list-style-type: none"> critical, quality and regulatory control points
Workplace information	<p>may be provided in:</p> <ul style="list-style-type: none"> food safety and quality policies and programs standard operating procedures (SOPs) specifications log sheets written or verbal instruction incorporating food safety and quality requirements
Incidents	<p>are:</p> <ul style="list-style-type: none"> is a situation where the safe limits or parameters identified by the food safety program are not met A quality incident: is a situation where the quality limits or parameters identified in specifications or processing instructions are not met

Monitoring	describes the methods used to confirm that a food safety or quality hazard is in control. Examples of monitoring procedures include: <ul style="list-style-type: none"> • taking temperatures • collecting samples • conducting visual inspections and testing, as required
Responsibility for identifying breaches of food safety procedures	and taking corrective action: <ul style="list-style-type: none"> • occurs in the context of the food safety program and within scope of responsibility
Responsibility for identifying non-compliance against quality standards	<ul style="list-style-type: none"> • occurs within the context of defined standards or specifications and relates to work area
Personal hygiene requirements	Minimum personal hygiene requirements are specified by the food safety program. At a minimum this must meet legal requirements as set out in the Food Safety Standard
Reporting of health conditions and illnesses	Reporting of health conditions and illnesses requirements are specified by the food safety program. At a minimum this must meet legal requirements as set out in Food Safety Standard
Operator responsibilities	The operator at this level may have direct responsibility for overseeing the training/development of team members. The operator at this level may have some responsibility for independently assessing risks and determining the effectiveness of control measures. They would be expected to observe day-to-day effectiveness of the food safety plan and participate in assessment and review processes. Responsibilities at this level may include facilitating consultation processes
Record keeping	Record keeping complies with customer, legal and food safety program requirements
Verification of a food safety system	including: <ul style="list-style-type: none"> • sampling and testing to provide evidence that the specifications set by food safety legislation and enterprise requirements continue to be met

Evidence Guide

Critical aspects of Competence	Must demonstrate knowledge and skills competence to: <ul style="list-style-type: none"> • review a food safety plan for a food processing operation • communicate the requirements of a food safety plan to workers • demonstrate safe food handling work practices • complete records and reports related to the implementation of food safety • respond to non-compliances and take corrective action.
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<p>Underpinning Knowledge and Attitudes</p>	<p>Demonstrate knowledge of:</p> <ul style="list-style-type: none"> • current technical and process knowledge required to participate in investigations of food safety/quality hazards, risks and incidents • common microbiological, physical and chemical hazards to food safety, and related control methods • the way changes in equipment and/or processing methods can affect food safety hazards and level of risk • the objectives of a HACCP-based food safety system • the steps in the development of a HACCP-based food safety system • the steps in the systematic introduction of a HACCP-based food safety system • enterprise recall and traceability procedures • purpose of the HACCP development and review process • the document controls associated with a procedure change • the purpose of SOPs and work instructions • the process of auditing and verifying a HACCP-based food safety system. 		
<p>Underpinning Skills</p>	<p>Demonstrate skills to:</p> <ul style="list-style-type: none"> • collect, monitor and interpret data to identify trends and non-conformance • communicate with a range of stakeholders, including customers, to convey food safety requirements and programs • demonstrate current technical and process knowledge for the control of hazards and improvement of the food safety system • demonstrate enterprise monitoring procedures, including sampling, testing and required records and documents, and explain their purpose • determine and take corrective action where food safety is potentially compromised • communicate food safety requirements to the team • facilitate food safety risk assessment procedures • apply HACCP principles in leading the process for developing a food safety plan • communicate the regulatory requirements that apply to the enterprise's food safety plan • develop enterprise standard operating procedures (SOPs) and communicate their role in the food safety system • review operations and practices for food safety improvement • lead personnel/team in investigation of food safety incidents and potential incidents • maintain currency of knowledge through independent research or professional development • monitor records and documentation for accuracy and conformance 		
<p>Page 20 of 68</p>	<p>Ministry of Education Copyright</p>	<p>Animal Feed Processing Supervision Ethiopian Occupational Standard</p>	<p>Version 1 July 2013</p>

	<ul style="list-style-type: none"> • respond to food safety incidents and implement food recall procedures, as required • review communication systems (spoken and written) to minimise the potential for misreporting and misunderstanding of food safety requirements, procedures and plans • take action to improve own work practice as a result of self-evaluation, feedback from others or in response to changed work practices or technology • use a range of communication and team building strategies to gain team commitment to food safety • use detailed product knowledge, including product characteristics and the requirements for safe preparation, processing, storage, handling and display, to monitor food safety • utilise problem-solving strategies required in investigating non-conformance and reviewing the food safety system • model safe food handling and quality practices and procedures to demonstrate required work practices and provide leadership, including demonstrating: <ul style="list-style-type: none"> ➤ work procedures that meet the requirements of quality and food safety ➤ cleaning and sanitising equipment ➤ sampling and testing, as appropriate, according to quality and food safety requirements ➤ maintaining personal hygiene ➤ wearing appropriate clothing and footwear as required by the work task ➤ following procedures when moving within and between work areas ➤ reporting health conditions and illnesses according to workplace procedures • handling, cleaning and storing equipment, utensils and packaging materials, as appropriate.
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"> • Interview / Written Test • Observation / Demonstration with Oral Questioning
Context of Assessment	Competence may be assessed in the work place or in a simulated work place setting.

Occupational Standard: Animal Feed Processing Supervision Level IV	
Unit Title	Manage a Work Area within Budget
Unit Code	IND AFM4 06 0613
Unit Descriptor	This unit of competency covers the skills and knowledge required to plan, allocate and monitor work to achieve required outcomes within budget allocations.

Elements	Performance Criteria
1. Identify and plan within budget parameters	1.1. Budget requirements and parameters are identified. 1.2. Resources are identified, confirmed and allocated to achieve production schedule within budget.
2. Monitor resource utilisation against budget	2.1. Performance is monitored to identify actual/potential variance to budget. 2.2. Variances to budget are identified, investigated and reported according to workplace reporting requirements. 2.3. Potential failure to achieve targets within budget are identified and communicated to appropriate personnel in a timely manner. 2.4. Action is taken to minimize negative impact of variance.
3. Communicate budget information	3.1. Budget information is made available to relevant personnel in a timely manner. 3.2. Budget information is reported in the appropriate format and timelines according to workplace reporting requirements. 3.3. Contributions are made to the development of workplace budgets.

