



Federal Democratic Republic of Ethiopia  
OCCUPATIONAL STANDARD

**BASIC PHARMACEUTICALS  
MANUFACTURING**

**NTQF Level I**



*Ministry of Education  
July 2013*

## Introduction

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

## UNIT OF COMPETENCE CHART

| Occupational Standard: Basic Pharmaceuticals Manufacturing                    |  |  |
|---|--|--|
| Occupational Code: <b>IND PHR</b>   |  |  |
| <b>NTQF Level I</b>   |  |  |
| <a href="#">IND PHR1 01 0613</a><br>Work Safely                               | <a href="#">IND PHR1 02 0613</a><br>Follow Work Procedures to Maintain Good Manufacturing Practice | <a href="#">IND PHR1 03 0613</a><br>Use Product Knowledge to Complete Work Operations  |
| <a href="#">IND PHR1 04 0613</a><br>Operate a Personal Computer               | <a href="#">IND PHR1 05 0613</a><br>Use Numerical Applications in the Workplace                    | <a href="#">IND PHR1 06 0613</a><br>Take and Record Basic Measurement                  |
| <a href="#">IND PHR1 07 0613</a><br>Operate Retail Technology                 | <a href="#">IND PHR1 08 0613</a><br>Operate Basic Equipment  | <a href="#">IND PHR1 09 0613</a><br>Carry out Manual Handling Task                     |
| <a href="#">IND PHR1 10 0613</a><br>Prepare Basic Mixes                       | <a href="#">IND PHR1 11 0613</a><br>Perform Stock Control Procedures                               | <a href="#">IND PHR1 12 0613</a><br>Participate Effectively in a Workplace Environment |
| <a href="#">IND PHR1 13 0613</a><br>Pack or Unpack Product Manually           | <a href="#">IND PHR1 14 0613</a><br>Monitor Process Operation                                      | <a href="#">IND PHR1 15 0613</a><br>Apply Quality Standards                            |
| <a href="#">IND PHR1 16 0613</a><br>Work with Others                          | <a href="#">IND PHR1 17 0613</a><br>Receive and Respond to Workplace Communication                 | <a href="#">IND PHR1 18 0613</a><br>Demonstrate Work Values                            |
| <a href="#">IND PHR1 19 0613</a><br>Develop Understanding of Entrepreneurship | <a href="#">IND PHR1 20 0613</a><br>Apply 3S   |  |

| Occupational Standard: Basic Pharmaceuticals Manufacturing Level I |  |
|--|--|
| Unit Title   | Work Safely  |
| Unit Code  | <a href="#">IND PHR1 01 0613</a>   |
| Unit Descriptor  | This unit of competency covers the outcomes required to work within Occupational Health and Safety (OHS) requirements across a range of industry contexts. It requires the ability to demonstrate personal awareness of OHS legislative requirements and basic principles of risk management and prevention of injury and illness at work. This unit supports the attainment of the basic OHS knowledge required prior to undertaking designated work tasks. |

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

| <b>Variable</b>   | <b>Range</b>   |
|---|--|
| Risks   | May include: <ul style="list-style-type: none"> <li>• the likelihood of a hazard causing injury or harm</li> </ul>   |
| Principles of risk management   | May include: <ul style="list-style-type: none"> <li>• identify hazards</li> <li>• assess the risks involved</li> <li>• consult and report ensuring the involvement of relevant workers</li> <li>• control the hazard</li> <li>• review to identify change or improvement</li> </ul>  |
| Hazards   | Hazards relate to: <ul style="list-style-type: none"> <li>• a source or situation with the potential for harm in terms of human injury or ill-health, damage to property, the environment, or a combination of these</li> </ul>  |
| Common hazards  | May include: <ul style="list-style-type: none"> <li>• manual handling</li> <li>• hazardous substances and dangerous goods</li> <li>• noise</li> <li>• plant and equipment including access to moving parts</li> <li>• UV radiation</li> <li>• electrical safety</li> <li>• traffic and mobile plant</li> <li>• working at heights</li> <li>• falling objects</li> <li>• excavations (including trenches)</li> <li>• confined spaces</li> <li>• unplanned collapse</li> <li>• hot and cold working environments</li> <li>• HIV and other infectious diseases</li> </ul> |
| Measures for controlling risk eliminate or minimise hazards in accordance with the hierarchy of control | May include: <ul style="list-style-type: none"> <li>• elimination (e.g. controlling the hazard at the source)</li> <li>• substitution (e.g. replacing one substance or activity at the source)</li> <li>• engineering control (e.g. installing guards on machinery)</li> <li>• administration control (e.g. policies and procedures for safe work practices)</li> <li>• personal protective equipment (e.g. respirators and ear plugs)</li> </ul>  |
| Personal protective equipment   | May include: <ul style="list-style-type: none"> <li>• protective, well fitting clothing</li> <li>• arm guards</li> <li>• aprons</li> <li>• high visibility retro reflective vests</li> <li>• safety footwear</li> <li>• hard hat</li> <li>• eye protection</li> </ul>  |

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|                                   | <ul style="list-style-type: none"> <li>• hearing protection</li> <li>• gloves</li> <li>• respiratory protection</li> <li>• UV protective clothing and sunscreen</li> </ul>  |
| Safety signs and symbols          | <p>May include:</p> <ul style="list-style-type: none"> <li>• regulatory signs (e.g. prohibition, mandatory and limitation or restriction)</li> <li>• hazard signs (danger and warning)</li> <li>• emergency information signs (e.g. exits, equipment, first aid)</li> <li>• fire signs (e.g. location of fire alarms and firefighting equipment)</li> <li>• safety tags and lockout (e.g. danger tags, out of service tags)</li> <li>• caution signs</li> </ul>   |
| OHS communication processes       | <p>May include:</p> <ul style="list-style-type: none"> <li>• processes for raising OHS issues</li> <li>• OHS participative arrangements</li> <li>• OHS meetings</li> <li>• toolbox talks</li> <li>• discussions with OHS representatives</li> <li>• workplace consultation relating to OHS issues and changes</li> <li>• OHS notices, newsletters, bulletins and correspondence</li> </ul>  |
| OHS information and documentation | <p>May include:</p> <ul style="list-style-type: none"> <li>• workplace documentation and plans</li> <li>• safe work method statements</li> <li>• Material Safety Data Sheets (MSDS)</li> <li>• job safety analyses</li> <li>• accident and incident reports</li> <li>• reports of near misses and dangerous occurrences</li> <li>• risk assessments</li> <li>• labels</li> <li>• safety meeting minutes</li> <li>• proformas for reporting hazards, incidents and injuries</li> <li>• Acts</li> <li>• regulations</li> <li>• codes of practice</li> <li>• guidance notes</li> <li>• evacuation plans</li> <li>• emergency information contact</li> <li>• workplace safety inspection reports</li> </ul> |
| Designated OHS personnel          | <p>May include:</p> <ul style="list-style-type: none"> <li>• supervisors</li> <li>• OHS representatives</li> <li>• OHS committee members</li> <li>• first aid officers</li> <li>• OHS managers</li> </ul>   |

|  |   |
|--|---|
| Relevant authorities   | <p>May include:</p> <ul style="list-style-type: none"> <li>• emergency services (e.g. police, ambulance, fire brigade, emergency rescue)</li> <li>• OHS regulatory authority</li> <li>• supervisor</li> <li>• manager</li> </ul>  |
| Incidents  | <p>May include:</p> <ul style="list-style-type: none"> <li>• accidents resulting in personal injury or damage to property</li> <li>• near misses or dangerous occurrences which do not cause injury but may pose an immediate and significant risk to persons or property, and need to be reported so that action can be taken to prevent recurrence</li> </ul>   |
| Fire safety equipment  | <p>May include:</p> <ul style="list-style-type: none"> <li>• firefighting equipment</li> <li>• fire blankets</li> <li>• breathing apparatus</li> </ul>  |
| General procedures for responding to incidents and emergencies | <p>May include:</p> <ul style="list-style-type: none"> <li>• basic emergency response (keep calm, raise alarm, obtain help)</li> <li>• evacuation</li> <li>• referring to workplace emergency plans and documentation</li> <li>• notification of designated OHS personnel and authorities</li> <li>• notification of emergency services (e.g. when and how)</li> </ul>                                      |
| Emergencies  | <p>May include:</p> <ul style="list-style-type: none"> <li>• fire</li> <li>• toxic and/or flammable vapors emission</li> <li>• vehicle/mobile plant accident</li> <li>• structural collapse</li> <li>• chemical spill</li> <li>• injury to personnel</li> <li>• explosions and gas leak</li> </ul>  |
| OHS legislative requirements                                   | <p>Requirements should relate to:</p> <ul style="list-style-type: none"> <li>• OHS and welfare Acts and regulations</li> <li>• safety codes of practice</li> <li>• national safety standards</li> <li>• OHS standards and guidelines</li> <li>• licenses, tickets or certificates of competency</li> <li>• duty of care</li> <li>• health and safety representatives, committees and supervisors</li> </ul> |
| Duty of care requirements                                      | <p>Relate to:</p> <ul style="list-style-type: none"> <li>• the legal responsibility under 'duty of care' to do everything reasonably practicable to protect others from harm</li> <li>• relevant state and territory OHS requirements and may include employers and self-employed persons, persons in control of the work site, manufacturers and suppliers,</li> </ul>                                     |

|                                     |  |
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|                                     | <ul style="list-style-type: none"> <li>• own responsibilities to comply with safe working practices, including activities which require licenses, tickets or certificates of competency</li> </ul>   |
| Safe working practices may include: | <ul style="list-style-type: none"> <li>• smoking in designated areas</li> <li>• housekeeping to ensure a clean, tidy and therefore safer work area</li> <li>• general requirements for use of personal protective equipment and clothing</li> <li>• general requirements for safe use of plant and equipment</li> <li>• storage and removal of debris</li> <li>• drugs and alcohol at work</li> <li>• preventing bullying and harassment</li> <li>• access to site amenities such as drinking water and toilets</li> </ul> |

