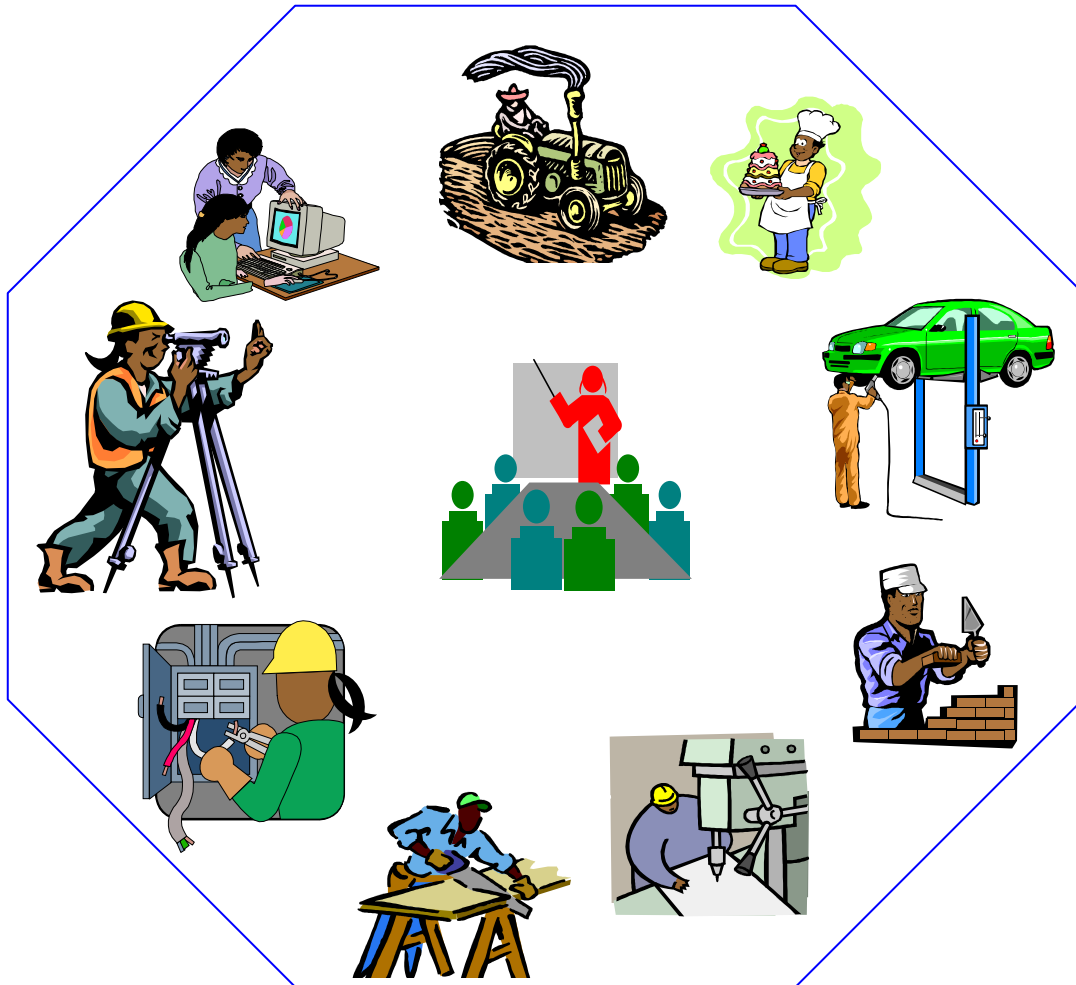




Federal Democratic Republic of Ethiopia
OCCUPATIONAL STANDARD
BUSINESS AND TRADE SERVICE
NTQF Level I



Ministry of Education

July 2014

Introduction

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

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

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

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

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

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

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

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

UNIT OF COMPETENCE CHART

Occupational Standard: Business and Trade Service		
Occupational Code: TRD BTS		
NTQF Level I		
TRD BTS1 01 0714 Apply Retail Office Procedures	TRD BTS1 02 0714 Apply Safe Work Practices	TRD BTS1 03 0714 Profile a Retail Market
TRD BTS1 04 0714 Operate Retail Technology	TRD BTS1 05 0714 Perform Stock Control Procedures	TRD BTS1 06 0714 Work Effectively in a Retail Environment
TRD BTS1 07 0714 Work Effectively in a Customer Service Environment	TRD BTS1 08 0714 Operate Personal Computer	TRD BTS1 09 0714 Plan a Career in the Retail Industry
TRD BTS1 10 0714 Shift Materials Safely Using Manual Handling Methods	TRD BTS1 11 0714 Package Goods	TRD BTS1 12 0714 Use Business Equipment and Resources
TRD BTS1 13 0714 Plan Skills Development	TRD BTS1 14 0714 Apply Quality Standards	TRD BTS1 15 0714 Work with Others
TRD BTS1 16 0714 Receive and Respond to Workplace Communication	TRD BTS1 17 0714 Demonstrate Work Values	TRD BTS1 18 0714 Develop Understanding of Entrepreneurship
TRD BTS1 19 0714 Apply 3S		

Occupational Standard: Business and Trade Service Level I	
Unit Title	Apply Retail Office Procedures
Unit Code	TRD BTS1 01 0714
Unit Descriptor	This unit describes the performance outcomes, skills and knowledge required to apply retail office procedures. It involves processing mail, operating office equipment, filing and retrieving documents, establishing contact with customers and preparing simple correspondence.