Variable	Range
Budgets	may include but are not limited to: <ul style="list-style-type: none"> • addressing labour costs • materials costs • yield/volume and related efficiency parameters • equipment costs • handling, storage and transport costs
Communication of budget information	includes: <ul style="list-style-type: none"> • consulting the work team on budget related issues • providing prompt information on performance against budget • reporting budget information to relevant personnel in the required format

Policies and procedures	Work planning and allocation to achieve outcomes within budget is consistent with company policies and procedures, regulatory and licensing requirements, legislative requirements, and industrial awards and agreements and takes account of Occupational Health and Safety (OHS) and environmental impact of scheduling arrangements
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Evidence Guide

Critical aspects of Competence	<p>Must demonstrate knowledge and skills competence to:</p> <ul style="list-style-type: none"> • determine resource requirements for work area • establish budget and allocations for work area • monitor performance against budget targets and promptly identify and act on variances to minimise impact • ensure budget is communicated and reported to all appropriate personnel
Underpinning Knowledge and Attitudes	<p>Demonstrate knowledge of:</p> <ul style="list-style-type: none"> • the basis on which budgets developed for the work area are constructed, including information supplied to budget planners, and how to read and interpret budget information and apply it to monitoring/reviewing work performance • basic accounting concepts, including fixed and variable costs, rate of return, methods of allocating indirect costs, methods of measuring investment value • accounting models, including the difference between traditional accounting approaches and more recent developments, and accounting implications of value added management, life-cycle costing and triple bottom line • company approach to cost management so that decisions on resource allocation are within both budget allocations and company philosophy/preferred approach • resource requirements to meet production and related costs • process knowledge to identify factors likely to impact on achieving budget • relevant personnel and departments to be consulted/advised of budget information, including information relevant to each group/person and the importance of providing accurate and timely information to each of the stakeholders • options for maximising resource utilisation and minimising costs • recording systems and requirements • process improvement procedures
Underpinning Skills	<p>Demonstrate skills to:</p> <ul style="list-style-type: none"> • identify budgets relevant to the work function and role

	<ul style="list-style-type: none"> • identify resource requirements of the production process and match these to availability, to options and constraints (this depends on the nature of budget management, for example, when applied to managing within labour costs, availability includes available numbers and skill levels of operators; options may include use of permanents, overtime and/or casuals, and constraints may include the relative costs associated with each of these options) • secure, confirm and allocate required resources to meet production schedule within budget parameters • monitor resource utilisation to confirm capability to achieve production schedule within existing resource allocation, which may require calculation of yield • interpret budgets to track performance outcomes • identify situations where achievement of required outcomes within budget is not possible • investigate causes of variance and take appropriate action within level of responsibility • identify the impact on budget of production-related decisions, such as structuring rosters and scheduling holidays, adjusting production volume, and scheduling equipment maintenance • identify opportunities to improve performance against budget • communicate information on budget performance to others in the work area, such as providing information on Key Performance Indicators (KPIs) • record and report budget information in the required formats • participate in budget development processes within level of responsibility • use communication skills to interpret and complete work information to support operations of work team or area, and to consult and communicate with relevant personnel • demonstrate and support cooperative work practices within a culturally diverse workforce
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"> • Interview / Written Test • Observation / Demonstration with Oral Questioning
Context of Assessment	Competence may be assessed in the work place or in a simulated work place setting.

Occupational Standard: Animal Feed Processing Management Level IV	
Unit Title	Schedule and Manage Production
Unit Code	<u>IND AFM4 07 0613</u>
Unit Descriptor	This unit of competence covers the skills and knowledge required to plan, monitor and adjust schedules to meet operational requirements.

Element s	Performance Criteria
1. Identify production requirements	<p>1.1. Forecast and sales information is used to identify production requirements.</p> <p>1.2. Production priorities are identified to satisfy demand.</p>
2. Identify resource requirements to meet production requirements	<p>2.1. Stock levels of raw materials/ingredients, packaging components and consumables are confirmed against production requirements.</p> <p>2.2. Equipment capacity and status and human resources are confirmed against production requirements.</p>
3. Develop and communicate the production schedule	<p>3.1. The production schedule is developed to meet demand and delivery timelines within production capacity and budget.</p> <p>3.2. The production schedule takes account of stock levels, storage capacity, equipment capacity and product mix to minimize stock and product holdings and maximize production efficiency.</p> <p>3.3. The production schedule is recorded in the appropriate workplace format.</p> <p>3.4. The production schedule is made available to relevant personnel in a timely manner.</p>
4. Monitor actual against scheduled production	<p>4.1. Production is monitored to identify actual and potential barriers to achieving the schedule.</p> <p>4.2. Resource usage rates are monitored to identify potential shortages.</p> <p>4.3. Unplanned events that could affect the schedule are identified, assessed and addressed.</p>
5. Adjust production schedules	<p>5.1. Production schedules are adjusted to take account of changed conditions.</p> <p>5.2. Changes to the production schedule are negotiated and communicated to relevant personnel in a timely manner.</p> <p>5.3. Resource implications of amended schedules are identified and resources are accessed to meet requirements.</p>

	<p>5.4. Potential failure to meet delivery deadlines are identified and communicated to relevant personnel in a timely manner.</p> <p>5.5. Schedule documentation is amended as required to meet workplace reporting requirements.</p>
6. Review production schedule development process	<p>6.1. The production scheduling process is reviewed to identify opportunities for improvement.</p> <p>6.2. Variances are identified, investigated and reported in production against schedule.</p> <p>6.3. Personnel responsible are consulted for implementing the schedule to identify improvement opportunities.</p> <p>6.4. The scheduling process is revised to reflect improvements.</p>

Variable	Range
Scheduling	<p>may involve:</p> <ul style="list-style-type: none"> • the use of planning and systems control software, such as SAP and MRPII • customer orders and/or market forecasts
Policies and procedures	<p>Production scheduling is consistent with company policies and procedures, regulatory and licensing requirements, legislative requirements, and industrial awards and agreements and takes account of Occupational Health and Safety (OHS) and environmental impact of scheduling arrangements</p>

Evidence Guide	
Critical aspects of competence	<p>A candidate must demonstrate the ability to:</p> <ul style="list-style-type: none"> • confirm production requirements and resource implications • establish and document production schedule • coordinate implementation of schedule • ensure production schedule is communicated and reported to all appropriate personnel • manage unplanned production issues • assess production outcomes against schedule and make required adjustments
Underpinning Knowledge	<p>Demonstrate Knowledge of:</p> <ul style="list-style-type: none"> • the role and scope of the scheduling function, including flow of information to and from the scheduling process and the impact of scheduling for related planning, purchasing, production and despatch processes • factors to be taken into account in planning the schedule, including the inter-relationships between factors, such as: <ul style="list-style-type: none"> ➤ customer requirements ➤ stock levels and supply options ➤ use-by codes