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



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

| <b>Occupational Standard: Basic Pharmaceuticals Manufacturing Level I</b> |  |
|---|--|
| <b>Unit Title</b>   | <b>Follow Work Procedures to Maintain Good Manufacturing Practice</b>  |
| <b>Unit Code</b>  | <a href="#"><u>IND PHR1 02 0613</u></a>  |
| <b>Unit Descriptor</b>  | This unit of competency covers the skills and knowledge required to comply with relevant Good Manufacturing Practice (GMP) codes and workplace quality standards. This unit has application in a Pharmaceuticals manufacturing environment. Responsibility for applying GMP relates to the person's work area. |

| <b>Elements</b>  | <b>Performance Criteria</b>  |
|--|--|
| 1. Identify requirements of GMP related to own work              | 1.1 Sources of information on GMP requirements are located.<br>1.2 GMP requirements and responsibilities related to own work are identified.   |
| 2. Observe personal hygiene and conduct to meet GMP requirements | 2.1 Personal hygiene is made to meet GMP requirements.<br>2.2 Clothing is prepared, used, stored and disposed of according to GMP and workplace procedures.<br>2.3 Personal movement around the workplace is complied with area entry and exit procedures.   |
| 3. Follow GMP requirements when carrying out work activities     | 3.1 GMP requirements are identified.<br>3.2 Work area, materials, equipment and product are routinely monitored to ensure compliance with GMP requirements.<br>3.3 Raw materials, product and packaging components are handled according to GMP and workplace procedures.<br>3.4 Contamination is identified and appropriate control measures are followed relating to work responsibilities and according to GMP requirements.<br>3.5 Processes, practices or conditions which are not consistent with GMP are identified and reported according to workplace reporting procedure.<br>3.6 The workplace is maintained in a clean and tidy order to meet GMP housekeeping standards.<br>3.7 Work is conducted in accordance with workplace environmental guidelines. |
| 4. Complete workplace documentation to support GMP               | 4.1 Documentation and recording requirements are identified.<br>4.2 Information is recorded according to workplace reporting procedures to meet GMP requirements.  |

| Variable                              | Range   |
|---------------------------------------|---|
| Policies and procedures               | Work is carried out according to company policies and procedures, regulatory and licensing requirements, legislative requirements and industrial awards and agreements  |
| Legislative requirements may include: | <ul style="list-style-type: none"> <li>• relevant GMP codes</li> <li>• the Therapeutic Goods Act</li> <li>• the Standards Code, including labelling, weights and measures legislation</li> <li>• legislation covering environmental management, OHS, anti-discrimination and equal opportunity</li> </ul> |
| Reporting systems                     | May include electronic and manual data recording and storage systems  |

| Evidence Guide   |   |
|--|---|
| Critical Aspects of Competence                                   | <p>Must demonstrate evidence of ability to:</p> <ul style="list-style-type: none"> <li>• identify requirements of GMP</li> <li>• apply GMP procedures to own work</li> <li>• identify and report non-compliances</li> <li>• Complete required documentation.</li> </ul>   |
| Underpinning Knowledge and Attitudes and Attitudes and Attitudes | <p>Must demonstrate knowledge of:</p> <ul style="list-style-type: none"> <li>• the role of GMP in preventing contamination, its relationship to legislative responsibilities and potential implications of non-compliance</li> <li>• the relationship between the Code of GMP and workplace procedures, systems and processes</li> <li>• GMP personnel and their respective responsibilities</li> <li>• personal role, responsibility and accountability for implementing GMP</li> <li>• sources of advice on GMP requirements for own work</li> <li>• personnel clothing and footwear requirements for working in and/or moving between work areas</li> <li>• personal clothing use, storage and disposal requirements</li> <li>• common types and sources of contamination that occur in the work area</li> <li>• control methods and procedures used in the work area to maintain GMP, including an understanding of the purpose of control, the consequence if not controlled and the method of control where relevant</li> <li>• monitoring, inspection and checking procedures relating to process control requirements event of non-compliance</li> <li>• storage and handling requirements for raw materials, packaging components and product</li> <li>• standards for materials, equipment and utensils used in the work area</li> <li>• evidence of out-of-standard or unacceptable performance</li> </ul> |

|                       |   |
|-----------------------|---|
|                       | <ul style="list-style-type: none"> <li>• action required in the</li> <li>• relevant to work role</li> <li>• housekeeping requirements and responsibilities relating to own work, where relevant this includes use and storage of housekeeping/cleaning equipment</li> <li>• waste collection, recycling and handling procedures relevant to own work responsibilities</li> <li>• responsibilities for reporting and recording quality information</li> </ul>  |
| Underpinning Skills   | <p>Must demonstrate Skills to:</p> <ul style="list-style-type: none"> <li>• locate and follow workplace information relating to GMP responsibilities</li> <li>• maintain personal hygiene consistent with GMP</li> <li>• follow workplace procedures when moving around the workplace and/or from one task to another to maintain GMP</li> <li>• use, store and dispose of appropriate clothing/footwear as required by work tasks and consistent with GMP</li> <li>• carry out relevant checks and inspections as required, such as visual checks and inspections on equipment and/or raw materials, product, packaging components and processing conditions relevant to own work</li> <li>• identify and respond to out-of-specification or unacceptable conditions or performance, such as making adjustments within level of responsibility and/or reporting</li> <li>• follow GMP when carrying out work functions</li> <li>• identify and report situations that do or could compromise GMP</li> <li>• handle and/or dispose of out-of-specification or contaminated materials, packaging components/consumables and product, waste and recyclable material according to GMP as required by work responsibilities</li> <li>• maintain the work area in a clean and tidy state</li> <li>• identify and report signs of pest infestation</li> <li>• use oral communication skills/language competence to fulfill the job role as specified by the organization, including questioning, active listening, asking for clarification and seeking advice from supervisor</li> <li>• work cooperatively within a culturally diverse workforce</li> </ul> |
| Resources Implication | Access is required to real or appropriately simulated situations, including work areas, materials and equipment, and to information on workplace practices and OHS practices.   |
| Methods of Assessment | <p>Competence may be assessed through:</p> <ul style="list-style-type: none"> <li>• Interview / Written Test</li> <li>• Observation / Demonstration with Oral Questioning</li> </ul>  |
| Context of Assessment | Competence may be assessed in the work place or in a simulated work place setting.  |

| Occupational Standard: Basic Pharmaceuticals Manufacturing Level I |  |
|--|--|
| Unit Title   | Use Product Knowledge to Complete Work Operations  |
| Unit Code  | <a href="#">IND PHR1 03 0613</a>   |
| Unit Descriptor  | This unit involves the skills and knowledge required to use product knowledge to complete work operations in accordance with workplace requirements including identifying products in a subsection of a warehouse or other storage area, examining quality and reporting on products, and using inventory and labelling systems to identify and locate products. |

| Elements  | Performance Criteria  |
|---|---|
| 1. Identify products in a subsection of a warehouse or other storage area | 1.1 Products are identified against specified criteria in accordance with workplace procedures.<br>1.2 Storage and handling <b>characteristics</b> are identified and applied consistently.<br>1.3 Products are described to internal customers identifying features which may affect location, safety or storage requirements. |
| 2. Examine quality and report on products                                 | 2.1 Products are inspected in accordance with <b>workplace</b> quality assurance procedures.<br>2.2 Workplace procedures are followed to replace, return or dispose of <b>stock/products</b> which are not useable.<br>2.3 Non-conforming products are recorded/reported in accordance with workplace procedures.               |
| 3. Use inventory and labeling systems to identify and locate products     | 3.1 <b>Inventory</b> and <b>labeling systems</b> are used to locate products within the workplace.<br>3.2 <b>Goods</b> are physically located and identified.   |

| Variable                              | Range   |
|---------------------------------------|---|
| The characteristics of products/stock | May include: <ul style="list-style-type: none"> <li>• small parts</li> <li>• toxicity</li> <li>• flammability</li> <li>• form</li> <li>• weight</li> <li>• size</li> <li>• state</li> <li>• perishability</li> <li>• fragility and security risk</li> </ul> |

|   |  |
|---|--|
| Workplaces  | May comprise: <ul style="list-style-type: none"> <li>• large, medium or small worksites</li> </ul>   |
| Work  | May be conducted: <ul style="list-style-type: none"> <li>• in a range of work environments</li> <li>• by day or night</li> </ul>   |
| Categories or groups of products/stock              | May include: <ul style="list-style-type: none"> <li>• small parts</li> <li>• perishable goods</li> <li>• overseas export</li> <li>• dangerous goods</li> <li>• refrigerated products</li> <li>• temperature controlled stock</li> <li>• fragile goods</li> </ul>                     |
| Inventory systems                                   | May be: <ul style="list-style-type: none"> <li>• automated</li> <li>• manual</li> <li>• paper-based</li> <li>• computerized</li> <li>• microfiche</li> </ul>   |
| Labeling systems                                    | May include: <ul style="list-style-type: none"> <li>• batch code</li> <li>• bar code</li> <li>• identification numbering systems</li> <li>• serial numbers</li> <li>• symbols for safe handling</li> </ul>   |
| Goods   | May involve: <ul style="list-style-type: none"> <li>• special handling, location, storage and/or packaging requirements, including temperature controlled goods and dangerous goods</li> </ul>   |
| Customers   | May be: <ul style="list-style-type: none"> <li>• internal or external</li> </ul>   |
| Work  | May be: <ul style="list-style-type: none"> <li>• limited or restricted spaces</li> <li>• exposed conditions</li> <li>• controlled or open environments</li> </ul>  |
| Distinguishing identification criteria for products | May include: <ul style="list-style-type: none"> <li>• shape</li> <li>• size</li> <li>• color</li> <li>• distinguishing features</li> <li>• codes and product identification/serial numbers</li> <li>• labels</li> <li>• signs or other documentation</li> <li>• locations</li> </ul> |

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| Communication in the work area   | <p>May include:</p> <ul style="list-style-type: none"> <li>• Phone</li> <li>• Electronic Data Interchange (EDI)</li> <li>• fax</li> <li>• email</li> <li>• internet</li> <li>• RF systems</li> <li>• oral, aural or signed communications</li> </ul>   |
| Depending on the type of organization concerned and the local terminology used, workplace procedures | <p>May include:</p> <ul style="list-style-type: none"> <li>• company procedures</li> <li>• enterprise procedures</li> <li>• organizational procedures</li> <li>• established procedures</li> </ul>   |
| Personal protective equipment  | <p>May include:</p> <ul style="list-style-type: none"> <li>• gloves</li> <li>• safety headwear and footwear</li> <li>• safety glasses</li> <li>• two-way radios</li> <li>• high visibility clothing</li> </ul>   |
| Consultative processes   | <p>May involve:</p> <ul style="list-style-type: none"> <li>• other employees and supervisors</li> <li>• suppliers, customers and clients</li> <li>• relevant authorities and institutions</li> <li>• management and union representatives</li> <li>• industrial relations and OHS specialists</li> <li>• other maintenance, professional or technical staff</li> </ul>   |
| Hazards in the work area   | <p>May include:</p> <ul style="list-style-type: none"> <li>• chemicals</li> <li>• dangerous or hazardous substances</li> <li>• movements of equipment, goods and materials</li> <li>• oil or water on floor</li> <li>• a fire or explosion</li> <li>• damaged packaging or pallets</li> <li>• debris on floor</li> <li>• faulty racking</li> <li>• poorly stacked pallets</li> <li>• faulty equipment</li> </ul> |
| Information/ documents   | <p>May include:</p> <ul style="list-style-type: none"> <li>• goods identification numbers and codes</li> <li>• manifests, picking slips, merchandise transfers, stock requisitions and bar codes</li> <li>• codes of practice and regulations relevant to the identification, handling and stacking of goods</li> </ul>  |

|  |   |
|--|---|
|  | <ul style="list-style-type: none"> <li>• international regulations and codes of practice for the handling, stacking and transport of dangerous goods and hazardous substances</li> <li>• operations manuals, job specifications and induction documentation</li> <li>• manufacturers specifications for equipment</li> <li>• workplace procedures and policies</li> <li>• supplier and/or client instructions</li> <li>• dangerous goods declarations and material safety data sheets (where applicable)</li> <li>• award, enterprise bargaining agreement, other industrial arrangement</li> <li>• quality assurance procedures</li> <li>• emergency procedures</li> </ul> |
| Applicable regulations and legislation | <p>May include:</p> <ul style="list-style-type: none"> <li>• relevant codes and regulations for the packaging of goods</li> <li>• International regulations and codes of practice for the handling and transport of dangerous goods and hazardous substances.</li> <li>• license, patent or copyright arrangements</li> <li>• water and road use and license arrangements</li> <li>• export/import/quarantine/bond requirements</li> <li>• marine orders</li> <li>• relevant state/territory OHS and environmental protection legislation</li> <li>• workplace relations regulations</li> <li>• workers compensation regulations</li> </ul>                                 |