Element	Performance criteria		
1. Process incoming and outgoing mail.	<p>1.1 Incoming mail is sorted and dispatched to nominate recipients or locations.</p> <p>1.2 Outgoing mail is collected and checked to ensure all items are correctly prepared for dispatch.</p> <p>1.3 Mail is recorded according to store policy and procedures.</p> <p>1.4 Mail is dispatched within designated time limits.</p>		
2. Process bulk mail	<p>2.1 Documents are collated as required.</p> <p>2.2 Envelopes are sorted and batched according to Ethiopian post specifications.</p> <p>2.3 Batched items are lodged for delivery.</p>		
3. Operate office equipment	<p>3.1 Appropriate equipment is identified for intended application.</p> <p>3.2 Equipment is operated according to manufacturer's instructions.</p> <p>3.3 Equipment faults are identified, rectified and reported to relevant personnel.</p> <p>3.4 Opening and shutdown processes are followed according to store procedures.</p> <p>3.5 Maintenance program is applied for equipment to ensure down time is minimised.</p>		
4. File and retrieve documents	<p>4.1 Documents are filed according to store policy.</p> <p>4.2 Documents are identified and retrieved as requested.</p> <p>4.3 Existing records are updated and modified.</p> <p>4.4 Designated inactive files are removed, processed and stored according to store policy.</p>		
5. Establish contact with internal and external customers	<p>5.1 Telephone system functions are used according to store policy.</p> <p>5.2 Telephone and fax number or email address are obtained and accurately recorded.</p> <p>5.3 Incoming calls are answered promptly and according to store</p>		
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	<p>policy.</p> <p>5.4 Purpose of contact is established and clearly conveyed.</p> <p>5.5 Calls on hold are transferred and placed as required.</p> <p>5.6 Customers are kept informed of delays and action being taken.</p> <p>5.7 Messages are recorded accurately and calls promptly returned if required.</p>
6. Prepare simple correspondence	<p>6.1 Correspondence is prepared and presented for approval or signature according to set timeframes.</p> <p>6.2 Text is written using clear and concise language.</p> <p>6.3 Correct spelling, punctuation and grammar are used.</p>

Variable	Range
Procedures to sort and dispatch incoming mail	<p>May include:</p> <ul style="list-style-type: none"> • internal systems • Ethiopian Post • courier services
Store policy and procedures	<p>May include:</p> <ul style="list-style-type: none"> • store administration • clerical systems • operating and maintaining retail equipment
Equipment	<p>May include:</p> <ul style="list-style-type: none"> • Fax machine • Telephone system • Answering machine or voicemail • Public address system • Franking machine • Typewriters • Computers • Calculators • Adapted equipment for people with disability, for example talking calculators, computer hard and software
Relevant personnel	<p>May include:</p> <ul style="list-style-type: none"> • Supervisor • Team leader • Manager
Contact	<p>May include:</p> <ul style="list-style-type: none"> • Telephone • Fax • Email • Letter • Face-to-face contact
Systems used to	<p>May include:</p>

record or file documents	<ul style="list-style-type: none"> • Manual • Electronic
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Evidence Guide	
Critical Aspects of Competence	<p>Demonstrate skills and knowledge to:</p> <ul style="list-style-type: none"> • applies procedures for the processing of mail, including bulk mail • operates and maintains office equipment according to store policy and procedures • files and retrieves documents according to store policy and procedures • follows procedures for establishing contact with internal and external customers • applies procedures for the preparation of simple correspondence
Underpinning Knowledge and Attitudes	<p>Demonstrate knowledge of:</p> <ul style="list-style-type: none"> • store policy and procedures in regard to: <ul style="list-style-type: none"> ➢ store administration and clerical systems ➢ receiving and dispatching incoming and outgoing mail ➢ processing information ➢ reporting problems and faults • relevant regulatory and licensing requirements, such as: <ul style="list-style-type: none"> ➢ Work Health and Safety (WHS) • privacy policies
Underpinning Skills	<p>Demonstrate skills of:</p> <ul style="list-style-type: none"> • technical skills to operate a range of office technology • planning and organising skills to complete tasks in a set timeframe • literacy and numeracy skills to: <ul style="list-style-type: none"> ➢ process, record and document information ➢ generate a range of retail documents • interpersonal communication skills to: <ul style="list-style-type: none"> ➢ report equipment faults ➢ answer telephone calls and keep customers informed of delays and action being taken thorough clear and direct communication ➢ ask questions to identify and confirm requirements ➢ share information ➢ use language and concepts appropriate to cultural differences • use and interpret non-verbal communication
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	Competence may be assessed through: <ul style="list-style-type: none">• Interview / Written Test• Observation / Demonstration with Oral Questioning
Context of Assessment	Competence may be assessed in the work place or in a simulated work place setting.

Occupational Standard: Business and Trade Service Level I	
Unit Title	Apply Safe Work Practices
Unit Code	TRD BTS1 02 0714
Unit Descriptor	This unit describes the performance outcomes, skills and knowledge required to apply safe work practices, including identifying and reporting faults and problems, according to Work Health and Safety (WHS) legislation and store policies.

Elements	Performance Criteria
1. Apply basic safety procedures	<p>1.1 Safety procedures, including codes of practice relating to particular hazards in the industry or workplace are followed to achieve a safe work environment according to all relevant WHS legislation.</p> <p>1.2 Unsafe work practices, including faulty plant and equipment are identified and reported according to store policy and procedures.</p> <p>1.3 Dangerous goods and substances are managed according to store policy and relevant legislation.</p> <p>1.4 Potential manual handling risks are identified and manual handling tasks managed according to store policy.</p> <p>1.5 Work-related incidents and accidents are reported to designated personnel.</p> <p>1.6 Consultative processes and procedures are made participatory for WHS.</p>
2. Apply basic emergency procedures	<p>2.1 Fire and emergency procedures, including store evacuation are followed according to store policy and legislation.</p> <p>2.2 Designated personnel responsible for first aid and evacuation procedures are identified.</p> <p>2.3 Safety alarms are accurately identified.</p>

Variable	Range
Safety procedures	<p>May include:</p> <ul style="list-style-type: none"> • cash handling • emergency, fire and accident procedures • evacuation involving staff or customers • handling dangerous goods • hazard identification • issue resolution procedures