	<ul style="list-style-type: none"> ➤ production capacity and availability ➤ labour requirements and availability ➤ product compatibility ➤ capacity of related processes and/or storage facilities ➤ transport capacity • consequences of failing to meet delivery timelines (this may differ according to customers and may include stock-out fines in addition to damage to customer relationships) • the company's preferred approach to managing customer relations • the characteristics of raw materials/ingredients, packaging components and consumables and production process to determine the most efficient plan to meet production requirements, including stock shelf-life, product compatibility (with the exception of dedicated product lines) and changeover procedures • equipment capacity to ensure that production quantities and timelines are achievable • methods used to monitor actual to planned production, such as use of systems software and Key Performance Indicators (KPIs) where these are collected on a real time basis • relevant personnel and departments to be consulted/notified of production schedule and related amendments, including the information relevant to each group/person • awareness of conditions that can affect achievement of schedule, including conditions that are unusual or unplanned and related options for response • options for maximising resource utilisation and minimising waste, including options for alternate resource allocation in response to unplanned events • recording systems and requirements • process improvement procedures • supplier capacity and timeframes where relevant • competencies required by the work process and competencies held by the work team where relevant
Underpinning Skills	<p>Demonstrate skills to:</p> <ul style="list-style-type: none"> • collect and interpret sales and/or market forecast information, such as liaising with sales departments/functions and/or direct contact with customers • identify production priorities to meet customer/market expectations • identify and confirm resource requirements to meet the schedule, such as stock levels, equipment availability and capacity, personnel, storage capacity, and transport, and where required, identify alternate sources of supply for resources in short supply

	<ul style="list-style-type: none"> • develop a schedule to match production priorities to available resources, such as consulting relevant personnel to confirm schedule feasibility, and notifying relevant personnel of any possibility that demand cannot be met within required timeframe • record and communicate the schedule in appropriate formats, such as use of software and communicating information to meet workplace and audience requirements • monitor actual production and materials usage levels against production plan to identify variances and take appropriate corrective action, including assessing the consequences of any adjustments to the schedule for the customer, the company and resource availability • adjust the schedule in response to typical and atypical variables affecting achievement of schedule • respond to unplanned events to minimise disruption and optimise efficiency • confirm that resources and personnel are available to meet amended schedule and, if not, take action to secure requirements • communicate schedule changes to affected personnel • track and investigate variance to identify cause • follow review procedures to identify opportunities to improve scheduling process • follow procedures to adopt and communicate improvements to the scheduling process • use planning and systems control software according to enterprise procedures • match work allocation to competencies available in the work team according to enterprise procedures • use communication skills to interpret and complete work information to support operations of work team or area • use communication skills to consult and communicate with relevant personnel • demonstrate and support cooperative work practices within a culturally diverse workforce
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"> • Interview / Written Test • Observation / Demonstration with Oral Questioning
Context of Assessment	Competence may be assessed in the work place or in a simulated work place setting.

Occupational Standard: Animal Feed Processing Management Level IV	
Unit	Plan and Coordinate Maintenance
Unit Code	IND AFM4 08 0613
Unit Descriptor	This unit of competence covers the skills and knowledge required to plan and coordinate maintenance of production equipment.

Element s	Performance Criteria
1. Identify maintenance requirements	<p>1.1. The approach to maintaining production equipment is identified.</p> <p>1.2. Advice on equipment maintenance requirements is identified and assessed.</p> <p>1.3. Special maintenance requirements are assessed and prioritized.</p>
2. Plan maintenance	<p>2.1. Resources required to carry out maintenance are identified and secured.</p> <p>2.2. A <i>maintenance schedule</i> is developed to provide reliable equipment performance with minimal disruption to production.</p> <p>2.3. The maintenance <i>schedule</i> takes account of production schedules, equipment capability, special maintenance requirements and efficient resource utilization and workplace environmental guidelines.</p> <p>2.4. The maintenance schedule is recorded in the appropriate workplace format.</p> <p>2.5. Responsibilities are defined and communicated for implementing the maintenance schedule.</p> <p>2.6. Work areas and personnel affected by the maintenance program are consulted and advised of maintenance progress.</p>
3. Monitor implementation of the maintenance schedule	<p>3.1. Progress of maintenance is monitored to identify variance to schedule.</p> <p>3.2. Unplanned events that could affect the schedule are identified, assessed and addressed.</p> <p>3.3. Potential failure is identified to meet maintenance deadlines and communicated to relevant personnel in a timely manner.</p>
4. Contribute to the improvement of equipment reliability	<p>4.1. Equipment performance information is reviewed to identify patterns or trends.</p> <p>4.2. Factors that affect equipment reliability are identified.</p> <p>4.3. Production and maintenance personnel are consulted to identify opportunities to improve equipment reliability.</p> <p>4.4. Action is taken to improve equipment reliability.</p> <p>4.5. The maintenance schedule and related programs and procedures are reviewed to reflect improvements.</p>

Variables	Range
Maintenance schedules	<p>may relate to:</p> <ul style="list-style-type: none"> • lubrication schedules • service schedules and major cleaning where cleaning requires equipment dismantling or strip down
Maintenance scheduling and work practices	are consistent with company policies and procedures, regulatory and licensing requirements, legislative requirements, and industrial awards and agreements and takes account of OHS and environmental impact of scheduling arrangements
Scheduling	may involve the use of planning and systems control software, such as SAP and MRPII
Sources of information	<p>include</p> <ul style="list-style-type: none"> • manufacturers' specifications • equipment capability data • condition monitoring data • equipment operation/performance reports and log sheets • workplace environmental guidelines
Coordination	<p>Coordination may involve:</p> <ul style="list-style-type: none"> • the management of contracts with external maintenance service providers and/or internal maintenance personnel

Evidence Guide	
Critical aspects of competence	<p>A candidate must demonstrate the ability to:</p> <ul style="list-style-type: none"> • determine maintenance requirements for work area • establish and document maintenance schedule • coordinate implementation of maintenance • ensure maintenance schedule is communicated and reported to all appropriate personnel • manage unplanned maintenance issues • assess equipment reliability and contribute to improving outcomes
Underpinning Knowledge	<p>Demonstrate Knowledge of:</p> <ul style="list-style-type: none"> • basic maintenance approaches and differences between reactive, preventative and proactive maintenance models, such as Reliability Centred Maintenance (RCM) and Total Productive Maintenance (TCM) • company systems, processes and responsibilities for collecting equipment condition information, analysing information and carrying out required servicing and maintenance tasks • sources of data on equipment performance and maintenance requirements, related recording systems and data analysis tools • the requirements of the maintenance scheduling process, including the production process to identify the impact of scheduling on production in order to oversee maintenance activities and establish maintenance priorities