| <b>Evidence Guide</b>                |  |
|--------------------------------------|--|
| Critical Aspects of Competence       | <p>Must demonstrate knowledge and skills to:</p> <ul style="list-style-type: none"> <li>• Identify products in a subsection of a warehouse or other storage area</li> <li>• Examine quality and report on products</li> <li>• Use inventory and labeling systems to identify and locate products</li> </ul>  |
| Underpinning Knowledge and Attitudes | <p>Must demonstrate knowledge of:</p> <ul style="list-style-type: none"> <li>• codes and regulations relevant to the products being identified, handled, transported, stacked and/or stored as part of work operations</li> <li>• Relevant OHS and environmental protection procedures and guidelines</li> <li>• Workplace procedures and policies for the identification, handling, stacking and storage of particular categories of products</li> <li>• Focus of operation of work systems, equipment, management and site operating systems for the packaging of goods</li> </ul> |



|                       |   |
|-----------------------|---|
|                       | <ul style="list-style-type: none"> <li>• Categories or groups of products and the special handling, stacking and storage requirements for each</li> <li>• Purpose and use of cataloguing and labeling systems</li> <li>• Strategies to seek out sources of knowledge of products and use this information to inform work</li> <li>• Types of equipment and storage areas appropriate for different types of goods including perishable, fragile, dangerous, composition/state goods</li> <li>• Documentation requirements including reports and records concerning damaged or contaminated goods</li> <li>• Housekeeping standards procedures required in the workplace</li> <li>• Site layout and obstacles</li> </ul>   |
| Underpinning Skills   | <p>Must demonstrate skills to:</p> <ul style="list-style-type: none"> <li>• Communicate effectively with others when handling, transporting and storing products and providing information on products and services</li> <li>• Read and comprehend simple statements in English</li> <li>• Read and interpret instructions, procedures, information and signs relevant to the handling, transporting and storing of products and the provision of information on products and services</li> <li>• Identify containers and goods coding, markings and where applicable emergency information panels</li> <li>• Complete documentation related to work activities</li> <li>• Adapt appropriately to cultural differences in the workplace, including modes of behavior and interactions with others</li> <li>• Adapt to differences in products and services in accordance with standard operating procedures</li> <li>• Select and use required personal protective equipment conforming to industry and OHS standards</li> <li>• Select and use relevant communications, computing and load handling equipment</li> <li>• Estimate the size, shape and special requirements of goods and loads</li> </ul> |
| Resources Implication | Access is required to real or appropriately simulated situations, including work areas, materials and equipment, and to information on workplace practices and OHS practices.   |
| Methods of Assessment | <p>Competence may be assessed through:</p> <ul style="list-style-type: none"> <li>• Interview / Written Test</li> <li>• Observation / Demonstration with Oral Questioning</li> </ul>  |
| Context of Assessment | Competence may be assessed in the work place or in a simulated work place setting.  |

| Occupational Standard: Basic Pharmaceuticals Manufacturing Level I |  |
|--|--|
| Unit Title   | Operate a Personal Computer  |
| Unit Code  | <a href="#">IND PHR1 04 0613</a>   |
| Unit Descriptor  | This unit describes the performance outcomes, skills and knowledge required to start up a personal computer or business computer terminal; to correctly navigate the desktop environment; and to use a range of basic functions. |

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

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

| Variable               | Range   |
|------------------------|---|
| Ergonomic requirements | May include but not limited to: <ul style="list-style-type: none"> <li>• avoiding radiation from computer screens</li> <li>• chair height, seat and back adjustment</li> <li>• document holder</li> <li>• footrest</li> <li>• keyboard and mouse position</li> <li>• lighting</li> <li>• noise minimization</li> <li>• posture</li> <li>• screen position</li> <li>• workstation height and layout</li> </ul> |
| Work organization      | May include but not limited to: <ul style="list-style-type: none"> <li>• exercise breaks</li> <li>• mix of repetitive and other activities</li> <li>• rest periods</li> <li>• Visual Display Unit (VDU) eye testing</li> </ul>  |
| Desktop icons          | May include but not limited to: <ul style="list-style-type: none"> <li>• directories/folders</li> <li>• files</li> <li>• network devices</li> <li>• recycle bin and waste basket</li> </ul>   |
| File attributes        | May include but not limited to: <ul style="list-style-type: none"> <li>• dates</li> <li>• size</li> <li>• CDs</li> <li>• diskettes</li> <li>• local hard drive</li> <li>• other locations on a network</li> <li>• USB/ Flash/Thumb drives</li> <li>• zip disks</li> </ul>   |

| Evidence Guide                 |   |
|--------------------------------|---|
| Critical Aspects of Competence | Evidence of the following is essential: <ul style="list-style-type: none"> <li>• navigation and manipulation of the desktop environment within the range of assigned workplace tasks</li> </ul> |

|  |   |
|--|---|
|  | <ul style="list-style-type: none"> <li>• knowledge of organizational requirements for simple documents and filing conventions</li> <li>• application of simple keyboard functions to produce documents with a degree of speed and accuracy relevant to the level of responsibility required</li> </ul>  |
| Underpinning Knowledge and Attitudes and Attitudes and Attitudes | <p>Key provisions of relevant legislation from all levels of government that may affect aspects of business operations, such as:</p> <ul style="list-style-type: none"> <li>• OHS</li> <li>• basic ergonomics of computer use</li> <li>• main types and parts of computers, and basic features of different operating systems</li> <li>• suitable file naming conventions</li> </ul>  |
| Underpinning Skills  | <p>Must demonstrate skills of:</p> <ul style="list-style-type: none"> <li>• literacy skills to identify work requirements, to comprehend basic workplace documents, to interpret basic user manuals and to proofread simple documents</li> <li>• communication skills to identify lines of communication, to request advice, to effectively question, to follow instructions and to receive feedback</li> <li>• problem-solving skills to solve routine problems in the workplace, while under direct supervision</li> <li>• technology skills to use equipment safely while under direction, basic keyboard and mouse skills and procedures relating to logging on and accessing a computer</li> <li>• basic typing techniques and strategies</li> </ul> |
| Resources Implication  | <p>Access is required to real or appropriately simulated situations, including work areas, materials and equipment, and to information on workplace practices and OHS practices.</p>  |
| Methods of Assessment  | <p>Competence may be assessed through:</p> <ul style="list-style-type: none"> <li>• Interview / Written Test</li> <li>• Observation / Demonstration with Oral Questioning</li> </ul>  |
| Context of Assessment  | <p>Competence may be assessed in the work place or in a simulated work place setting.</p>   |

| Occupational Standard: Basic Pharmaceuticals Manufacturing Level I |   |
|--|---|
| Unit Title   | Use Numerical Applications in the Workplace   |
| Unit Code  | <a href="#">IND PHR1 05 0613</a>  |
| Unit Descriptor  | This is unit of competency covers the skills and knowledge required to apply basic mathematical functions of addition, subtraction, multiplication and division to undertake workplace calculations or to estimate approximate answers when exact calculations are not required. This unit has application in a production environment where basic mathematics may be required to undertake or support work processes. Typical applications of mathematical concepts in the workplace include but are not limited to measuring or estimating product characteristics, such as weight, capacity, time and temperature; measuring and estimating material usage, quantities and ratios; measuring equipment and processing parameters, such as speed/throughput; and calculating entitlements, such as pay, leave entitlements, and shift allowances. The unit requires both calculation and estimation skills with the choice between calculation and estimation dependent on the particular process and sector. |

| Elements  | Performance Criteria   |
|---|--|
| 1. Apply basic mathematical concepts to calculate workplace information | <p>1.1 <b>Calculation</b> requirements are identified and appropriate method is selected.</p> <p>1.2 Data is obtained from relevant sources and interpreted correctly.</p> <p>1.3 Calculations are undertaken using addition, subtraction, multiplication and division to support work role.</p> |
| 2. Apply basic mathematical concepts to estimate workplace information  | <p>2.1 <b>Estimation</b> requirements are identified and appropriate estimation method is selected.</p> <p>2.2 Data is obtained from relevant sources and interpreted correctly.</p> <p>2.3 Estimations are made to meet work requirements.</p>  |

| Variable     | Range  |
|--------------|--|
| Calculations | <p>May include:</p> <ul style="list-style-type: none"> <li>• the use of whole numbers, decimals, fractions and percentages</li> <li>• Calculations may be made: <ul style="list-style-type: none"> <li>➤ manually or using calculators and other measuring instruments as appropriate to the task</li> </ul> </li> </ul> |
| Estimations  | <p>Can be made from:</p> <ul style="list-style-type: none"> <li>• observations of other amounts or measurements</li> </ul>   |

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|                       | <ul style="list-style-type: none"> <li>supplied data, such as volume or weight information on packaging of raw materials</li> </ul> |
| Conversion charts     | <ul style="list-style-type: none"> <li>are those in common use in the workplace</li> </ul>  |
| Results               | <ul style="list-style-type: none"> <li>may or may not be recorded depending on workplace requirements</li> </ul>                    |
| Numerical information | <p>May be presented in forms, including:</p> <ul style="list-style-type: none"> <li>simple run charts</li> <li>graphs</li> </ul>    |

| <b>Evidence Guide</b>  |   |
|--|---|
| Critical Aspects of Competence                                   | <p>Must demonstrate knowledge and skills to:</p> <ul style="list-style-type: none"> <li>identify calculation or estimation requirements</li> <li>carry out calculations involving basic addition, subtraction, division and multiplication</li> <li>where estimations are used, estimated amounts must be consistent with process or product specification and demonstrate knowledge of measurement units used in the workplace</li> <li>Use estimation techniques to check calculated results and workplace data.</li> </ul>   |
| Underpinning Knowledge and Attitudes and Attitudes and Attitudes | <p>Must demonstrate knowledge of:</p> <ul style="list-style-type: none"> <li>mathematical processes, including addition, subtraction, multiplication and division</li> <li>application of calculation and estimation techniques to meet work requirements</li> <li>units of measurement used in the workplace, including whole numbers, fractions and decimals (to one decimal point) (this may include use of conversion charts)</li> <li>representation of numerical information relevant to work requirements, such as charts, graphs and tables</li> <li>recording requirements and responsibilities where relevant</li> </ul>  |
| Underpinning Skills  | <p>Must demonstrate skills to:</p> <ul style="list-style-type: none"> <li>identify whether a calculation or estimation is required to meet workplace requirements</li> <li>carry out calculations involving basic addition, subtraction, division and multiplication to support work role (this may involve use of a calculator and conversion tables where required)</li> <li>use estimation techniques to check quantities, ratios, speed and other required data estimates</li> <li>use estimation techniques to check calculated results and workplace data</li> <li>record calculations and measurement information accurately according to enterprise procedures</li> <li>use oral communication skills/language competence to fulfill the job role as specified by the organization, including questioning, active listening, asking for clarification and seeking advice from supervisor</li> <li>work cooperatively within a culturally diverse workforce</li> </ul> |

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

| Occupational Standard : Basic Pharmaceuticals Manufacturing Level I |   |
|---|---|
| Unit Title  | Take and Record Basic Measurement   |
| Unit Code   | <a href="#">IND PHR1 06 0613</a>  |
| Unit Descriptor   | This unit of competency covers the skills and knowledge required to use basic measuring equipment and devices, read and record results. |

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

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

| Evidence Guide                 |  |
|--------------------------------|--|
| Critical Aspects of competence | A candidate must demonstrate the ability to: <ul style="list-style-type: none"> <li>• identify purpose of measuring</li> <li>• use a variety of basic measuring equipment</li> </ul> |