	<ul style="list-style-type: none"> • manual handling • personal safety procedures • procedures for the use of personal protective clothing and equipment • reporting incidents and accidents in the workplace • store security • stress management • waste disposal
Unsafe work practices	<p>May include:</p> <ul style="list-style-type: none"> • broken or damaged equipment • damaged packing material or containers • electricity and water • glue guns • inflammable materials and fire hazards • ladders • lifting practices • sharp cutting tools and instruments • spillages, waste and debris • stress • toxic substances • trolleys
Checking	<p>May include:</p> <ul style="list-style-type: none"> • broken or damaged equipment • damaged packing material or containers • guarding of machinery • sharp cutting tools and instruments
Store policy and procedures	<p>May include:</p> <ul style="list-style-type: none"> • basic safety procedures • customers and staff • dangerous goods • emergency procedures • equipment and tools • federal, state or territory and local WHS legislation • premises • safe manual handling and lifting • stock
Safe manual handling	<p>May include:</p> <ul style="list-style-type: none"> • job procedures • lifting or shifting practices • use of equipment, such as ladders and trolleys
Designated personnel	<p>May include:</p> <ul style="list-style-type: none"> • manager • safety representative • supervisor • team leader

Consultative processes	<p>May include:</p> <ul style="list-style-type: none"> • identification of health and safety representatives • minutes from staff meetings and WHS meetings • suggestions from staff for improving tasks and procedures
Emergency procedures	<p>May include:</p> <ul style="list-style-type: none"> • accidents • armed hold-ups • fire • sickness • store evacuations • storms and cyclones

Evidence Guide	
Critical Aspects of Competence	<p>Demonstrate skills and knowledge of:</p> <ul style="list-style-type: none"> • applies safe work practices, in all areas of the store, according to WHS and codes of practice • applies appropriate store policies and procedures and legislative requirements in regard to following basic safety procedures and reports faults and problems to relevant person, department or committee • identifies hazardous situations and rectifies where appropriate, or reports to the relevant personnel according to store policy and procedures • reads, interprets and applies manufacturer instructions for using and storing hazardous goods • applies store policies and procedures with regard to emergency situations, evacuation, or accident and illness in the store
Underpinning Knowledge and Attitudes	<p>Demonstrate knowledge of:</p> <ul style="list-style-type: none"> • strategies for controlling risks through the hierarchy of control, including: <ul style="list-style-type: none"> ➢ appropriate use of personal protective clothing ➢ eliminating hazards ➢ isolating hazards ➢ using administrative controls ➢ using engineering controls • first aid procedures • identification of hazards in the workplace, including: <ul style="list-style-type: none"> ➢ fire, chemical and electrical hazards ➢ managing broken or faulty equipment ➢ slip, trips and falls ➢ spills and leakage of materials ➢ storage of dangerous goods and hazardous substances ➢ waste

	<ul style="list-style-type: none"> • management of WHS, including: <ul style="list-style-type: none"> ➤ communication and consultation processes ➤ interpreting symbols for WHS signage ➤ manual handling procedures ➤ reporting procedures • store policies and procedures in regard to: <ul style="list-style-type: none"> ➤ WHS emergency procedures ➤ relevant industry codes of practice ➤ rights and responsibilities of designated personnel responsible for health and safety in the workplace ➤ state and territory legislation and regulations
Underpinning Skills	<p>Demonstrate skills of:</p> <ul style="list-style-type: none"> • communication and interpersonal skills to: <ul style="list-style-type: none"> ➤ report unsafe work practices, faulty plant and equipment and incidents and accidents through clear and direct communication ➤ share information ➤ use and interpret non-verbal communication • literacy and numeracy skills to: <ul style="list-style-type: none"> ➤ estimate weights, size, quantities and mixtures ➤ interpret symbols used for WHS signage ➤ read and interpret instructions • technical skills to: <ul style="list-style-type: none"> ➤ dispose of waste appropriately ➤ handle broken or damaged equipment ➤ identify hazardous goods and substances ➤ locate and identify emergency exits and use safety alarms and fire extinguishers ➤ store and use chemicals and hazardous substances • use personal protective gear and equipment
Resource Implications	Access is required to real or appropriately simulated situations, including work areas, materials and equipment, and to information on workplace practices and OHS practices.
Methods of Assessment	<p>Competence may be assessed through:</p> <ul style="list-style-type: none"> • Interview / Written Test • Observation / Demonstration with Oral Questioning
Context of Assessment	Competence may be assessed in the work place or in a simulated work place setting.

Occupational Standard: Business and Trade Service Level I	
Unit Title	Profile a Retail Market
Unit Code	TRD BTS1 03 0714
Unit Descriptor	This unit describes the performance outcomes, skills and knowledge required to profile a retail market.

Elements	Performance Criteria
1. Review the image of the store	1.1 The components of the store image are analysed. 1.2 Relevant store documentation is accessed and analysed in relation to store image. 1.3 The store image is promoted in an appropriate manner.
2. Research market demands for the store	2.1 An appropriate area is selected for research of market demands. 2.2 Appropriate market research techniques are used according to store policy . 2.3 Market research is planned according to store policy and procedures. 2.4 Data is collected, analysed and presented in an appropriate manner.
3. Profile the store's customers	3.1 The demography of the store's customers is researched. 3.2 A demographic profile is developed. 3.3 Information about changing trends is accessed and related to customer demands .
4. Implement methods to attract customers to store	4.1 Information about the customer is accessed and analysed. 4.2 Ideas are generated to develop methods for attracting customers . 4.3 A suitable idea is selected and developed in collaboration with others in the organisation. 4.4 The idea is presented and discussed with relevant personnel . 4.5 The idea is evaluated to meet the requirements for the target customers.