	<ul style="list-style-type: none"> • links to related activities, such as purchasing and contract management • factors that influence the reliability of equipment, including equipment capability, equipment/process design, and operating conditions and practices • methods used to measure effectiveness of maintenance including measures of plant availability, cost of maintenance, downtime and alternate resource utilisation • OHS, environmental and food safety requirements and responsibilities associated with maintenance activities • relevant personnel and departments to be consulted/notified of maintenance schedule and related amendments, including the information relevant to each group/person • awareness of conditions that can affect achievement of the maintenance schedule, including conditions that are unusual or unplanned, and related options for response to equipment breakdowns/emergencies • communication skills to consult and communicate with relevant personnel • recording systems and requirements, including relevant software packages • process improvement procedures • maintenance service supplier capacity
Underpinning Skills	<p>Demonstrate skills to:</p> <ul style="list-style-type: none"> • describe the company's approach to equipment maintenance • collect information on equipment maintenance requirements to identify routine lubrication and servicing requirements as appropriate • analyse equipment maintenance data, such as the use of data analysis techniques to plot and interpret trends and patterns in equipment performance • identify components of the maintenance program and related responsibilities for implementation, such as equipment monitoring, lubrication schedules, routine servicing and cleaning schedules and breakdown or emergency response (implementation is typically shared between production and maintenance personnel and/or external service providers) • identify and confirm resource requirements to meet maintenance requirements, including the nature of maintenance tasks involved to identify the required maintenance equipment, materials/consumables and competences and where required, identify and liaise with external maintenance service providers • confirm that personnel with the required competencies are available to conduct maintenance activities, such as reporting and/or developing competencies required to implement the maintenance schedule, and where required, manage contracts

	<p>with maintenance providers</p> <ul style="list-style-type: none"> • develop a schedule for equipment maintenance to support reliable equipment performance with minimal disruption to production, including consulting relevant personnel to confirm schedule feasibility, and notifying relevant personnel of any possibility that maintenance cannot be completed within scheduled timeframe • record and communicate the schedule in appropriate formats, such as use of software, and communicating information to meet workplace and audience requirements • ensure that operating procedures are available and include information on Occupational Health and Safety (OHS), environmental management and food safety requirements and responsibilities • monitor maintenance activities against the schedule to identify variances and take appropriate corrective action, such as assessing the consequences of any adjustments to the schedule, and where required, monitor completion of maintenance within maintenance budget constraints • respond to unplanned events, such as major equipment breakdowns to minimize disruption and optimize efficiency • communicate maintenance requirements and report outcomes, including ensuring effective communication between production and maintenance personnel to enhance equipment reliability and identify improvement opportunities • use planning and systems control software • use communication skills to interpret and complete work information to support operations of work team or area • demonstrate and support cooperative work practices within a culturally diverse workforce
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"> • Interview / Written Test • Observation / Demonstration with Oral Questioning
Context of Assessment	Competence may be assessed in the work place or in a simulated work place setting.

Occupational Standard: Animal Feed Processing Management Level IV	
Unit Title	Apply the Principles of Nutrition to Food Processing
Unit Code	<u>IND AFM4 09 0613</u>
Unit Descriptor	<p>This unit covers the skills and knowledge required to provide nutritional information for processed food, and to implement procedures to optimize the nutritional value of a product.</p> <p>This unit applies to production and technical supervisors and quality managers who are required to monitor the nutritional value of foods through processing and to interpret label information, and to members of product development teams who are required to assist in development and testing of products.</p>

Elements	Performance Criteria
1. Interpret labelling requirements to provide nutritional information	<p>1.1 Food storage and preparation information on food labels are reviewed based on <i>occupational health and safety, regulations and Workplace</i> requirements.</p> <p>1.2 The nutritional values of similar <i>processed food</i> products based on information supplied on the label are compared.</p> <p>1.3 Nutritional information on product labels to develop a diet plan for customers with specific requirements is interpreted.</p>
2. Evaluate the impact of processing methods on the nutritive value of processed compared to fresh food	<p>2.1 The effect of processing on the stability and availability of macro and micro nutrients in a range of food products is determined.</p> <p>2.2 Processes for modification of processed foods to enhance nutritional value are investigated.</p> <p>2.3 Food storage methods are compared for the retention of nutritive value and the introduction of food chemicals such as preservatives.</p> <p>2.4 The nutritional impact of a range of additives for flavour or colouring enhancement is investigated.</p> <p>2.5 Health warnings and permissible levels for the use of artificial additives to food products are compiled for a food product range.</p>
3. Contribute to the development of a food product to meet a specified dietary requirement	<p>3.1 Appropriate diets for customers with specific requirements or health challenges are identified.</p> <p>3.2 Common nutritional deficiencies and related diseases are evaluated.</p> <p>3.3 The nutritional properties of foods are matched to specified requirements.</p> <p>3.4 A food product is developed and nutritional advice provided.</p>

Variable	Range
Occupational health and safety requirements	<ul style="list-style-type: none"> • Codes of practice • Material Safety Data Sheets • Enterprise OHS policies, procedures and programs.
Regulations	<ul style="list-style-type: none"> • Ethiopian and international standards including: • industry guidelines and codes of practice • industry regulations • ISO Standards • codex alimentarius • State food regulations • Legislation
Workplace requirements	<ul style="list-style-type: none"> • Enterprise QA policy, practices and procedures • Enterprise-specific procedures • SOPs • Task requirements • Work instructions
Food processing Regulations/ Standards/ Guidelines	<ul style="list-style-type: none"> • Ethiopian and international standards • Codex Food Processing Standards • Federal legislation • Ethiopian dietary guidelines
Organizations	<p>May include:</p> <ul style="list-style-type: none"> • Ethiopian Health & Nutrition Research Institute • Ethiopian society of clinical immunology and allergy
Functional foods	Any fresh or processed food claimed to have a health-promoting or disease-preventing property beyond the basic function of supplying nutrients. Fermented foods with live cultures are considered as functional foods with probiotic benefits.
Nutraceuticals	Includes functional foods that also aid in the prevention and/or treatment of disease(s) and/or disorder(s) (except anaemia),
Modified foods	Fresh or processed food which has had components added (e.g. Vitamin C enriched) or reduced (e.g. low fat milk)

Evidence Guide

Critical Aspects of Competence	<p>Demonstrates skills and knowledge to:</p> <ul style="list-style-type: none"> • compare the nutritive value of processed food products based on nutritional information, to assess the impact of food processing and preservation techniques on nutrient retention in the food product, and to apply knowledge of food properties and nutrition as part of contributing to product development or planning.
Underpinning Knowledge and Attitudes	<p>Demonstrates knowledge of:</p> <ul style="list-style-type: none"> • impacts of processing on nutritive properties of food • nutritional information on food label

	<ul style="list-style-type: none"> • product development processes • additives as nutritional enhancers • impacts of processing on nutritive properties of food • nutritional information on label • product development to reduce negative nutritional effects or meet nutritional deficiencies • additives as nutritional enhancers • key macro and micro nutrients for a healthy diet • the processes of digestion, absorption and energy metabolism in the human body • human energy requirements • dietary guidelines and legislative requirements related to processed foods • the effects of processing and storage on nutrients, and the methods for overcoming these effects. • nutrition related risk factors and diseases • food intolerances and allergies • diseases caused by nutritional deficiencies • modified and functional foods and nutraceuticals
Underpinning Skills	<p>Demonstrates skills to:</p> <ul style="list-style-type: none"> • recognise key macronutrients required for a healthy diet • establish the processes of digestion and absorption • establish the process of energy metabolism in the human body • describe the role of proteins in nutrition • describe the role of carbohydrates in nutrition • describe the role of vitamins and minerals in nutrition • describe the role of dietary fibre • describe the role of lipids in nutrition • describe the body's processes for storing and using water and its role in nutrition • identify, review and apply key and current nutritional information • compare the nutritional needs of special population groups • evaluate nutritional issues in relation to product development, labelling and marketing of processed foods • identified nutritional related risk factors and diseases • establish public health and environmental hazards, in relation to nutrition
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	<p>Competence may be assessed through:</p> <ul style="list-style-type: none"> • Interview / Written Test • Observation / Demonstration with Oral Questioning
Context of Assessment	Competence may be assessed in the work place or in a simulated work place setting.