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|  | <ul style="list-style-type: none"> <li>• identify and report inconsistencies</li> <li>• record measurement as required</li> <li>• apply safe work practices and identify OHS hazards and controls</li> <li>• Apply GMP procedures.</li> </ul>   |
| Underpinning Knowledge and Attitudes and Attitudes | <p>Must demonstrate Knowledge of:</p> <ul style="list-style-type: none"> <li>• purpose of measuring as applied to work responsibilities, and related measuring equipment and units of measurement, including the required accuracy of the measurement and the capability/accuracy level of equipment used</li> <li>• measuring equipment/device preparation requirements and purpose, including calibration requirements and responsibilities for maintaining accurate measuring equipment/devices (at this level, responsibility may involve confirming calibration by following defined check methods)</li> <li>• Occupational Health and Safety (OHS) hazards associated with using the measuring equipment/device and related safe operating procedures</li> <li>• typical/required range for measurement results</li> <li>• common factors and conditions that could affect the measurement result</li> <li>• procedures to follow where measurements are out of range, such as involves repeating the measurement one or more times</li> <li>• consequences of measurements that are out of range</li> <li>• responsibilities to report measurement information</li> </ul>          |
| Underpinning Skills                                | <p>Must demonstrate skills to:</p> <ul style="list-style-type: none"> <li>• access workplace information on measurement requirements and procedures relating to own work, including information about the types of measurements to be carried out, the equipment/devices to be used, frequency of measurement and related recording requirements</li> <li>• locate measuring equipment/device and confirm that it is suitable for use (this will vary depending on the nature of the equipment/device), such as tarring scales, and confirming calibration of devices (e.g. pH meters)</li> <li>• locate materials/items to be measured</li> <li>• follow procedures to conduct measurements</li> <li>• determine and interpret measurement results, including checking measurement accuracy, and where results are out of the required range, reporting to appropriate personnel and following instructions on corrective action</li> <li>• record results as required in the appropriate format, such as completing log sheets</li> <li>• use oral communication skills/language competence to fulfill the job role as specified by the organization, including questioning,</li> </ul> |

|                       |   |
|-----------------------|---|
|                       | <p>active listening, asking for clarification and seeking advice from supervisor</p> <ul style="list-style-type: none"> <li>• work cooperatively within a culturally diverse workforce</li> </ul> |
| Resources Implication | Access is required to real or appropriately simulated situations, including work areas, materials and equipment, and to information on workplace practices and OHS practices.                     |
| Methods of Assessment | Competence may be assessed through: <ul style="list-style-type: none"> <li>• Interview / Written Test</li> <li>• Observation / Demonstration with Oral Questioning</li> </ul>                     |
| Context of Assessment | Competence may be assessed in the work place or in a simulated work place setting.  |

| Occupational Standard: Basic Pharmaceuticals Manufacturing Level I |   |
|--|---|
| Unit Title   | Operate Retail Technology   |
| Unit Code  | <a href="#">IND PHR1 07 0613</a>  |
| Unit Descriptor  | This unit describes the performance outcomes, skills and knowledge required to operate a variety of retail equipment. It involves identifying the correct equipment required for a given task, maintaining retail equipment, applying keyboard skills and operating data entry equipment. This unit requires the skilled operation and maintenance of a range of retail equipment, including point-of-sale systems, keyboards and data entry equipment according to manufacturer instructions, design specifications, store policy and designated timeframes. This work is undertaken with some supervision and guidance. |

| Elements                        | Performance Criteria   |
|---------------------------------|--|
| 1. Maintain retail equipment    | 1.1 Purpose of <b>equipment</b> used in store or department is identified.<br>1.2 Equipment is operated according to design specifications and <b>safety requirements</b> .<br>1.3 Equipment faults are identified and reported to <b>relevant personnel</b> .<br>1.4 Maintenance program for retail equipment is identified and applied according to <b>store policy and procedures</b> . |
| 2. Apply keyboard skills        | 2.1 Keyboard using typing techniques is operated within designated speed and accuracy requirements.<br>2.2 Information is entered and edited accurately.   |
| 3. Operate data entry equipment | 3.1 Data using relevant equipment is entered according to store policy and procedures.<br>3.2 Price marking equipment is operated according to manufacturer instructions and store policy.<br>3.3 Data is entered accurately and within designated time limits.  |

| Variable  | Range  |
|-----------|--|
| Equipment | May include: <ul style="list-style-type: none"> <li>• point-of-sale terminals</li> <li>• electronic bar coding equipment for price labeling and stocktaking</li> <li>• portable data entry</li> <li>• printers</li> <li>• EFTPOS terminals</li> <li>• electronic ordering equipment</li> <li>• wrapping and packing equipment</li> </ul> |

|                             |   |
|-----------------------------|---|
|                             | <ul style="list-style-type: none"> <li>• equipment for carrying or moving merchandise</li> <li>• equipment for storage of merchandise, including refrigerators</li> <li>• weighing machines</li> <li>• thermometers</li> <li>• security tag systems</li> <li>• trolley return equipment</li> <li>• computers</li> <li>• scanners</li> <li>• Numerical keyboard equipment, including calculators.</li> </ul> |
| Safety requirements         | <p>May include:</p> <ul style="list-style-type: none"> <li>• hazard identification (e.g. workplace inspections)</li> <li>• emergency, fire and accident procedures</li> <li>• personal safety procedures</li> <li>• stress management</li> <li>• procedures for the use of personal protective clothing and equipment</li> <li>• Reporting incidents and accidents in the workplace.</li> </ul>             |
| Relevant personnel          | <p>May include:</p> <ul style="list-style-type: none"> <li>• supervisor</li> <li>• team leader</li> <li>• Manager.</li> </ul>   |
| Store policy and procedures | <p>In regard to:</p> <ul style="list-style-type: none"> <li>• store administration</li> <li>• clerical systems</li> <li>• operating and maintaining retail equipment</li> <li>• OHS.</li> </ul>   |

| <b>Evidence Guide</b>                |  |
|--------------------------------------|--|
| Critical Aspects of Competence       | <p>Must demonstrate knowledge and skills to:</p> <ul style="list-style-type: none"> <li>• operate a range of store retail equipment according to store policy and procedures and industry codes of practice</li> <li>• operate and maintain a range of store retail equipment according to manufacturer instructions and design specifications</li> <li>• apply store maintenance program and reports faults and problems</li> <li>• consistently apply safe working practices in the operation and maintenance of store retail equipment according to OHS legislation and codes of practice</li> <li>• read and interpret operation manuals to solve routine faults and errors and maintains and uses equipment effectively</li> <li>• use keyboard skills to enter and edit data accurately</li> <li>• Complete tasks in set timeframe.</li> </ul> |
| Underpinning Knowledge and Attitudes | <p>Must demonstrate knowledge of:</p> <ul style="list-style-type: none"> <li>• store policy and procedures in regard to: <ul style="list-style-type: none"> <li>➤ the operation of store retail equipment</li> </ul> </li> </ul>   |

|                       |  |
|-----------------------|--|
|                       | <ul style="list-style-type: none"> <li>➤ maintenance of store retail equipment</li> <li>➤ reporting problems and faults</li> <li>• relevant legislation and statutory requirements</li> <li>• relevant OHS regulations</li> <li>• relevant industry codes of practice</li> <li>• purpose and impact of using electronic technology</li> <li>• operation and maintenance of store retail equipment</li> <li>• Licensing requirements for carrying and moving merchandise (if applicable).</li> </ul>                              |
| Underpinning Skills   | <p>Must demonstrate skills of:</p> <ul style="list-style-type: none"> <li>• completing tasks in set timeframe</li> <li>• dealing with different types of transactions</li> <li>• following common fault-finding procedures</li> <li>• operation and use of store retail equipment</li> <li>• literacy and numeracy skills in regard to: <ul style="list-style-type: none"> <li>➤ reading store procedures for operating equipment</li> <li>➤ data entry</li> </ul> </li> <li>• Performing point-of-sale transactions.</li> </ul> |
| Resources Implication | <p>Access is required to real or appropriately simulated situations, including work areas, materials and equipment, and to information on workplace practices and OHS practices.</p>   |
| Methods of Assessment | <p>Competence may be assessed through:</p> <ul style="list-style-type: none"> <li>• Interview / Written Test</li> <li>• Observation / Demonstration with Oral Questioning</li> </ul>   |
| Context of Assessment | <p>Competence may be assessed in the work place or in a simulated work place setting.</p>  |

| Occupational Standard: Basic Pharmaceuticals Manufacturing Level I |  |
|--|--|
| Unit Title   | Operate Basic Equipment  |
| Unit Code  | <a href="#">IND PHR1 08 0613</a>   |
| Unit Descriptor  | This unit of competency covers the skills and knowledge required to use equipment requiring limited application of equipment and process knowledge and limited equipment adjustment. |

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

| Variables               | Range   |
|-------------------------|---|
| Policies and procedures | Work is carried out according to company policies and procedures, regulatory and licensing requirements, legislative requirements, and industrial awards and agreements. A relevant Good Manufacturing Practice (GMP) code is applied.  |
| Workplace information   | <p>May include:</p> <ul style="list-style-type: none"> <li>• Standard Operating Procedures (SOPs)</li> <li>• specification</li> <li>• production schedules</li> <li>• labels and codes</li> <li>• safety signs and symbols</li> <li>• Materials Safety Data Sheets (MSDS)</li> <li>• standard forms</li> <li>• verbal messages</li> <li>• requests or instructions</li> </ul> |

|                                      |  |
|--------------------------------------|--|
| Operation of equipment and processes | May require: <ul style="list-style-type: none"> <li>the use of simple operating panels</li> </ul>  |
| Shutdown procedures                  | May include: <ul style="list-style-type: none"> <li>cleaning (in some cases cleaning may be carried out by a dedicated cleaning crew)</li> </ul> |

| <b>Evidence Guide</b>                              |  |
|--|--|
| Critical Aspects of Competence                     | Evidence of ability to: <ul style="list-style-type: none"> <li>check equipment readiness for use</li> <li>operate and monitor equipment to achieve required quality outcomes</li> <li>take action in response to typical faults and inconsistencies</li> <li>apply safe work practices</li> <li>safely shut down equipment and apply GMP</li> </ul>  |
| Underpinning Knowledge and Attitudes and Attitudes | Must demonstrate Knowledge of: <ul style="list-style-type: none"> <li>basic operating principles of equipment used, such as main equipment components, status and purpose of guards, emergency stop, isolation and lockout controls, equipment operating capacities and applications</li> <li>services required and action to take if services are not available</li> <li>quality requirements of materials/consumables used and the effect of variation on outputs</li> <li>operating requirements and parameters and corrective action required where operation is outside specified operating parameters</li> <li>typical equipment faults and related causes, including signs and symptoms of faulty equipment and early warning signs of potential problems</li> <li>contamination/ risks associated with equipment operation and related control measures</li> <li>common causes of variation and corrective action required</li> <li>Occupational Health and Safety (OHS) hazards and controls</li> <li>shutdown and cleaning procedures, including isolation, lock out and tag out procedures and responsibilities</li> <li>environmental issues and controls relevant to equipment operation, including waste collection and handling procedures related to the process</li> <li>basic operating principles of process control, where relevant, including the relationship between control panels and systems and the physical equipment</li> <li>recording procedures and responsibilities where relevant</li> </ul> |
| Underpinning Skills                                | Must demonstrate skills to: <ul style="list-style-type: none"> <li>access workplace information on equipment operating requirements and procedures</li> </ul>  |

|                       |   |
|-----------------------|---|
|                       | <ul style="list-style-type: none"> <li>• select, fit and use personal protective clothing and/or equipment</li> <li>• conduct pre-start checks, such as inspecting equipment condition to identify any signs of wear, selecting appropriate settings and/or related parameters, cancelling isolation or lockouts as required, and confirming that equipment is clean and that all safety guards are in place and operational</li> <li>• start and operate equipment according to procedure</li> <li>• monitor the output of equipment operation against requirements</li> <li>• take corrective action in response to out-of-specification results</li> <li>• shut down and clean equipment as required</li> <li>• respond to and/or report equipment failure within level of responsibility</li> <li>• locate emergency stop functions on equipment</li> <li>• maintain work area to meet housekeeping standards</li> <li>• use basic process control screens and panels according to enterprise procedures</li> <li>• complete workplace records according to enterprise procedures</li> <li>• use oral communication skills/language competence to fulfil the job role as specified by the organization, including questioning, active listening, asking for clarification and seeking advice from supervisor</li> <li>• work cooperatively within a culturally diverse workforce</li> </ul> |
| Resources Implication | Access is required to real or appropriately simulated situations, including work areas, materials and equipment, and to information on workplace practices and OHS practices.   |
| Methods of Assessment | Competence may be assessed through: <ul style="list-style-type: none"> <li>• Interview / Written Test</li> <li>• Observation / Demonstration with Oral Questioning</li> </ul>   |
| Context of Assessment | Competence may be assessed in the work place or in a simulated work place setting.  |



| Occupational Standard: Basic Pharmaceuticals Manufacturing Level I |  |
|--|--|
| Unit title   | Carry out Manual Handling Task   |
| Unit Code  | <a href="#">IND PHR1 09 0613</a>   |
| Unit Descriptor  | This unit of competency covers the skills and knowledge required to participate in workplace processes to identify manual handling requirements of a work function, identify manual handling risks, assess level of risk and applies appropriate risk elimination or control measures. |