Variable	Range
Components of the	May include: <ul style="list-style-type: none"> • logo

store image	<ul style="list-style-type: none"> • products • services • layouts • displays • tickets • visual merchandising • promotional events and themes
Store documentation	<p>May include:</p> <ul style="list-style-type: none"> • sales reports • customer surveys • market research
Appropriate areas	<p>May include:</p> <ul style="list-style-type: none"> • location • consumer • product • brand • price • layout • advertising
Market research techniques	<p>May include:</p> <ul style="list-style-type: none"> • interviews • observations • surveys • questionnaires
Store policy	<p>May include:</p> <ul style="list-style-type: none"> • marketing • market research
Data	<p>May include:</p> <ul style="list-style-type: none"> • internal: customer orders, random surveys, complaints, returns • external: ESA(Ethiopian Statistics Agency) statistics, books, newspaper reports, supplier information
Customers	<p>May include:</p> <ul style="list-style-type: none"> • Age • Buying power • Family structures • Employment patters • Education levels • Tourism • Mobility • occupations • Marital status • Cultural and ethnic background • Income levels • Population size
Changing trends	<p>May include:</p>

	<ul style="list-style-type: none"> • tourism • immigration • technology • selling approaches • leisure time • environmental issues • discount operators • quality demands • advances in technology
Customer demands	<p>May include:</p> <ul style="list-style-type: none"> • preference • health factors • age • cultural group • dietary issues • price
Ideas	<p>May include:</p> <ul style="list-style-type: none"> • product association • brainstorming • visualising • telling stories • creative writing • lateral thinking • mind mapping, drawings • using prompts
Methods for attracting customers	<p>May include:</p> <ul style="list-style-type: none"> • advertising • seasonal promotions • new product launches • public relations • publicity
Relevant personnel	<p>May include:</p> <ul style="list-style-type: none"> • team leader • supervisor • manager
Methods used to evaluate ideas	<p>May include but not limited to:</p> <ul style="list-style-type: none"> • Developing checklists • Discussing the process with colleagues or supervisors • Writing a report of the outcomes

Evidence Guide	
	<p>Demonstrates skills and knowledge competencies to:</p> <ul style="list-style-type: none"> • analyses components of the store image by accessing relevant store documentation

	<ul style="list-style-type: none"> • promotes the store image in an appropriate manner • researches market demands using appropriate market research techniques • accurately profiles store customers • generates ideas for attracting customers to store • selects and develops a suitable idea in collaboration with others • presents and discusses idea with supervisor • evaluates idea to ensure that it meets requirements for target customers • implements the idea according to store policies and budgetary requirements
Underpinning Knowledge	<p>Demonstrate knowledge of:</p> <ul style="list-style-type: none"> • store policy and procedures in regard to: <ul style="list-style-type: none"> ➤ accessing documentation ➤ promoting store image ➤ market research methods ➤ evaluation methods ➤ creative thinking techniques ➤ techniques in interpersonal communication
Underpinning Skills	<p>Demonstrate skills of:</p> <ul style="list-style-type: none"> • interpersonal communication skills to: <ul style="list-style-type: none"> ➤ carry out market research ➤ generate ideas and discuss with relevant personnel through clear and direct communication ➤ ask questions to identify and confirm requirements ➤ use language and concepts appropriate to cultural differences ➤ use and interpret non-verbal communication ➤ literacy and numerical skills related to: <ul style="list-style-type: none"> ➤ reading and understanding store policy and procedures ➤ research ➤ data analysis ➤ generating reports ➤ collaboration and teamwork
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"> • Interview / Written Test • Observation / Demonstration with Oral Questioning
Context of Assessment	<p>Competence may be assessed in the work place or in a simulated work place setting.</p>

Occupational Standard: Business and Trade Service Level I	
Unit Title	Operate Retail Technology
Unit Code	TRD BTS1 04 0714
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.

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

Variable	Range
Equipment	<p>May include:</p> <ul style="list-style-type: none"> • point-of-sale terminals • electronic bar coding equipment for price labelling and stocktaking • portable data entry • printers • electronic ordering equipment • wrapping and packing equipment • equipment for carrying or moving merchandise

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

Evidence Guide

Critical Aspects of Competence	<p>Demonstrates skills and knowledge in:</p> <ul style="list-style-type: none"> • operates a range of store retail equipment according to store policy and procedures and industry codes of practice • operates and maintains a range of store retail equipment according to manufacturer instructions and design specifications • applies store maintenance program and reports faults and problems • consistently applies safe working practices in the operation and maintenance of store retail equipment according to OHS legislation and codes of practice • reads and interprets operation manuals to solve routine faults and errors and maintains and uses equipment effectively • uses keyboard skills to enter and edit data accurately • completes tasks in set timeframe
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Underpinning Knowledge and Attitudes	<p>Demonstrates knowledge in:</p> <ul style="list-style-type: none"> • store policy and procedures in regard to: <ul style="list-style-type: none"> ➢ the operation and maintenance of store retail equipment ➢ reporting problems and faults • relevant legislation and statutory requirements in regard to operating retail technology, including Work Health and Safety (WHS) requirements • relevant industry codes of practice • purpose and impact of using electronic technology • licensing requirements for carrying and moving merchandise (if applicable)
Underpinning Skills	<p>Demonstrates skills of :</p> <ul style="list-style-type: none"> • planning and organising skills to complete tasks in set timeframe • problem solving skills to deal with different types of transactions • literacy and numeracy skills to: <ul style="list-style-type: none"> ➢ read store procedures for operating equipment ➢ enter data ➢ perform point-of-sale transactions ➢ follow common fault-finding procedures
Resource Implications	<p>Access is required to real or appropriately simulated situations, including work areas, materials and equipment, and to information on workplace practices and OHS practices.</p>
Methods of Assessment	<p>Competence may be assessed through:</p> <ul style="list-style-type: none"> • Interview / Written Test • Observation / Demonstration with Oral Questioning
Context of Assessment	<p>Competence may be assessed in the work place or in a simulated work place setting.</p>

Occupational Standard: Business and Trade Service Level I	
Unit Title	Perform Stock Control Procedures
Unit Code	TRD BTS1 05 0714
Unit Descriptor	This unit describes the performance outcomes, skills and knowledge required to handle stock in a retail environment. It involves receiving and processing incoming goods, rotating stock and dispatching goods.