Occupational Standard: Animal Feed Processing Supervision Level IV	
Unit Title	Implement Operational Plan
Unit Code	IND AFM4 10 0613
Unit Descriptor	This unit describes the performance outcomes, skills and knowledge required to implement the operational plan by monitoring and adjusting operational performance, producing short term plans for the department/section, planning and acquiring resources and providing reports on performance as required.

Element	Performance Criteria
1. Implement operational plan	<p>1.1. Details of resource requirements are collated, analyzed and organized in consultation with relevant personnel, colleagues and specialist resource managers.</p> <p>1.2. Operational plans are implemented to contribute to the achievement of organization's performance/business plan.</p> <p>1.3. Key Performance Indicators (KPIs) are identified and used to monitor operational performance.</p> <p>1.4. Contingency planning and consultation processes are undertaken.</p> <p>1.5. Assistance in the development and presentation of proposals is provided for resource requirements in line with operational planning processes.</p>
2. Implement resource acquisition	<p>2.1. Employees are recruited and inducted within organization's policies, practices and procedures.</p> <p>2.2. Plans are implemented for acquisition of physical resources and services within organization's policies, practices and procedures and in consultation with relevant personnel.</p>
3. Monitor operational performance	<p>3.1. Performance systems and processes are monitored to assess progress in achieving profit/productivity plans and targets.</p> <p>3.2. Budget and actual financial information is analyzed and used to monitor profit/productivity performance.</p> <p>3.3. Unsatisfactory performance is identified and prompt action is taken to rectify the situation according to organizational policies.</p> <p>3.4. Mentoring, coaching and supervision are provided to support individuals and teams to use resources effectively, economically and safely.</p> <p>3.5. Recommendations are presented for variation to operational plans to the designated persons/groups and gain approval.</p>

	3.6. Systems, procedures and records associated with performance are implemented in accordance with organization's requirements.
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Variable	Range
Resource requirements	<p>may refer to:</p> <ul style="list-style-type: none"> • goods and services to be purchased and ordered • human, physical and financial resources - both current and projected • stock requirements and requisitions
Relevant personnel, colleagues and specialist resource managers	<p>may include:</p> <ul style="list-style-type: none"> • colleagues and specialist resource managers • managers • occupational health and safety committees and other people with specialist responsibilities • other employees • people from a wide range of social, cultural and ethnic backgrounds, and people with a range of physical and mental abilities • supervisors
Operational plans	<p>may refer to:</p> <ul style="list-style-type: none"> • organisational plans • tactical plans developed by the department or section to detail product and service performance
Key performance indicators	<p>may refer to:</p> <ul style="list-style-type: none"> • measures for monitoring or evaluating the efficiency or effectiveness of a system, and which may be used to demonstrate accountability and to identify areas for improvements
Contingency planning	<p>may refer to:</p> <ul style="list-style-type: none"> • contracting out or outsourcing human resources and other functions or tasks • diversification of outcomes • finding cheaper or lower quality raw materials and consumables • increasing sales or production • recycling and re-use • rental, hire purchase or alternative means of procurement of required materials, equipment and stock • restructuring of organisation to reduce labour costs • risk identification, assessment and management processes • seeking further funding • strategies for reducing costs, wastage, stock or consumables • succession planning

Consultation processes	<p>may refer to:</p> <ul style="list-style-type: none"> mechanisms used to provide feedback to the work team in relation to outcomes of consultation meetings, interviews, brainstorming sessions, email/intranet communications, newsletters or other processes and devices which ensure that all employees have the opportunity to contribute to team and individual operational plans
Organization's policies, practices and procedures	<p>may include:</p> <ul style="list-style-type: none"> organisational culture Standard Operating Procedures organisational guidelines which govern and prescribe operational functions, such as the acquisition and management of human and physical resources undocumented practices in line with organisational operations
Performance systems and processes	<p>may refer to:</p> <ul style="list-style-type: none"> informal systems used by frontline managers for the work team in the place of existing organisation-wide systems formal processes within the organisation to measure performance, such as: <ul style="list-style-type: none"> ➤ feedback arrangements ➤ individual and teamwork plans ➤ KPIs ➤ specified work outcomes
Designated persons/groups	<p>may include:</p> <ul style="list-style-type: none"> other affected work groups or teams and groups designated in workplace policies and procedures those who have the authority to make decisions and/or recommendations about operations such as workplace supervisors, other managers
Systems, procedures and records	<p>may include:</p> <ul style="list-style-type: none"> databases and other recording mechanisms for ensuring records are kept in accordance with organisational requirements individual and team performance plans organisational policies and procedures relative to performance

Evidence Guide

Critical Aspects of Competence	<p>Assessment requires evidence that the candidate:</p> <ul style="list-style-type: none"> ability to monitor and adjust operational performance, produce short-term plans for the department or section, plan and acquire resources, and provide reports on performance as required Knowledge of principles and techniques associated with monitoring and implementing operations and procedures.
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Underpinning Knowledge and Attitudes	<p>Demonstrates knowledge of:</p> <ul style="list-style-type: none"> • contingency planning • methods for monitoring and reporting on performance • monitoring and implementing operations and procedures • problem identification and methods of resolution • relevant budgeting and financial analysis, interpretation and reporting requirements • resource management systems at the tactical implementation level • resource planning and acquisition • Tactical risk analysis including identification and reporting requirements.
Underpinning Skills	<p>Demonstrates skills in:</p> <ul style="list-style-type: none"> • coaching and mentoring skills to provide support to colleagues • literacy skills to access and use workplace information, and to prepare reports • planning and organizing skills to monitor performance and to sequence work of self and others to achieve planned outcomes
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	<p>Competence may be assessed through:</p> <ul style="list-style-type: none"> • Interview / Written Test • Observation / Demonstration with Oral Questioning
Context of Assessment	Competency may be assessed in the work place or in a simulated work place setting

Occupational Standard: Animal Feed Processing Management Level IV	
Unit Title	Coordinate Implementation of Customer Service Strategies
Unit Code	IND AFM4 11 0613
Unit Descriptor	This unit describes the performance outcomes, skills and knowledge required to advise on, carry out and evaluate customer service strategies, including the design of improvement strategies based on feedback. Operators may have responsibility to provide guidance or to delegate aspects of these tasks to others.