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

| Variable   | Range   |
|--|---|
| Equipment  | May include but is not limited to: <ul style="list-style-type: none"> <li>• trolleys</li> <li>• pallet jacks</li> <li>• conveyors,</li> <li>• vacuum lifters</li> <li>• other mechanical handling and lifting aids and equipment</li> </ul> |
| Contributions to manual handling risk minimization | May include reporting equipment requiring maintenance, especially wheeled equipment or other equipment where friction may increase force requirements   |

|   |  |
|---|--|
| Changes to workplace layout and environment           | <p>May include but not be limited to:</p> <ul style="list-style-type: none"> <li>• changes in location of load, such as use of bench to not lift from floor</li> <li>• arrangement of items to eliminate above shoulder handling</li> <li>• placement of trolley</li> <li>• using sit stand stools</li> <li>• using task lighting</li> <li>• using a footrest</li> </ul> |
| Task modifications within area of control             | <p>May include but are not limited to:</p> <ul style="list-style-type: none"> <li>• changes to frequency, duration, number of objects handled</li> <li>• route selected</li> <li>• seeking assistance as appropriate</li> <li>• housekeeping to minimize obstacles</li> </ul>  |
| Assessment of risks and evaluation of control options | <ul style="list-style-type: none"> <li>• is carried out in consultation with others as required by workplace arrangements and regulatory requirements for risk assessment and control</li> </ul>   |
| Policies and procedures                               | Work is carried out according to company policies and procedures, legislation, regulations and industrial awards and agreements  |
| Workplace information                                 | <p>May include:</p> <ul style="list-style-type: none"> <li>• Standard Operating Procedures (SOPs)</li> <li>• OHS procedures</li> <li>• equipment manufacturers' advice</li> <li>• Material Safety Data Sheets (MSDS)</li> <li>• codes of practice and related advice</li> </ul>  |

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

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

|                       |  |
|-----------------------|--|
|                       | <ul style="list-style-type: none"> <li>• participate in consultative processes to evaluate options for removing or controlling manual handling risks, including applying hierarchy of control</li> <li>• select appropriate equipment and techniques to suit manual handling task within workplace procedures</li> <li>• inspect manual handling-related equipment/aids/tools to confirm fitness for use, including identifying and correcting and/or reporting signs of wear and tear</li> <li>• follow procedures to complete manual handling tasks to maintain safety of self and others</li> <li>• use oral communication skills/language competence to fulfill the job role as specified by the organization, including questioning, active listening, asking for clarification and seeking advice from supervisor</li> <li>• work cooperatively within a culturally diverse workforce</li> </ul> |
| Resources Implication | Access is required to real or appropriately simulated situations, including work areas, materials and equipment, and to information on workplace practices and OHS practices.  |
| Methods of Assessment | Competence may be assessed through: <ul style="list-style-type: none"> <li>• Interview / Written Test</li> <li>• Observation / Demonstration with Oral Questioning</li> </ul>  |
| Context of Assessment | Competence may be assessed in the work place or in a simulated work place setting.   |

| Occupational Standard: Basic Pharmaceuticals Manufacturing Level I |  |
|--|--|
| Unit Title   | Prepare Basic Mixes  |
| Unit Code  | <a href="#">IND PHR1 10 0613</a>   |
| Unit Descriptor  | This unit of competency covers the skills and knowledge required to combine ingredients and additives in the correct quantities and to operate mixing and blending equipment to prepare basic mixes. |

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

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

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

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

|                       |   |
|-----------------------|---|
|                       | <ul style="list-style-type: none"> <li>• monitor supply and flow of ingredients to and from the batching/mixing process, such as visually inspecting quality of ingredients</li> <li>• pace mixing/blending to meet production requirements</li> <li>• take corrective action in response to out-of-specification results</li> <li>• respond to and/or report equipment failure within level of responsibility</li> <li>• locate emergency stop functions on equipment</li> <li>• follow procedures to shut down and clean equipment within level of responsibility</li> <li>• complete workplace records as required</li> <li>• maintain work area to meet housekeeping standards</li> <li>• use simple process control screens according to enterprise procedures</li> <li>• use oral communication skills/language competence to fulfil the job role as specified by the organisation, including questioning, active listening, asking for clarification and seeking advice from supervisor</li> <li>• work cooperatively within a culturally diverse workforce</li> </ul> |
| Resources Implication | Access is required to real or appropriately simulated situations, including work areas, materials and equipment, and to information on workplace practices and OHS practices.   |
| Methods of Assessment | Competence may be assessed through: <ul style="list-style-type: none"> <li>• Interview / Written Test</li> <li>• Observation / Demonstration with Oral Questioning</li> </ul>   |
| Context of Assessment | Competence may be assessed in the work place or in a simulated work place setting.  |



| Occupational Standard: Basic Pharmaceuticals Manufacturing Level I |  |
|--|--|
| Unit Title   | Perform Stock Control Procedures   |
| Unit Code  | <a href="#">IND PHR1 11 0613</a>   |
| Unit Descriptor  | This unit describes the performance outcomes, skills and knowledge required to handle stock in a retail environment. It involves receiving and processing incoming goods, rotating stock and dispatching goods. This unit requires the consistent application of store policy and relevant legislation, including safe working practices in the handling and moving of stock, to ensure efficient stock control in a retail environment. Team members are required to receive and process incoming goods, dispatch outgoing goods, rotate stock and maintain stock levels, assist with stocktaking, and report problems or discrepancies in stock to relevant personnel. |

| Elements                               | Performance Criteria  |
|--|---|
| 1. Receive and process incoming goods. | <p>1.1 Cleanliness and orderliness are maintained in receiving bay according to <b>store policy and procedures</b>.</p> <p>1.2 Goods are unpacked using correct <b>handling techniques</b> and <b>equipment</b> according to store policy.</p> <p>1.3 Packing materials are removed and promptly disposed of according to store policy and relevant <b>legislative requirements</b>.</p> <p>1.4 Incoming stock is checked and validated against purchase orders and delivery documentation according to store policy and relevant legislative requirements.</p> <p>1.5 Items received for damage, quality, use-by dates, breakage or discrepancies are inspected and recorded according to store policy.</p> <p>1.6 Stock levels on store <b>stock systems</b> are recorded according to store policy.</p> <p>1.7 Stock is rotated and stored according to the first in first out (FIFO) principle.</p> <p>1.8 Stock is dispatched to appropriate area or department.</p> <p>1.9 Stock price and code labels are applied when required according to store policy.</p> |
| 2. Rotate stock.                       | 2.1 Stock rotation procedures are carried out according to store routine and policy.  |

|  |  |
|--|--|
|  | <p>2.2 Store code checking and reporting procedures, including recording of waste and markdowns are performed.</p> <p>2.3 Merchandise is placed to achieve a balanced, fully-stocked display appearance and sales are promoted.</p> <p>2.4 Excess stock is placed in storage or disposed of according to store policy and legislative requirements.</p> <p>2.5 Safe lifting, shifting and carrying techniques are maintained according to store OHS policy and legislative requirements.</p> |
|--|--|

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

| Evidence Guide                 |  |
|--------------------------------|--|
| Critical Aspects of Competence | Must demonstrate knowledge and skills to: <ul style="list-style-type: none"> <li>• consistently apply store policy and procedures, industry codes of practice, relevant legislation and statutory requirements in regard to stock control</li> <li>• consistently apply safe working practices in the manual handling and moving of stock according to OHS legislation and store policy</li> </ul> |

|                                      |   |
|--------------------------------------|---|
|                                      | <ul style="list-style-type: none"> <li>• interprets and apply manufacturer instructions with regard to handling stock and using relevant equipment</li> <li>• receive and process incoming goods and dispatches outgoing goods according to store policy and procedures</li> <li>• rotate stock and perform out-of-code checking and reporting according to store policy and procedures</li> <li>• Interpret and process information accurately and responsibly</li> </ul>  |
| Underpinning Knowledge and Attitudes | <p>Must demonstrate knowledge of:</p> <ul style="list-style-type: none"> <li>• store policy and procedures in regard to: <ul style="list-style-type: none"> <li>➢ stock control</li> <li>➢ store labeling policy</li> <li>➢ product quality standards</li> <li>➢ correct unpacking of goods</li> <li>➢ out-of-date, missing or damaged stock</li> <li>➢ equipment used</li> <li>➢ stock location</li> <li>➢ waste disposal</li> <li>➢ methods of storage</li> <li>➢ delivery documentation</li> <li>➢ stock record documentation</li> <li>➢ dispatch documentation</li> </ul> </li> <li>• reporting faults and problems</li> <li>• relevant legislation and statutory requirements</li> <li>• relevant industry codes of practice</li> <li>• Relevant OHS regulations.</li> </ul> |
| Underpinning Skills                  | <p>Must demonstrate skills of:</p> <ul style="list-style-type: none"> <li>• following set routines and procedures</li> <li>• using electronic labeling and ticketing equipment</li> <li>• literacy and numeracy skills in regard to: <ul style="list-style-type: none"> <li>➢ stock records and delivery documentation</li> <li>➢ Reporting problems.</li> </ul> </li> </ul>  |
| Resources Implication                | Access is required to real or appropriately simulated situations, including work areas, materials and equipment, and to information on workplace practices and OHS practices.   |
| Methods of Assessment                | <p>Competence may be assessed through:</p> <ul style="list-style-type: none"> <li>• Interview / Written Test</li> <li>• Observation / Demonstration with Oral Questioning</li> </ul>  |
| Context of Assessment                | Competence may be assessed in the work place or in a simulated work place setting.  |

| <b>Occupational Standard: Basic Pharmaceuticals Manufacturing Level I</b> |   |
|---|---|
| <b>Unit Title</b>   | <b>Participate Effectively in a Workplace Environment</b>   |
| <b>Unit Code</b>  | <b><a href="#">IND PHR1 12 0613</a></b>   |
| <b>Unit Descriptor</b>  | This unit of competency covers the skills and knowledge required to participate effectively in a workplace environment. |