Elements	Performance Criteria
1. Receive and process incoming goods.	<p>1.1 Cleanliness and orderliness in receiving bay are maintained according to store policy and procedures.</p> <p>1.2 Goods are unpacked using correct handling techniques and equipment according to store policy.</p> <p>1.3 Packing materials are removed and promptly disposed of according to store policy and relevant legislative requirements.</p> <p>1.4 Incoming stock is checked and validated against purchase orders and delivery documentation according to store policy and relevant legislative requirements.</p> <p>1.5 Items received are inspected for damage, quality, use-by dates, breakage or discrepancies and recorded according to store policy.</p> <p>1.6 Stock levels on store stock systems 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.	<p>2.1 Stock rotation procedures are carried out according to store routine and policy.</p> <p>2.2 Store code checking and reporting procedures including recording of waste and markdowns are performed.</p> <p>2.3 Merchandise is placed to achieve a balanced, fully-stocked display appearance and promote sales.</p> <p>2.4 Excess stock in storage is placed or disposed of according to</p>

	store policy and legislative requirements. 2.5 Safe lifting, shifting and carrying techniques are maintained according to store OHS policy and legislative requirements.
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Variable	Range
Store policy and procedures	May relate to: <ul style="list-style-type: none"> • stock control • reception and dispatch • OHS • food safety
Handling techniques	May vary according to <ul style="list-style-type: none"> • stock characteristics • industry codes of practice • legislative requirements
Equipment	May include: <ul style="list-style-type: none"> • electronic bar coding equipment • weighing machines • thermometers • trolley return equipment • portable data entry • cutting equipment • protective clothing
Legislative requirements	May include: <ul style="list-style-type: none"> • OHS • hazardous substances and dangerous goods • labelling of workplace substances • waste removal and environmental protection • transport, storage and handling of goods
Stock systems	May include: <ul style="list-style-type: none"> • manual • electronic

Evidence Guide	
Critical Aspects of Competence	Demonstrates skills and knowledge competencies to: <ul style="list-style-type: none"> • consistently applies store policy and procedures, industry codes of practice, relevant legislation and statutory requirements in regard to stock control • consistently applies safe working practices in the manual handling and moving of stock according to OHS legislation and store policy • interprets and applies manufacturer instructions with regard to handling stock and using relevant equipment • receives and processes incoming goods and dispatches

	<p>outgoing goods according to store policy and procedures</p> <ul style="list-style-type: none"> • rotates stock and performs out-of-code checking and reporting according to store policy and procedures • interprets and processes information accurately and responsibly
Underpinning Knowledge and Attitudes	<p>Demonstrate knowledge of:</p> <ul style="list-style-type: none"> • store policy and procedures in regard to: • stock control • store labelling policy • product quality standards • correct unpacking of goods • out-of-date, missing or damaged stock • equipment used • stock location • waste disposal • methods of storage • delivery documentation • stock record documentation • dispatch documentation • reporting faults and problems • relevant legislation and statutory requirements • relevant industry codes of practice • relevant OHS regulations
Underpinning Skills	<p>Demonstrate skills of:</p> <ul style="list-style-type: none"> • following set routines and procedures • using electronic labelling and ticketing equipment • literacy and numeracy skills in regard to: <ul style="list-style-type: none"> ➤ stock records and delivery documentation ➤ reporting problems.
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"> • Interview / Written Test • Observation / Demonstration with Oral Questioning
Context of Assessment	<p>Competence may be assessed in the work place or in a simulated work place setting.</p>

Occupational Standard: Business and Trade Service Level I	
Unit Title	Work Effectively in a Retail Environment
Unit Code	TRD BTS1 06 0714
Unit Descriptor	This unit describes the performance outcomes, skills and knowledge required to work effectively in a retail environment. It involves acting responsibly and in a non-discriminatory manner, developing retail industry knowledge, including industrial award or agreement relevant to the job role, maintaining personal hygiene and presentation, and prioritising tasks.

Elements	Performance Criteria
1. Act responsibly	<p>1.1 Notification of shift availability, or non-attendance for shift is provided according to set timeframes and store policy and procedures.</p> <p>1.2 Staff rosters are interpreted accurately.</p> <p>1.3 Organisational culture is recognized and described.</p>
2. Act in a non-discriminatory manner	<p>2.1 Non-discriminatory attitudes are displayed when interacting with customers, staff or management.</p> <p>2.2 Non-discriminatory language is used.</p>
3. Develop retail industry knowledge	<p>3.1 Sources of information on the retail industry are identified and accessed.</p> <p>3.2 Information is obtained to assist with effective work performance and career planning within the retail industry.</p> <p>3.3 Relevant awards and agreements are identified and interpreted.</p> <p>3.4 Roles of employee and employer associations in industrial relations system are identified and analysed.</p>
4. Maintain personal presentation	<p>4.1 Personal dress and presentation are maintained in a neat and tidy manner.</p> <p>4.2 Personal hygiene is maintained according to store policy and legislation.</p>
5. Follow routine instructions	<p>5.1 Instructions are received and acted upon.</p> <p>5.2 Questioning is used effectively to elicit information.</p> <p>5.3 Store information relevant to the particular task is assessed, comprehended and acted upon.</p> <p>5.4 Daily work routine is planned and organized within the scope of the job role.</p>

	5.5 Tasks are prioritised and completed according to required timeframes.
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Variable	Range
Store policy and procedures	<p>May include</p> <ul style="list-style-type: none"> • workplace ethics • modes of communication • store hours of operation • completing work out of hours • contact with customers • job descriptions and responsibilities • interaction with other team members • interaction with supervision and management • OHS
Organizational	<p>May include</p> <ul style="list-style-type: none"> • organisational structure, including own position and role within the structure • chain of command • workplace policy and procedures • organisational values • mission statement • workplace goals
Non-discriminatory attitudes	<p>May include</p> <ul style="list-style-type: none"> • age • race • colour • national or ethnic origin • sex • pregnancy or marital status • disability • religion • sexual preference
Customers	<p>May include</p> <ul style="list-style-type: none"> • new or repeat contacts • internal and external contacts • customers with routine or special requests • people from a range of social, cultural and ethnic backgrounds and with varying physical and mental abilities
Staff or management	<p>May include</p> <ul style="list-style-type: none"> • come from a range of social, cultural and ethnic backgrounds • have varying degrees of language and literacy levels
Sources of information	<p>May include</p> <ul style="list-style-type: none"> • media • reference books