Element	Performance Criteria
1. Advise on customer service needs	<p>1.1 Customer needs are clarified and accurately assessed using appropriate communication techniques.</p> <p>1.2 Problems matching service delivery to customers are diagnosed and options developed for improved service within organizational requirements.</p> <p>1.3 Relevant and constructive advice is provided to promote the improvement of customer service delivery.</p> <p>1.4 Business technology and/or online services is/are used to structure and present information on customer service needs.</p>
2. Support implementation of customer service strategies	<p>2.1 Ensure customer service strategies and opportunities are promoted to designated individuals and groups.</p> <p>2.2 Budget resources are identified and allocated available to fulfil customer service objectives.</p> <p>2.3 Promptly action procedures to resolve customer difficulties and complaints within organizational requirements.</p> <p>2.4 Ensure that decisions to implement strategies are taken in consultation with designated individuals and groups.</p>
3. Evaluate and report on customer service	<p>3.1 Client satisfaction is reviewed with service delivery using verifiable data in accordance with organizational requirements.</p> <p>3.2 Changes necessary to maintain service standards are identified and reported to designated individuals and groups.</p> <p>3.3 Conclusions and recommendations are prepared from verifiable evidence and constructive advice on future directions of client service strategies is provided.</p> <p>3.4 Systems, records and reporting procedures are maintained to compare changes in customer satisfaction.</p>

Variable	Range
Customer needs	may relate to: <ul style="list-style-type: none"> • accuracy of information • advice or general information • complaints • fairness/politeness • further information • making an appointment • prices/value • purchasing organisation's products and services • returning organisation's products and services • Specific information.
Communication techniques	may include: <ul style="list-style-type: none"> • analysing customer satisfaction surveys • analysing quality assurance data • conducting interviews • consultation methods, techniques and protocols • making recommendations • obtaining management decisions • questioning • seeking feedback to confirm understanding • Summarising and paraphrasing.
Customers	may include: <ul style="list-style-type: none"> • corporate customers • individual members of the organisation • individual members of the public • internal or external and other agencies.
Organizational requirements	may include: <ul style="list-style-type: none"> • access and equity principles and practice • anti-discrimination and related policy • confidentiality and security requirements • defined resource parameters • ethical standards • goals, objectives, plans, systems and processes • legal and organisational policies, guidelines and requirements • OHS policies, procedures and programs • payment and delivery options • pricing and discount policies • quality and continuous improvement processes and standards • quality assurance and/or procedures manuals • replacement and refund policy and procedures • Who is responsible for products or services?

Business technology	<p>may include:</p> <ul style="list-style-type: none"> • answering machine • binder • computer • fax machine • photocopier • printer • shredder • Telephone.
Online services	<p>may include:</p> <ul style="list-style-type: none"> • access to product database by customers online • access to purchase, delivery and account records • contact centre • online ordering • online payments • online registration • quick/reasonable response • Two-way communication online.
Designated individuals and groups	<p>may include:</p> <ul style="list-style-type: none"> • colleagues • committee • customers • external organisation • line management • Supervisor.
Procedures to resolve customer difficulties	<p>may include:</p> <ul style="list-style-type: none"> • external agencies (e.g. Ombudsman) • item replacement • referrals to supervisor • refund of monies • review of products or services • Using conflict management techniques.
Complaints	<p>may include:</p> <ul style="list-style-type: none"> • administrative errors such as incorrect invoices or prices • customer satisfaction with service quality • damaged goods or goods not delivered • delivery errors • products not delivered on time • service errors • specific business problems and issues such as: <ul style="list-style-type: none"> ➤ difficulty accessing services ➤ inactive links ➤ not appreciating differing hardware and software ➤ services not available ➤ supply errors such as incorrect product delivered

	<ul style="list-style-type: none"> ➤ time taken to access services ➤ unfriendly website design ➤ website faults • Warehouse or store room errors such as incorrect product delivered.
Strategies	<p>may include:</p> <ul style="list-style-type: none"> • courtesy/politeness • delivery times • merchandise characteristics • price offers • product/refund guarantees • Product/service availability.

Evidence Guide	
Critical Aspects of Competence	<p>Assessment requires evidence that the candidate in:</p> <ul style="list-style-type: none"> • identifying needs and priorities of the organisation in delivering services to customers • responding to and reporting on customer feedback • designing strategies to improve delivery of products and services • Knowledge of the principles of customer service.
Underpinning Knowledge and Attitudes	<p>Demonstrates knowledge of -</p> <ul style="list-style-type: none"> • 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"> ➤ anti-discrimination legislation ➤ ethical principles ➤ codes of practice ➤ privacy laws ➤ environmental issues and OHS • principles of customer service • organisational business structure, products and services • Product and service standards and best practice models.
Underpinning Skills	<p>Demonstrates skills in:</p> <ul style="list-style-type: none"> • communication skills to <ul style="list-style-type: none"> ➤ communicate effectively with personnel and clients at all levels ➤ articulate customer service strategies • interpersonal skills to: <ul style="list-style-type: none"> ➤ build relationships with customers ➤ establish rapport • literacy skills to: <ul style="list-style-type: none"> ➤ prepare general information and papers ➤ read a variety of texts ➤ write formal and informal letters according to target audience

	<ul style="list-style-type: none"> • planning skills to develop implementation schedules • problem solving skills to diagnose organisational problems relating to customer services • self management skills to: <ul style="list-style-type: none"> ➢ comply with policies and procedures ➢ consistently evaluate and monitor own performance ➢ Seek learning opportunities.
Resource Implications	Access is required to real or appropriately simulated situations including work areas; materials and equipment and to information on workplace practices and OHS practices
Methods of Assessment	Competency may be assessed through: <ul style="list-style-type: none"> • Interview /Written Test /Oral Questioning • Observation / Demonstration
Context of Assessment	Competency may be assessed in the work place or in a simulated work place setting

Occupational Standard: Animal Feed Processing Supervision Level IV	
Unit Title	Plan and Organize Work
Unit Code	IND MPP4 12 0613
Unit Descriptor	This unit covers the knowledge, skills and attitude required in planning and organizing work activities in a production application. It may be applied to a small independent operation or to a section of a large organization.