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

| <b>Variables</b>                | <b>Range</b>  |
|---------------------------------|---|
| Policies and procedures         | Work is carried out in accordance with company policies and procedures, regulatory and licensing requirements, legislative requirements and industrial awards and agreements. To the Pharmaceuticals industry Current Good Manufacturing Practice (CGMP) codes is applied.  |
| Company policies and procedures | <p>May include:</p> <ul style="list-style-type: none"> <li>• codes of practice and general employment policies and procedures in work areas, such as eating, drinking, smoking etc</li> <li>• Equal Employment Opportunity (EEO)/affirmative action</li> <li>• anti-discrimination</li> <li>• racial vilification and workplace bullying</li> </ul> |
| Conditions of employment        | <p>May include:</p> <ul style="list-style-type: none"> <li>• pay and conditions</li> <li>• leave arrangements</li> <li>• reporting and timekeeping responsibilities</li> <li>• terms of employment, including permanent, casual and probationary periods</li> <li>• disciplinary procedures</li> <li>• staff facilities and amenities</li> </ul>    |
| Key personnel                   | <p>May include but are not limited to:</p> <ul style="list-style-type: none"> <li>• human resource personnel responsible for recruitment, training, pay and conditions issues</li> </ul>  |

|  |   |
|--|---|
|  | <ul style="list-style-type: none"> <li>• relevant site and operations managers</li> <li>• supervisors/team leaders</li> <li>• industrial/work area representatives</li> </ul> |
|--|---|

| <b>Evidence Guide</b>                              |  |
|--|--|
| Critical Aspects of competence                     | <p>A candidate must demonstrate the ability to:</p> <ul style="list-style-type: none"> <li>• identify expectations and responsibilities of the work role</li> <li>• identify organizational products and processes</li> <li>• Identify location of operations.</li> </ul>  |
| Underpinning Knowledge and Attitudes and Attitudes | <p>Must demonstrate Knowledge of:</p> <ul style="list-style-type: none"> <li>• workplace structure and key personnel</li> <li>• rights and responsibilities of employees as defined in employment conditions</li> <li>• company policies and procedures relating to work responsibilities, including areas covered by legislation and related responsibilities</li> <li>• appropriate personal conduct in a work area, including minimum clothing and personal hygiene standards when entering and moving around a manufacturing area in order to protect both employees and product safety, and behaving appropriately towards others in the work area</li> <li>• industrial representation arrangements</li> <li>• site security arrangements, including responsibility to report when coming on and off site</li> <li>• site layout, including main facilities, such as canteens, parking areas, storage areas, processing and packing areas and location of emergency exits and assembly areas</li> <li>• the main products/product range produced in the workplace</li> <li>• stages and processes used to manufacture and package products</li> <li>• personal reporting roles and responsibilities</li> </ul> |
| Underpinning Skills                                | <p>Must demonstrate skills to:</p> <ul style="list-style-type: none"> <li>• identify and access information on conditions of employment and workplace policies and procedures (information may be provided in print, audio-visual and/or verbal formats)</li> <li>• locate workplace amenities and facilities relevant to work responsibilities</li> <li>• identify and locate materials/storage areas in the workplace, relevant to work role, such as locating tank farms and other bulk storage locations and identifying special storage conditions (e.g. hazardous goods and temperature controlled stores areas)</li> <li>• identify and locate production and packing processes/main work areas in the workplace</li> </ul>   |

|                       |  |
|-----------------------|--|
|                       | <ul style="list-style-type: none"> <li>• use oral communication skills/language competence to fulfill the job role as specified by the organization, including questioning, active listening, asking for clarification and seeking advice from supervisory work cooperatively within a culturally diverse workforce</li> </ul> |
| Resources Implication | Access is required to real or appropriately simulated situations, including work areas, materials and equipment, and to information on workplace practices and OHS practices.  |
| Methods of Assessment | Competence may be assessed through: <ul style="list-style-type: none"> <li>• Interview / Written Test</li> <li>• Observation / Demonstration with Oral Questioning</li> </ul>  |
| Context of Assessment | Competence may be assessed in the work place or in a simulated work place setting.   |

| Occupational Standard: Basic Pharmaceuticals Manufacturing Level I |   |
|--|---|
| Unit Title   | Pack or Unpack Product Manually   |
| Unit Code  | <a href="#">IND PHR1 13 0613</a>  |
| Unit Descriptor  | This unit of competency covers the skills and knowledge required to pack or unpack product manually. Packing may be into or from primary or secondary (inner or outer) packaging. |

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

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

| <b>Evidence Guide</b>                              |  |
|--|--|
| Critical Aspects of competence                     | <p>A candidate must demonstrate the ability to:</p> <ul style="list-style-type: none"> <li>• ensure product and required packing materials are ready and prepared for packing or unpacking</li> <li>• pack or unpack to required standards</li> <li>• take corrective action in response to typical faults and inconsistencies</li> <li>• apply safe work practices and identify OHS hazards and controls</li> </ul>   |
| Underpinning Knowledge and Attitudes and Attitudes | <p>Must demonstrate Knowledge of:</p> <ul style="list-style-type: none"> <li>• purpose and function of packaging</li> <li>• quality requirements of packaging components and consumables, the packing process, and the effect of outputs on both the further stages of packaging and storage, and on the final consumer</li> <li>• packaging components and consumables used for each product type</li> <li>• packaging, unpacking and/or wrapping and/or placement procedures for each product type</li> <li>• consequences of incorrect procedures or configuration</li> <li>• specifications for packing/packaging product and related equipment, components and consumables as required, including identifying any special packing/packaging requirements of particular customers</li> <li>• storage and handling requirements of product</li> <li>• contamination risks associated with manual packing and related control measures</li> <li>• common causes of variation in both product presented for packing and packing components and consumables and corrective action required</li> <li>• Occupational Health and Safety (OHS) hazards and controls, including appropriate materials handling techniques related to the role</li> <li>• environmental issues and controls relevant to packing, including waste/rework collection and handling procedures related to the process</li> <li>• basic operating principles of equipment used, where relevant, such as main equipment components, status and purpose of guards, emergency stop, isolation and lockout controls, equipment operating capacities and applications</li> <li>• services required and action to take if services are not available</li> <li>• pallet identification and management system where relevant</li> <li>• recording procedures and responsibilities where relevant</li> </ul> |



|                       |   |
|-----------------------|---|
| Underpinning Skills   | <p>Must demonstrate skills to:</p> <ul style="list-style-type: none"> <li>• access workplace information on product and packaging requirements and procedures</li> <li>• select, fit and use personal protective clothing and/or equipment</li> <li>• confirm supply of packaging components and consumables appropriate for product type, which may require confirming stock numbers and codes</li> <li>• confirm that product is in correct condition, which may require confirming product and date codes and product characteristics, such as weight and appearance</li> <li>• pace work to meet production requirements</li> <li>• pack or unpack product to meet specifications, including checking positioning of product within packaging, inspecting appearance and confirming that the packaged product meets customer and quality requirements</li> <li>• correct and/or report product and/or packaging that is out-of-specification within level of responsibility</li> <li>• maintain work area to meet housekeeping standards</li> <li>• operate basic packaging equipment related to manual packing function, such as materials handling/conveyor equipment, shrink wrappers, and banding and strapping equipment according to enterprise procedures</li> <li>• stack or place product as required, including following stacking configurations according to enterprise procedures</li> <li>• clean and sanitize equipment and surfaces according to enterprise procedures</li> <li>• complete workplace records as required according to enterprise procedures</li> <li>• use oral communication skills/language competence to fulfil the job role as specified by the organization, including questioning, active listening, asking for clarification and seeking advice from supervisor</li> <li>• work cooperatively within a culturally diverse workforce</li> </ul> |
| Resources Implication | Access is required to real or appropriately simulated situations, including work areas, materials and equipment, and to information on workplace practices and OHS practices.   |
| Methods of Assessment | <p>Competence may be assessed through:</p> <ul style="list-style-type: none"> <li>• Interview / Written Test</li> <li>• Observation / Demonstration with Oral Questioning</li> </ul>  |
| Context of Assessment | Competence may be assessed in the work place or in a simulated work place setting.  |

| <b>Occupational Standard: Basic Pharmaceuticals Manufacturing Level I</b> |  |
|---|--|
| <b>Unit Title</b>   | <b>Monitor Process Operation</b>   |
| <b>Unit Code</b>  | <a href="#"><u>IND PHR1 14 0613</u></a>  |
| <b>Unit Descriptor</b>  | This unit of competency covers the skills and knowledge required to monitor the operation of equipment used in a production process. |

| <b>Elements</b>                            | <b>Performance Criteria</b>   |
|--|---|
| 1. Monitor equipment operation             | <p>1.1 Equipment is inspected and monitored to confirm safety and operating condition.</p> <p>1.2 The process is monitored to confirm performance is maintained within specification.</p> <p>1.3 Materials and consumable levels are maintained as required</p> <p>1.4 Workplace records are maintained in accordance with workplace requirements.</p> <p>1.5 Work is conducted in accordance with workplace environmental guidelines.</p> <p>1.6The work area is maintained according to housekeeping standards.</p> |
| 2. Identify and respond to non-conformance | 2.1Out-of-specification product, process and equipment performance are identified rectified and/or reported according to workplace procedures.  |

| <b>Variable</b>                            | <b>Range</b>   |
|--|--|
| Policies and procedures                    | Work is carried out according to company policies and procedures, regulatory and licensing requirements, legislative requirements, and industrial awards and agreements.   |
| Workplace information                      | <p>May include:</p> <ul style="list-style-type: none"> <li>• Standard Operating Procedures (SOPs)</li> <li>• specifications</li> <li>• production schedules</li> <li>• labels and codes</li> <li>• safety signs and symbols</li> <li>• Materials Safety Data Sheets (MSDS)</li> <li>• standard forms</li> <li>• verbal messages</li> <li>• requests or instructions</li> </ul> |
| Process operation and monitoring functions | <p>May include:</p> <ul style="list-style-type: none"> <li>• the use of a computer keyboard or control panel</li> </ul>  |

| <b>Evidence Guide</b>  |   |
|--|---|
| Critical Aspects of Competence                                   | <p>Must demonstrate knowledge and skills to:</p> <ul style="list-style-type: none"> <li>• identify requirements for safe and compliant operation of equipment</li> <li>• identify common non-compliances</li> <li>• report non-compliances</li> <li>• complete workplace records as required</li> <li>• apply safe work practices and identify OHS hazards and controls</li> <li>• safely shut down equipment and apply GMP</li> </ul>  |
| Underpinning Knowledge and Attitudes and Attitudes and Attitudes | <p>Must demonstrate knowledge of:</p> <ul style="list-style-type: none"> <li>• purpose of equipment</li> <li>• required output and quality requirements to be met by the process</li> <li>• basic operating principles of equipment used, such as main equipment components, status and purpose of guards, and emergency stop, isolation and lockout controls, and where required, the operating features of the control panel and the relationship between control panel functions and the physical equipment</li> <li>• common causes of faults or unacceptable performance and action required within level of responsibility</li> <li>• procedures and responsibility for reporting problems</li> <li>• Occupational Health and Safety (OHS) hazards and controls</li> <li>• waste handling requirements and procedures related to process operation</li> <li>• shutdown and cleaning procedure where relevant</li> <li>• recording system and responsibilities where relevant</li> </ul> |
| Underpinning Skills  | <p>Must demonstrate skills to:</p> <ul style="list-style-type: none"> <li>• select, fit and use appropriate personal protection clothing and/or equipment</li> <li>• monitor the process and equipment operation to maintain the process within the required parameters, such as conducting visual inspections and basic tests</li> <li>• monitor supply and flow of materials and/or consumables to and from the process, such as replenishing material inputs and removing processed materials or product</li> <li>• identify and take action to correct out-of-specification results within level of responsibility (where corrective action is outside level of responsibility, report to appropriate personnel)</li> <li>• maintain work area to meet housekeeping standards</li> <li>• sort, collect, treat, recycle or dispose of waste according to enterprise procedures</li> <li>• demonstrate shutdown and cleaning sequence according to enterprise procedures</li> </ul>         |

|                       |  |
|-----------------------|--|
|                       | <ul style="list-style-type: none"> <li>• record workplace information according to enterprise procedures</li> <li>• use oral communication skills/language competence to fulfil the job role as specified by the organisation, including questioning, active listening, asking for clarification and seeking advice from supervisor</li> <li>• work cooperatively within a culturally diverse workforce</li> </ul> |
| Resources Implication | Access is required to real or appropriately simulated situations, including work areas, materials and equipment, and to information on workplace practices and OHS practices.  |
| Methods of Assessment | Competence may be assessed through: <ul style="list-style-type: none"> <li>• Interview / Written Test</li> <li>• Observation / Demonstration with Oral Questioning</li> </ul>  |
| Context of Assessment | Competence may be assessed in the work place or in a simulated work place setting.   |

| Occupational Standard: Basic Pharmaceuticals Manufacturing Level I |  |
|--|--|
| Unit Title   | Apply Quality Standards  |
| Unit Code  | <a href="#">IND PHR1 15 0613</a>   |
| Unit Descriptor  | This unit covers the knowledge, attitudes and skills required in applying quality standards in the operational activities. |