	<ul style="list-style-type: none"> • libraries • unions • industry associations • industry publications • internet • information services • personal observation and experience • colleagues, supervisors and managers • industry contacts, mentors and advisers.
Information	<p>May include</p> <ul style="list-style-type: none"> • industry working conditions • employee and employer rights and responsibilities • environmental issues and requirements • industrial relations issues and major organisation • career opportunities within the industry • the work ethic required to work in the industry • industry expectations of staff • quality assurance • new products and services
Legislation	<p>May include</p> <ul style="list-style-type: none"> • federal, state or territory and local legislation • food safety • OHS
Store information	<p>May include</p> <ul style="list-style-type: none"> • be written or verbal • relate to store policy and procedures, including: • contact with customers • job descriptions and responsibilities • interaction with other team members • interaction with supervision and management
Daily work routine	<p>May include</p> <ul style="list-style-type: none"> • interacting with customers • interacting with supervisors and other staff members • handling telephone enquiries • organising and maintaining work areas • maintaining merchandise and displays • preparing goods for delivery • observing scheduled breaks • assisting other team members • working within required timelines
Tasks	<p>May include</p> <ul style="list-style-type: none"> • routine • rostered • non-routine

Evidence Guide			
Critical Aspects of Competence	<p>Demonstrates skills and knowledge competencies to:</p> <ul style="list-style-type: none"> • responsibly applies store policy and procedures in regard to workplace ethics, including interpretation of staff rosters, notification of the availability for work, allocated duties and job description • recognises and describes the organisational culture of the workplace, including organisational structure, mission and goals • applies store policy and procedures and legislative requirements in regard to internal and external client contact, especially the use of non-discriminatory language and attitudes • knows employee's own rights and responsibilities in regard to awards and agreements • identifies and describes the role of various parties, including employer and employee associations • applies store policy and procedures in regard to personal dress, presentation, hygiene and code of conduct • consistently meets store scheduling routines and uses time effectively. 		
Underpinning Knowledge and Attitudes	<p>Demonstrate knowledge of:</p> <ul style="list-style-type: none"> • store policy and procedures in regard to: <ul style="list-style-type: none"> ➤ workplace ethics ➤ shift availability or non-attendance ➤ staff rosters ➤ interpersonal conflict ➤ dealing with grievances ➤ personal animosity ➤ discriminatory behaviour ➤ harassment ➤ staff counselling and disciplinary procedures ➤ equal opportunity issues ➤ part-time, casual, full-time work, contract employment ➤ hygiene and self-presentation ➤ store organisational structure ➤ structure of the retail industry ➤ rights and responsibilities of employers and employees in retail workplace • relevant legislation and statutory requirements, such as: <ul style="list-style-type: none"> ➤ equal opportunity legislation ➤ Equal Employment Opportunity (EEO) legislation ➤ anti-discrimination legislation ➤ workplace relations ➤ industry awards and agreements 		
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Underpinning Skills	<p>Demonstrate skills to:</p> <ul style="list-style-type: none"> • follow routine instructions through clear and direct communication • ask questions to identify and confirm requirements • use language and concepts appropriate to cultural differences • use and interpret non-verbal communication • ability to follow store policy and procedures • maintaining personal presentation • interpersonal communication skills, including: <ul style="list-style-type: none"> • non-discriminatory verbal and non-verbal communication • listening, questioning and observation • literacy skills in reading and interpreting workplace documents
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"> • Interview / Written Test • Observation / Demonstration with Oral Questioning
Context of Assessment	Competence may be assessed in the work place or in a simulated work place setting.

Occupational Standard: Business and Trade Service Level I	
Unit Title	Work Effectively in a Customer Service Environment
Unit Code	TRD BTS1 07 0714
Unit Descriptor	This unit describes the performance outcomes, skills and knowledge required to work effectively in a customer service business environment.

Elements	Performance Criteria
1. Work within organizational requirements	<p>1.1 Organization's requirements and responsibilities are identified and read, and advice is sought from appropriate people where necessary.</p> <p>1.2 Staff rosters are interpreted and sufficient notice of unavailability is provided for rostered hours according to workplace policy and procedures.</p> <p>1.3 A current working knowledge and understanding of employee and employer rights and responsibilities are developed and used.</p> <p>1.4 Relevant duty of care and legal responsibilities are complied and organizational culture is supported.</p> <p>1.5 Roles and responsibilities of colleagues and immediate supervisors are identified.</p> <p>1.6 Standards and values considered to be detrimental to the organization are identified and communicated through appropriate channels.</p> <p>1.7 Behavior that contributes to a safe and sustainable work environment is identified, recognized and followed.</p>
2. Support the work team	<p>2.1 Courteous and helpful behavior is displayed at all times.</p> <p>2.2 Opportunities are taken to enhance the level of assistance offered to colleagues and all reasonable requests are met for assistance within acceptable workplace timeframes.</p> <p>2.3 Allocated tasks are completed as required.</p> <p>2.4 Assistance is sought when difficulties arise.</p> <p>2.5 Questioning techniques are used to clarify instructions or responsibilities.</p> <p>2.6 A non discriminatory attitude is identified in all contacts and displayed with customers and other staff members.</p>

3. Maintain personal presentation	<p>3.1 Appropriate dress code and presentation are observed as required by the workplace, job role and level of customer contact.</p> <p>3.2 Personal hygiene procedures are followed according to organizational policy and relevant legislation.</p>
4. Develop effective work habits	<p>4.1 Workplace information, instructions and procedures relevant to the particular task are interpreted, confirmed and acted.</p> <p>4.2 Legal requirements in regard to anti-discrimination, sexual harassment and bullying are interpreted, confirmed and acted.</p> <p>4.3 Questions to be sought are asked and workplace information clarified.</p> <p>4.4 Daily work routine is planned and organized within the scope of the job role.</p> <p>4.5 Tasks are prioritized and completed according to required timeframes.</p> <p>4.6 Work and personal priorities are identified and a balance between competing priorities is achieved.</p>