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

	<p>4.5 Timeliness of report is observed.</p> <p>4.6 Files are established and maintained in accordance with standard operating procedures.</p>
5. Review and evaluate work plans and activities	<p>5.1 Work plans, strategies and implementation are reviewed based on accurate, relevant and current information.</p> <p>5.2 Review is done based on comprehensive consultation with appropriate personnel on outcomes of work plans and reliable feedback.</p> <p>5.3 Results of review are provided to concerned parties and formed as the basis for adjustments/simplifications to be made to policies, processes and activities.</p> <p>5.4 Performance appraisal is conducted in accordance with organization rules and regulations.</p> <p>5.5 Performance appraisal report is prepared and documented regularly as per organization requirements.</p> <p>5.6 Recommendations are prepared and presented to appropriate personnel/authorities.</p> <p>5.7 Feedback mechanisms are implemented in line with organization policies.</p>

Variable	Range
Objectives	<p>May include but not limited to:</p> <ul style="list-style-type: none"> • Specific • General
Resources	<p>May include but not limited to:</p> <ul style="list-style-type: none"> • Personnel • Equipment and technology • Services • Supplies and materials • Sources for accessing specialist advice • Budget
Schedule of work activities	<p>May include but not limited to:</p> <ul style="list-style-type: none"> • Daily • Work-based • Contractual Regular
Work methods and practices	<p>May include but not limited to:</p> <ul style="list-style-type: none"> • Legislated regulations and codes of practice • Industry regulations and codes of practice • Occupational health and safety practices

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

Evidence Guide	
Critical Aspects of Competence	<p>Demonstrates skills and knowledge to:</p> <ul style="list-style-type: none"> • set objectives • plan and schedule work activities • implement work plans • monitor work activities • review and evaluate work plans and activities
Underpinning Knowledge and Attitudes	<p>Demonstrates knowledge of:</p> <ul style="list-style-type: none"> • organization's strategic plan, policies rules and regulations, laws and objectives for work unit activities and priorities • organizations policies, strategic plans, guidelines related to the role of the work unit • team work and consultation strategies

Underpinning Skills	Demonstrates skill to: <ul style="list-style-type: none"> • plan • lead • organize • coordinate • communicate • inter-and intra-person/motivation skills • present
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"> • Interview / Written Test • Observation / Demonstration with Oral Questioning
Context of Assessment	Competence may be assessed in the work place or in a simulated work place setting.

Occupational Standard: Animal Feed Processing Supervision Level IV	
Unit Title	Migrate to New Technology
Unit Code	IND MPP4 13 0613
Unit Descriptor	This unit defines the competence required to apply skills and knowledge in using new or upgraded technology. The rationale behind this unit emphasizes the importance of constantly reviewing work processes, skills and techniques in order to ensure that the quality of the entire business process is maintained at the highest level possible through the appropriate application of new technology. To this end, the person is typically engaged in on-going review and research in order to discover and apply new technology or techniques to improve aspects of the organization's activities.

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

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

Feedback	May include but is not limited to: <ul style="list-style-type: none"> • surveys, • questionnaires, • interviews and meetings
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Evidence Guide	
Critical Aspects of Competence	Competence must confirm the ability to transfer the application of existing skills and knowledge to new technology
Underpinning Knowledge and Attitudes	Demonstrate knowledge of: <ul style="list-style-type: none"> • Broad awareness of current technology trends and directions in the industry (e.g. systems/procedures, services, new developments, new protocols) • Vendor product directions • Ability to locate appropriate sources of information regarding metal manufacturing and new technologies • Current industry products/services, procedures and techniques with knowledge of general features • Information gathering techniques
Underpinning Skills	Demonstrate skills of: <ul style="list-style-type: none"> • Research skills for identifying broad features of new technologies • Ability to assist in the decision making process • Literacy skills in regard to interpretation of technical manuals • Ability to solve known problems in a variety of situations and locations • Evaluate and apply new technology to assist in solving organizational problems • General analytical skills in relation to known problems
Resources Implication	Access is required to real or appropriately simulated situations, including work areas, materials and equipment, and to information on workplace practices and OHS practices.
Methods of Assessment	Competence may be assessed through: <ul style="list-style-type: none"> • Interview / Written Test • Observation / Demonstration with Oral Questioning
Context of Assessment	Competence may be assessed in the work place or in a simulated work place setting.

Occupational Standard: Animal Feed Processing Supervision Level IV	
Unit Title	Establish Quality Standards
Unit Code	IND MPP4 14 0613
Unit Descriptor	This unit covers the knowledge, skills and attitudes required to establish quality specifications for work outcomes and work performance. It includes monitoring and participation in maintaining and improving quality, identifying critical control points in the production of quality output and assisting in planning and implementing of quality assurance procedures.

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

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

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

Evidence Guide	
Critical Aspect of Competence	<p>Demonstrates skills and knowledge to:</p> <ul style="list-style-type: none"> • Monitor quality of work • Establish quality specifications for product • Participate in maintaining and improving quality at work • Identify hazards and critical control points in the production of quality product

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

Occupational Standard: Animal Feed Processing Supervision Level IV	
Unit Title	Develop Individuals and Team
Unit Code	IND MPP4 15 0613
Unit Descriptor	This unit covers the knowledge, skills and attitudes required to determine individual and team development needs and facilitate the development of the workgroup.

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

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

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

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

Occupational Standard: Animal Feed Processing Supervision Level IV	
Unit Title	Utilize Specialized Communication Skills
Unit Code	IND MPP4 16 0613
Unit Descriptor	This unit covers the knowledge, skills and attitudes required to use specialized communication skills to meet specific needs of internal and external clients, conduct interviews, facilitate group discussions, and contribute to the development of communication strategies.

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

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

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

Types of Interview	<p>May include but is not limited to:</p> <ul style="list-style-type: none"> • Related to staff issues • Routine • Confidential • Evidential • Non-disclosure • Disclosure
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Evidence Guide

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

Occupational Standard: Animal Feed Processing Supervision Level IV	
Unit Title	Manage and Maintain Small/Medium Business Operations
Unit Code	IND MPP4 17 0613
Unit Descriptor	This unit covers the operation of day-to-day business activities in a micro or small business. The strategies involve developing, monitoring and managing work activities and financial information, developing effective work habits, and adjusting work schedules as needed.

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

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

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

Internal and external sources	<p>May include but is not limited to:</p> <ul style="list-style-type: none"> • staff and colleagues • management, supervisors, advisors or head office • relevant professionals such as lawyers, accountants, management consultants • professional associations
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Evidence Guide	
Critical Aspects of Competence	<p>A person must be able to demonstrate:</p> <ul style="list-style-type: none"> • ability to identify daily work requirements and allocate work appropriately • ability to interpret financial documents in accordance with legal requirements
Underpinning Knowledge and Attitudes	<p>Demonstrate knowledge of:</p> <ul style="list-style-type: none"> • Federal and Local Government legislative requirements affecting business operations, especially in regard to Occupational Health and Safety (OHS), equal employment opportunity, industrial relations and anti-discrimination • technical or specialist skills relevant to the business operation • relevant industry code of practice • planning techniques to establish realistic timelines and priorities • identification of relevant performance measures • quality assurance principles and methods • relevant marketing, management, sales and financial concepts • methods for monitoring performance and implementing improvements • structured approaches to problem solving, idea management and time management
Underpinning Skills	<p>Demonstrate skills to:</p> <ul style="list-style-type: none"> • interpret legal requirements, company policies and procedures and immediate, day-to-day demands • communicate using questioning, clarifying, reporting, and giving and receiving constructive feedback • numeracy skills for performance information, setting targets and interpreting financial documents and reports • technical and analytical skills to interpret business document, reports and financial statements and projections • relate to people from a range of social, cultural and ethnic backgrounds and physical and mental abilities • solve problem and develop contingency plans • using computers and software packages to record and manage data and to produce reports • evaluate using assessment work and outcomes • observe for identifying appropriate people, resources and to monitor work

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"> • Interview / Written Test • Observation / Demonstration with Oral Questioning
Context of Assessment	Competence may be assessed in the work place or in a simulated work place setting.