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

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

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

| Occupational Standard: Basic Pharmaceuticals Manufacturing Level I |  |
|--|--|
| Unit Title   | Work with Others   |
| Unit Code  | <a href="#">IND PHR1 16 0613</a>   |
| Unit Descriptor  | This unit covers the knowledge, skills, and attitudes required to develop workplace relationship and contribute in workplace activities. |

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

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

|   |  |
|---|--|
| Organizational requirements may include but not limited to: | <ul style="list-style-type: none"> <li>• Goals, objectives, plans, system and processes</li> <li>• Legal and organization policy/guidelines</li> <li>• OHS policies, procedures and programs</li> <li>• Ethical standards</li> <li>• Defined resources parameters</li> <li>• Quality and continuous improvement processes and standards</li> </ul> |
|---|--|

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



| Occupational Standard: Basic Pharmaceuticals Manufacturing Level I |  |
|--|--|
| Unit Title   | Receive and Respond to Workplace Communication   |
| Unit Code  | <a href="#">IND PHR1 17 0613</a>   |
| Unit Descriptor  | This unit covers the knowledge, skills and attitudes required to receive, respond and act on verbal and written communication. |

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

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

| Evidence Guide                 |  |
|--------------------------------|--|
| Critical Aspects of Competence | <p>Demonstrates skills and knowledge to:</p> <ul style="list-style-type: none"> <li>• Demonstrate knowledge of organizational procedures for handling verbal and written communications</li> </ul> |

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

| Occupational Standard: Basic Pharmaceuticals Manufacturing Level I |   |
|--|---|
| Unit Title   | Demonstrate Work Values   |
| Unit Code  | <a href="#">IND PHR1 18 0613</a>  |
| Unit Descriptor  | This unit covers the knowledge, skills and attitude required in demonstrating proper work values. |

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

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

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

| Occupational Standard: Basic Pharmaceuticals Manufacturing Level I |  |
|--|--|
| Unit Title   | Develop Understanding of Entrepreneurship  |
| Unit Code  | <a href="#">IND PHR1 19 0613</a>   |
| Unit Descriptor  | This unit covers skills, knowledge and attitude required to understand the principles, functions, strategies and methods of entrepreneurship. It also covers identifying and developing the major entrepreneurial competences. |

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

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|  | <p>3.4 Business opportunities are identified and assessed.</p> <p>3.5 Business ideas are generated using appropriate tools, techniques and steps.</p> <p>3.6 Procedures for identifying suitable market for business are discussed and understood.</p> <p>3.7 <b>Major factors</b> to consider in selecting a location for a business are identified and discussed.</p> <p>3.8 Basic types of business ownership are identified and explained.</p> <p>3.9 Amount of money needed to start an enterprise estimated and distinction between pre operations and initial operation payments clarified.</p> <p>3.10 Advantages and disadvantages of using various sources of capital to start an enterprise are identified.</p>   |
| <p>4. Discuss how to operate an enterprise</p> | <p>4.1 Disadvantages and advantages of <b>three alternatives</b> means of becoming an entrepreneur are identified and understood.</p> <p>4.2 Process of hiring and managing people is discussed and explained.</p> <p>4.3 The importance and techniques of managing time are discussed and understood.</p> <p>4.4 The techniques and procedures of managing sales are discussed and explained.</p> <p>4.5 Factors to consider in selecting suppliers and the steps to follow when doing business with them are identified and discussed.</p> <p>4.6 Awareness of how new technologies can affect small and medium business are developed.</p> <p>4.7 Characteristics of appropriate technology for use in small and medium business are identified and explained.</p> <p>4.8 Different types of cost that occur in a business and how to manage them are discussed and understood.</p> <p>4.9 Factors and procedures in knowing the cost of the enterprise are discussed and understood.</p> <p>4.10 Importance of financial record keeping and preparing simple financial statement are explained and understood.</p> <p>4.11 The application of self-management skills and negotiation skills are discussed in operating a business.</p> |

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|                                    | 4.12 Risk assessment and management of business enterprise are performed.   |
| 5. Develop one's own business plan | <p>5.1 Process of preparing/ writing a business plan is discussed and applied.</p> <p>5.2 Standard structure and format are applied in preparing business plan.</p> <p>5.3 Findings of the business plan are interpreted, assessed and analysed.</p> <p>5.4 Feasibility of the business idea is made clear and understandable.</p> <p>5.5 Problems that may arise or encounter when starting a business are identified and understand.</p> <p>5.6 Techniques and procedures in obtaining and sourcing information are discussed and understood.</p> |

| Variable           | Range  |
|--------------------|--|
| Classification     | <p>May include but not limited to:</p> <ul style="list-style-type: none"> <li>• Private vs. public</li> <li>• Profit vs. non-profit</li> <li>• Formal vs. Non-formal</li> <li>• Individual vs. Community</li> <li>• Local vs. Foreign</li> <li>• Business vs. Social</li> <li>• Small vs. Large</li> <li>• Manufacturing vs. Service</li> <li>• Consumer vs. Industrial</li> </ul> |
| Major factors      | <p>May include but not limited to:</p> <ul style="list-style-type: none"> <li>• Economics (local economy)</li> <li>• Population</li> <li>• Competition</li> </ul>  |
| Three alternatives | <p>May include but not limited to:</p> <ul style="list-style-type: none"> <li>• Buying an existing business</li> <li>• Starting a new business</li> <li>• Operating a franchising business</li> </ul>  |

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| <b>Evidence Guide</b> |
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| Critical Aspects of Competence       | <p>Assessment requires evidence that the candidate to:</p> <ul style="list-style-type: none"> <li>• explain principles and concept of entrepreneurship</li> <li>• discuss how to become entrepreneur</li> <li>• discuss how to organize an enterprise</li> <li>• discuss how to operate an enterprise</li> <li>• develop business plan</li> </ul>   |
| Underpinning Knowledge and Attitudes | <p>Demonstrate knowledge of:</p> <ul style="list-style-type: none"> <li>• Entrepreneurship principles, concepts and terminologies</li> <li>• Entrepreneurial competence</li> <li>• Entrepreneurial motivation</li> <li>• Risk assessment and evaluation</li> <li>• Principles and process of negotiations</li> <li>• Self-management and self-employment</li> <li>• Managing sales, people and time</li> <li>• Factors in setting up small and medium business</li> <li>• Small and Medium Enterprise</li> <li>• Business plan development</li> <li>• Discussion techniques and procedures</li> </ul> |
| Underpinning Skills                  | <p>Demonstrate skills in:</p> <ul style="list-style-type: none"> <li>• Planning and Leading</li> <li>• Presentation skills</li> <li>• Using technology</li> <li>• Managing money</li> <li>• Preparing simple financial statement</li> <li>• Selecting suppliers</li> </ul>  |
| Resource Implications                | <p>Access is required to real or appropriately simulated situations, including work areas, materials and equipment, and to information on workplace practices and OHS practices.</p>  |
| Methods of Assessment                | <p>Competence may be assessed through:</p> <ul style="list-style-type: none"> <li>• Interview / Written Test</li> <li>• Observation / Demonstration with Oral Questioning</li> </ul>  |
| Context of Assessment                | <p>Competence may be assessed in the work place or in a simulated work place setting.</p>   |

| Occupational Standard: Basic Pharmaceuticals Manufacturing Level I |   |
|--|---|
| Unit Title   | Apply 3S  |
| Unit Code  | <a href="#">IND PHR1 20 0613</a>  |
| Unit Descriptor  | This unit of competence covers the knowledge, skills and attitudes required by a worker to apply 3S techniques to his/her workplace. The unit assumes the worker has a particular job in the allocated workplace known by the individual. |

| Elements  | Performance Criteria  |
|---|---|
| 1. Organize junior Kaizen Promotion Team (KPT). | <p>1.1 Basics, principles and stages of KPT are identified using appropriate procedures.</p> <p>1.2 Structure of <b>Junior KPT</b> is established in accordance with the organizational procedures.</p> <p>1.3 Effective and appropriate contributions are made to complement team activities and objectives using individual skills and competencies.</p> <p>1.4 Effective and appropriate forms of communications are used and undertaken with KPT members who contribute to know KPT activities and objectives.</p> <p>1.5 Kaizen Board (Visual Management Board) is prepared and used in harmony with different workplace contexts.</p> |
| 2. Prepare for work.                            | <p>2.1 Work instructions are used to determine job requirements, including method, material and equipment.</p> <p>2.2 Job specifications are read and interpreted following working manual.</p> <p>2.3 <b>OHS requirements</b>, including dust and fume collection, breathing apparatus and eye and ear personal protection needs are observed throughout the work.</p> <p>2.4 Appropriate materials are selected.</p> <p>2.5 <b>Safety equipment and tools</b> are identified and checked for safe and effective operation.</p>  |