Variable	Range
Organization's requirements	<p>May include:</p> <ul style="list-style-type: none"> • access and equity principles and practice • anti-discrimination and related policy • business and performance plans • ethical standards • goals, objectives, plans, systems and processes • legal and organization policies, guidelines and requirements • modes of communication • interaction with other team members • interaction with management • WHS policies, procedures and programs • quality and continuous improvement processes and standards
Appropriate people	<p>May include:</p> <ul style="list-style-type: none"> • colleagues • supervisors • managers • senior operators
Employee rights and responsibilities	<p>May include:</p> <ul style="list-style-type: none"> • attendance • confidentiality and privacy of the business, client and colleague information

	<ul style="list-style-type: none"> • knowing the terms and conditions of own employment • obeying lawful orders • protection from discrimination and sexual harassment • punctuality • right to union representation • safety and care with respect to WHS • responsibility of providing a safe environment free from discrimination and sexual harassment according to relevant state or territory and commonwealth anti-discrimination legislation • right to counsel or dismiss employees if they: <ul style="list-style-type: none"> ➢ are negligent, careless or cause an accident ➢ commit a criminal offence • commit acts of disloyalty, such as revealing confidential information
Organizational culture	<p>May include:</p> <ul style="list-style-type: none"> • chain of command • mission statement • organizational structure, including own position and role within the structure • organizational goals, values and behaviors • workplace policies, procedures and quality assurance manuals relating to: <ul style="list-style-type: none"> ➢ contact with customers ➢ interaction with other team members ➢ interaction with supervision and management ➢ job descriptions and responsibilities
Behaviors that contributes to a safe and sustainable work environment	<p>May include:</p> <ul style="list-style-type: none"> • discussing and negotiating problems and tasks with other team members • identifying and reporting risks or hazards • listening to the ideas and opinions of others in the team • sharing knowledge and skills • solving problems as a team • using equipment according to guidelines • implementing environmental protection procedures, such as: <ul style="list-style-type: none"> ➢ waste minimization ➢ recycling ➢ reuse ➢ energy efficiency, e.g. electricity saving devices and practices ➢ waste disposal ➢ resource management ➢ water efficiency
Daily work routine	<p>May include:</p> <ul style="list-style-type: none"> • interacting with customers

	<ul style="list-style-type: none"> • interacting with supervisors and other staff members • handling the telephone • organizing and maintaining work areas • maintaining merchandise and displays • observing scheduled breaks • assisting other team members • working within required timelines
Tasks	<p>May include:</p> <ul style="list-style-type: none"> • routine • rostered • non-routine
Work and personal priorities	<p>May include:</p> <ul style="list-style-type: none"> • work and life balance and other commitments, including: <ul style="list-style-type: none"> ➢ school ➢ homework ➢ home and family ➢ cultural practices ➢ parties and friends ➢ other jobs

Evidence Guide			
Critical Aspects of Competence	<p>Demonstrate skills and knowledge of:</p> <ul style="list-style-type: none"> • identifies, locates and articulates the organization’s requirements, including goals and values • demonstrates work practices that reflect the relationship between own role and organizational requirements • demonstrates knowledge of workplace procedures for upholding employee and employer rights and responsibilities • applies workplace dress, hygiene and personal presentation requirements 		
Underpinning Knowledge and Attitudes	<p>Demonstrate knowledge of:</p> <ul style="list-style-type: none"> • industry awards and agreements that relate to personal job role and terms and conditions of employment • relevant legislation and statutory requirements, such as: <ul style="list-style-type: none"> ➢ Equal Employment Opportunity (EEO) legislation ➢ Work Health and Safety (WHS) ➢ privacy ➢ anti-discrimination legislation ➢ workplace relations • workplace policies, plans and procedures, including: <ul style="list-style-type: none"> ➢ dealing with grievances ➢ discriminatory behaviour ➢ equal opportunity issues ➢ harassment ➢ hygiene and presentation ➢ staff rosters and notification of shift availability or non- 		
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	<ul style="list-style-type: none"> attendance ➤ providing customer service to colleagues and customers ➤ workplace ethics ➤ staff counseling and disciplinary procedures • workplace organisational structure
Underpinning Skills	<p>Demonstrate skills of:</p> <ul style="list-style-type: none"> • communication and interpersonal skills to: <ul style="list-style-type: none"> ➤ ask questions to identify and confirm requirements ➤ follow routine instructions through clear and direct communication ➤ use language and concepts appropriate to cultural differences ➤ use and interpret non-verbal communication • literacy skills to: <ul style="list-style-type: none"> ➤ interpret and follow workplace policies and procedures ➤ process relevant workplace documentation • personal presentation skills to comply with workplace presentation and dress code • planning and organising skills to manage tasks within workplace timeframes • problem-solving skills to solve routine problems • technology skills to select and use technology appropriate for a task
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>Competency may be assessed through:</p> <ul style="list-style-type: none"> • Interview / Written Test / Oral Questioning • Observation / Demonstration
Context of Assessment	Competency may be assessed in the work place or in a simulated work place setting

Occupational Standard: Business and Trade Services Level I	
Unit Title	Operate Personal Computer
Unit Code	TRD BTS1 08 0714
Unit Descriptor	This unit defines the competence required to operate a personal computer, including starting the PC, logging in, using and understanding desktop icons and their links to underlying programs, navigating a directory structure, saving work, printing, closing down the PC and word processing .