Occupational Standard: Animal Feed Processing Supervision Level IV	
Unit Title	Apply Problem Solving Techniques and Tools
Unit Code	IND MPP4 18 0613
Unit Descriptor	This unit of competency covers the knowledge, skills and attitude required to apply scientific problem solving techniques and tools to enhance quality, productivity and other kaizen elements on continual basis.

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

	<p>4.7 The suggested solutions are carefully tested and evaluated for potential complications.</p> <p>4.8 Detailed summaries of the action plan are prepared to implement the suggested solution.</p>
5. Examine countermeasures and their implementation.	<p>5.1 Action plan is implemented by medium KPT members.</p> <p>5.2 Implementation is monitored according to the agreed procedure and activities are checked with preset plan.</p>
6. Assess effectiveness of the solution.	<p>6.1 Tangible and intangible results are identified.</p> <p>6.2 The results are verified over time.</p> <p>6.3 Tangible results are compared with targets using various types of diagram.</p>
7. Standardize and sustain operation.	<p>7.1 If the goal is achieved, the new procedures are standardized and made part of daily activities.</p> <p>7.2 All employees are trained on the new Standard Operating Procedures (SOPs).</p> <p>7.3 SOP is verified and followed by all employees.</p> <p>7.4 The next problem is selected to be tackled by the team.</p>

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

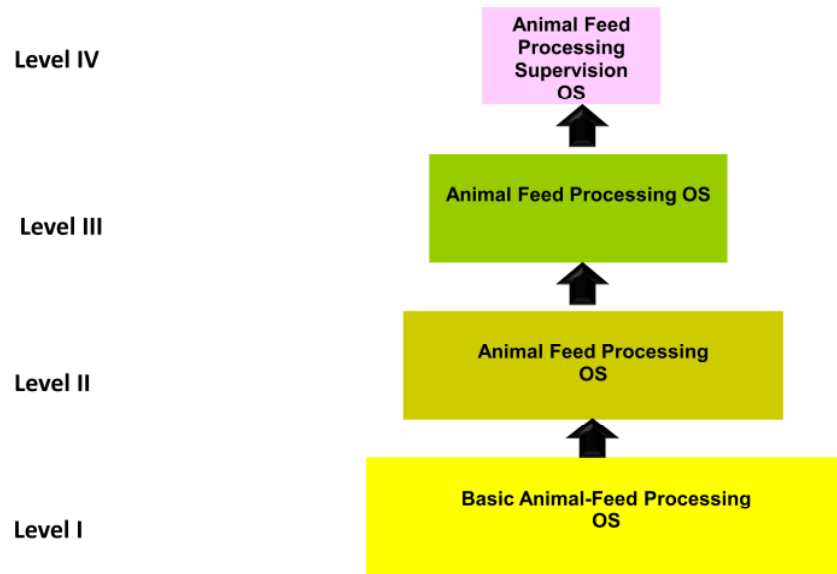
Kaizen Elements	<p>may include but not limited to:</p> <ul style="list-style-type: none"> • Quality • Cost • Productivity • Delivery • Safety • Moral • Environment • Gender equality
5W1H	<p>may include but not limited to:</p> <ul style="list-style-type: none"> • Who: person in charge • Why: objective • What: item to be implemented • Where: location • When: time frame • How: method
4M1E	<p>may include but not limited to:</p> <ul style="list-style-type: none"> • Man • Machine • Method • Material and • Environment
Creative idea generation	<p>may include but not limited to:</p> <ul style="list-style-type: none"> • Brainstorming • Exploring and examining ideas in varied ways • Elaborating and extrapolating • Conceptualizing
Medium KPT	<p>may include but not limited to:</p> <ul style="list-style-type: none"> • 5S • 4M (machine, method, material and man) • 4P (Policy, procedures, People and Plant) • PDCA cycle • Basics of IE tools and techniques
Tangible and intangible results	<p>may include but not limited to:</p> <ul style="list-style-type: none"> • Tangible result may include: <ul style="list-style-type: none"> ➤ Quantifiable data • Intangible result may include: <ul style="list-style-type: none"> ➤ Qualitative data
Various types of diagram	<p>may include but not limited to:</p> <ul style="list-style-type: none"> • Line graph • Bar graph • Pie-chart • Scatter diagram • Affinity diagram

Standard Operating Procedures (SOPs)	<p>may include but not limited to:</p> <ul style="list-style-type: none"> • The customer demand • The most efficient work routine (steps) • The cycle times required to complete work elements • All process quality checks required to minimize defects/errors • The exact amount of work in process required
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Evidence Guide	
Critical Aspects of Assessment	<p>Demonstrates skills and knowledge competencies to:</p> <ul style="list-style-type: none"> • Apply all relevant procedures and regulatory requirements to ensure quality and productivity of an organization. • Detect non-conforming products/services in the work area • Apply effective problem solving approaches/strategies. • Implement and monitor improved practices and procedures • Apply statistical quality control tools and techniques.
Underpinning Knowledge and Attitude	<p>Demonstrates knowledge of:</p> <ul style="list-style-type: none"> • QC story/PDCA cycle/ Problem solving steps • QCC techniques • 7 QC tools • Basic IE tools and techniques. • SOP • Quality requirements associated with the individual's job function and/or work area • Workplace procedures associated with the candidate's regular technical duties • Relevant health, safety and environment requirements • organizational structure of the enterprise • Lines of communication • Methods of making/recommending improvements. • Reporting procedures
Underpinning Skills	<p>Demonstrates skills to:</p> <ul style="list-style-type: none"> • Apply problem solving techniques and tools • Apply statistical analysis tools • Apply Visual Management Board/Kaizen Board. • Detect non-conforming products or services in the work area • Document and report information about quality, productivity and other kaizen elements. • Contribute effectively within a team to recognize and recommend improvements in quality, productivity and other kaizen elements. • Implement and monitor improved practices and procedures. • Organize and prioritize activities and items. • Read and interpret documents describing procedures

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

Animal Feed Processing



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We wish to extend thanks and appreciation to the many representatives of business, industry, academe and government agencies who donated their time and expertise to the development of this occupational standard.

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This occupational standard was developed in June 2013 at Debre Zeyit Ethiopia Management Institute.

COMMENT TEMPLATE

The Federal TVET Agency values your feedback of the document.
If you would like someone to personally contact you, please provide the following information:
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Region:
Phone number:
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Contact preference: <input type="checkbox"/> Phone <input type="checkbox"/> E-mail
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