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| 3. Sort items.               | <p>3.1 Plan is prepared to implement sorting activities.</p> <p>3.2 Cleaning activities are performed.</p> <p>3.3 All <b>items</b> in the workplace are identified following <b>the appropriate procedures</b>.</p> <p>3.4 Necessary and <b>unnecessary items</b> are listed using the <b>appropriate format</b>.</p> <p>3.5 <b>Red tag</b> strategy is used for unnecessary items.</p> <p>3.6 Unnecessary items are evaluated and placed in an appropriate place other than the workplace.</p> <p>3.7 <b>Necessary items</b> are recorded and quantified using appropriate format.</p> <p>3.8 Performance results are reported using appropriate formats.</p> <p>3.9 Necessary items are regularly checked in the workplace.</p> |
| 4. Set all items in order.   | <p>4.1 Plan is prepared to implement set in order activities.</p> <p>4.2 General cleaning activities are performed.</p> <p>4.3 Location/layout, storage and indication methods for items are decided.</p> <p>4.4 Necessary <b>tools and equipment</b> are prepared and used for setting in order activities.</p> <p>4.5 Items are placed in their assigned locations.</p> <p>4.6 After use, the items are immediately returned to their assigned locations.</p> <p>4.7 Performance results are reported using appropriate formats.</p> <p>4.8 Each item is regularly checked in its assigned location and order.</p>  |
| 5. Perform shine activities. | <p>5.1 Plan is prepared to implement shine activities.</p> <p>5.2 Necessary tools and equipment are prepared and used for shinning activities.</p> <p>5.3 <b>Shine activity</b> is implemented using appropriate procedures.</p> <p>5.4 Performance results are reported using appropriate formats.</p> <p>5.5 Regular shinning activities are conducted.</p>   |

| Variable | Range |
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| Junior KPT                 | <p>may include but not limited to:</p> <ul style="list-style-type: none"> <li>• 3S</li> <li>• 3MU (Mura, Muri and MUDA)</li> <li>• 4P (Policy, Procedure, People and Plant)</li> <li>• 4M (Material, Method, Man and Machine)</li> <li>• PDCA (Plan, Do, Check and Act)</li> </ul>   |
| OHS requirements           | <p>may include but not limited to:</p> <ul style="list-style-type: none"> <li>• Legislation/ regulations/codes of practice and enterprise safety policies and procedures. This may include protective clothing and equipment, use of tooling and equipment, workplace environment and safety, handling of material, use of fire fighting equipment, enterprise first aid, hazard control and hazardous materials and substances.</li> <li>• Personal protective equipment is to include that prescribed under legislation/regulations/codes of practice and workplace policies and practices.</li> <li>• Safe operating procedures are to include, but are not limited to the conduct of operational risk assessment and treatments associated with workplace organization.</li> <li>• Emergency procedures related to this unit are to include but may not be limited to emergency shutdown and stopping of equipment, extinguishing fires, enterprise first aid requirements and site evacuation.</li> </ul> |
| Safety equipment and tools | <p>may include but not limited to:</p> <ul style="list-style-type: none"> <li>• dust masks / goggles</li> <li>• glove</li> <li>• working cloth</li> <li>• first aid</li> <li>• safety shoes</li> </ul>   |
| Items                      | <p>may include but not limited to:</p> <ul style="list-style-type: none"> <li>• tools</li> <li>• jigs/fixtures</li> <li>• materials/components</li> <li>• machine and equipment</li> <li>• manuals</li> <li>• documents</li> <li>• personal items (e.g. bags, lunch boxes and posters)</li> <li>• safety equipment and personal protective equipment</li> <li>• other items which happen to be in the work area</li> </ul>   |
| The appropriate procedures | <p>may include but not limited to:</p> <ul style="list-style-type: none"> <li>• steps for implementing 3S (sort, set in order and shine) activities.</li> <li>• written, verbal and computer based or in some other format.</li> </ul>   |
| Unnecessary items          | <p>are not needed for current production or administrative operation and include but not limited to:</p>   |

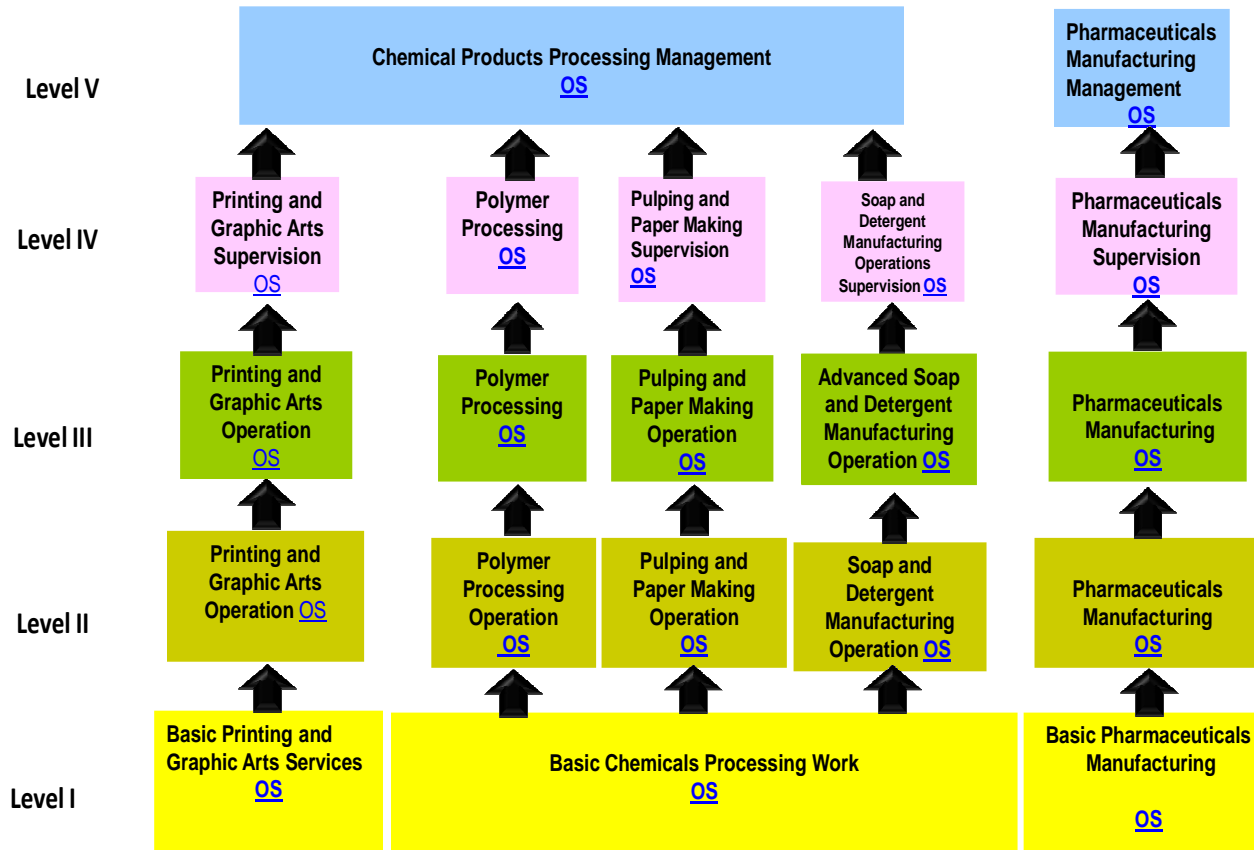
|                     |  |
|---------------------|--|
|                     | <ul style="list-style-type: none"> <li>• defective or excess quantities of small parts and inventory</li> <li>• outdated or broken jigs and dies</li> <li>• worn-out bits</li> <li>• outdated or broken tools and inspection gear</li> <li>• old rags and other cleaning supplies</li> <li>• electrical equipment with broken cords</li> <li>• outdated posters, signs, notices and memos</li> </ul> <p>some locations where unneeded items tend to accumulate may include but not limited to:</p> <ul style="list-style-type: none"> <li>• in rooms or areas not designated for any particular purpose</li> <li>• in corners next to entrances or exists</li> <li>• along interior and exterior walls</li> <li>• next to partitions and behind pillars</li> <li>• under the eaves of warehouses</li> <li>• under desks and shelves and in desk and cabinet drawers</li> <li>• near the bottom of tall stacks of items</li> <li>• on unused management and production schedule boards</li> <li>• in tools boxes that are not clearly sorted</li> </ul> |
| Appropriate format  | <p>may include but not limited to:</p> <ul style="list-style-type: none"> <li>• all items.</li> <li>• necessary items.</li> <li>• unnecessary items.</li> </ul>  |
| Red tag             | <p>may include but not limited to:</p> <p>A format prepared with a red color paper or card which is filled and attached temporarily on the unnecessary items until decision is made. The red tag catch people's attention because red is a color that stands out. So to fill and attach red tag on items, asks the following three questions:</p> <ul style="list-style-type: none"> <li>• Is this item needed?</li> <li>• If it is needed, is it needed in this quantity?</li> <li>• If it is needed, does it need to be located here?</li> </ul>   |
| Necessary items     | <p>Are required in the workplace for current production or administrative operation in the amount needed.</p>  |
| Tools and equipment | <p>May include but not limited to:</p> <ul style="list-style-type: none"> <li>• paint</li> <li>• hook</li> <li>• sticker</li> <li>• signboard</li> <li>• nails</li> <li>• shelves</li> <li>• chip wood</li> <li>• sponge</li> <li>• broom</li> <li>• pencil</li> </ul>   |

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|                | <ul style="list-style-type: none"> <li>• shadow board/ tools board</li> </ul>  |
| Shine activity | <p>May include but not limited to:</p> <ul style="list-style-type: none"> <li>• Inspection</li> <li>• Cleaning</li> <li>• Minor maintenance may include: <ul style="list-style-type: none"> <li>➢ Tightening bolts</li> <li>➢ Lubrication and Replacing missing parts</li> </ul> </li> </ul> |

| <b>Evidence Guide</b>                |  |
|--------------------------------------|--|
| Critical Aspects of Competence       | <p>Demonstrates skills and knowledge to:</p> <ul style="list-style-type: none"> <li>• Discuss how to organize KPT.</li> <li>• Describe the pillars of 5S.</li> <li>• Implement 3S in own workplace by following appropriate procedures.</li> </ul>   |
| Underpinning Knowledge and Attitudes | <p>Demonstrates knowledge of:</p> <ul style="list-style-type: none"> <li>• Kaizen principle, pillars and concept</li> <li>• Key characteristic of Kaizen</li> <li>• Elements of Kaizen</li> <li>• Wastes/MUDA</li> <li>• Basics of KPT</li> <li>• Aims, benefits and principles of KPT</li> <li>• Stages of KPT</li> <li>• Structure and role of the components of Junior KPT</li> <li>• Concept and parts of Kaizen board</li> <li>• Concept and benefits of 5S</li> <li>• The pillars of 5S</li> <li>• Three stages of 5S application</li> <li>• Benefits and procedure of sorting activities</li> <li>• The concept and application of Red Tag strategy</li> <li>• OHS procedures</li> <li>• Benefits and procedure of set in order activities</li> <li>• Set in order methods/techniques</li> <li>• Benefits and procedure of shine activities</li> <li>• Inspection methods</li> <li>• Planning and reporting methods</li> <li>• Method of Communication</li> </ul> |
| Underpinning Skills                  | <p>Demonstrates skills of:</p> <ul style="list-style-type: none"> <li>• Participating actively in KPT</li> <li>• technical drawing</li> <li>• communication skills</li> <li>• planning and reporting own tasks in implementation of 3S</li> <li>• following procedures to implement 3S in own workplace</li> <li>• using sorting formats to identify necessary and unnecessary items</li> </ul>  |

|                       |  |
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|                       | <ul style="list-style-type: none"> <li>• improving workplace layout following work procedures</li> <li>• preparing labels, slogans, etc.</li> <li>• reading and interpreting documents</li> <li>• observing situations</li> <li>• gathering evidence by using different means</li> <li>• recording activities and results using prescribed formats</li> <li>• working with others</li> <li>• solving problems by applying 3S</li> <li>• preparing and using Kaizen board</li> <li>• preparing and using tools and equipment to implement 3S</li> </ul> |
| Resources Implication | Access is required to real or appropriately simulated situations, including work areas, materials and equipment, and to information on workplace practices and OHS practices.  |
| Methods of Assessment | Competence may be assessed through: <ul style="list-style-type: none"> <li>• Interview / Written Test</li> <li>• Observation / Demonstration with Oral Questioning</li> </ul>  |
| Context of Assessment | Competence may be assessed in the work place or in a simulated work place setting.   |

**Sector: Industry**  
**Chemical Products Processing**





## Acknowledgement

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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### COMMENT TEMPLATE

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