Elements	Performance Criteria
1. Start the computer	<p>1.1 Peripheral device connections are checked for correct position.</p> <p>1.2 Input voltage for the device is checked based on the OHS standards.</p> <p>1.3 Power is switched on at both the power point and computer.</p>
2. Access basic system information	<p>2.1 User name and password are inserted as prompted and access, privacy, security and related conditions of use displayed are noted on introductory screens.</p> <p>2.2 Operating system is navigated to access system information to identify system configuration and application versions in operation.</p> <p>2.3 On-line help functions are used as required.</p>
3. Navigate and Manipulate desktop environment	<p>3.1 Desktop icons are created and customized.</p> <p>3.2 Desktop icons are selected, opened and closed to access application programs.</p> <p>3.3 Application windows are manipulated and desktop is returned to original conditions.</p>
4. Organize basic directory/ folder structure and files	<p>4.1 Directories and subdirectories are created and named.</p> <p>4.2 Attributes of directories are identified.</p> <p>4.3 Subdirectories between directories are moved.</p> <p>4.4 Directories are renamed as required.</p> <p>4.5 Directories and subdirectories are accessed via different paths.</p>

5. Organize files for user and/or organization requirements	<p>5.1 System browser is used to search drives for specific files.</p> <p>5.2 Most commonly used types of files in the directories are accessed.</p> <p>5.3 Groups of files are selected, opened and renamed as required.</p> <p>5.4 Files between directories are moved.</p> <p>5.5 Files to disks are copied.</p> <p>5.6 Deleted files are restored as necessary.</p> <p>5.7 Disks are erased and formatted as necessary.</p>
6. Print information	<p>6.1 Printers are added if required and ensured to have correct printer settings.</p> <p>6.2 Default printer is changed if appropriate.</p> <p>6.3 Information is printed from an installed printer.</p>
7. Operate application software	<p>7.1 Documents and customized basic settings are created to meet page layout conventions.</p> <p>7.2 Document and create tables are formatted.</p> <p>7.3 Images and use mail merge are added.</p> <p>7.4 Basic print settings and print documents are selected.</p>

Variable	Range
Peripheral device	May include but not limited to: <ul style="list-style-type: none"> • mouse, keyboard, visual display unit, monitor and printer
OHS standards	May include but not limited to: <ul style="list-style-type: none"> • correct posture, lighting, type of desk, type of monitor, style of chair, typing position, repetitive strain injury prevention, ventilation, light position, correct lifting method, and length of time in front of computer • may also include physical safety considerations such as general electrical safety and cabling, power supply and leads as they apply to computer and peripheral installations
Computer	May include but not limited to: <ul style="list-style-type: none"> • laptops, workstations, servers or other devices
Operating System	May include but not limited to: <ul style="list-style-type: none"> • Linux 7.0 or above, Windows 2000 or above, Apple OS X or above
System information	May include but not limited to: <ul style="list-style-type: none"> • hardware and software components that run a computer

On-line help functions	<ul style="list-style-type: none"> instruction manual or a portion of the manual, integrated into the program.
Application programs	<p>May include but not limited to:</p> <ul style="list-style-type: none"> database programs, word processors, email programs, internet browsers, system browsers and spreadsheets
Attributes	<p>May include but not limited to:</p> <ul style="list-style-type: none"> Indicates several properties of the directory, for example, they indicate whether the directory is read-only, whether it needs to be backed up, and whether it is visible or hidden
System browser	May include but is not limited to Windows explorer
Disks	<p>May include but not limited to:</p> <ul style="list-style-type: none"> floppy disks, CDs, CD-RW (compact disks-read write), DVD RW, zip disks, flash drives, solid state hard drives
Printer settings	<p>May include but not limited to:</p> <ul style="list-style-type: none"> layout, paper size, paper tray, cartridge type, number of copies, orientation

Evidence Guide	
Critical aspects of Competence	<p>Demonstrate knowledge and skills to:</p> <ul style="list-style-type: none"> confirm the ability to use software, navigate around the desktop, use system features to perform tasks, and save results of work ensure the ability to create open and retrieve documents, customize basic settings, format documents, create tables, add objects and images, and save and print documents
Underpinning Knowledge and Attitudes	<p>Demonstrates knowledge of:</p> <ul style="list-style-type: none"> Organizational benchmarks for minimum typing skills, including speed and accuracy Creating and opening documents Formatting documents Inserting tables and images Saving, printing and closing documents Mail merge function Basic keyboarding skills Computer functions Basic parts of a computer and various hardware components Storage devices and basic categories Basic software operation
Underpinning Skills	<p>Demonstrates skills to:</p> <ul style="list-style-type: none"> Access basic system information Operate application software

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

Occupational Standard: Business and Trade Service Level I	
Unit Title	Plan a Career in the Retail Industry
Unit Code	TRD BTS1 09 0714
Unit Descriptor	This unit describes the performance outcomes, skills and knowledge required to identify and document current skills and interests, and explores related retail career options. It also covers planning future skills development with the help of advisory personnel or experienced retail industry staff.

Elements	Performance Criteria
1. Explore career opportunities and preferences	<p>1.1 Information is obtained from advisory services and talked to advisory and experienced personnel to identify the nature of work in a range of retail career options.</p> <p>1.2 Education and training requirements are explored for a range of retail career options.</p> <p>1.3 Levels of personal aptitude and fulfilment are evaluated in relation to a range of retail workplace tasks and responsibilities.</p> <p>1.4 Levels of personal interest are evaluated in a range of retail career options.</p> <p>1.5 Optimum career preferences, related education and training requirements are documented.</p>
2. Identify skill development requirements	<p>2.1 Opportunities for, and stages of, skill development are identified for selected retail career preferences in consultation with advisory or experienced personnel.</p> <p>2.2 Current personal skills and knowledge are evaluated and recorded against competencies relevant to career preferences to identify current stage of career development.</p> <p>2.3 Results of assessment are discussed with advisory or experienced personnel and additional skill development requirements are identified for career progression.</p> <p>2.4 Skill development options are documented for selected career preferences.</p>
3. Plan retail career progression	<p>3.1 Options are reviewed and selected for immediate and future skill development in discussion with advisory or experienced personnel.</p> <p>3.2 Skill development options are selected and documented and</p>

	<p>timelines is allocated for progression.</p> <p>3.3 Skills assessment and career planning documentations are collated and updated regularly with skill development evidence.</p>
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Variable	Range
Advisory services	<p>May include:</p> <ul style="list-style-type: none"> • career specialist websites • corporate career advisory services • government career services • industry associations' career services • education and training institutions' career services
Experienced personnel	<p>May include:</p> <ul style="list-style-type: none"> • colleagues • mentors • supervisors • trainers
Retail career options	<p>May include:</p> <ul style="list-style-type: none"> • buying • managing • marketing • sales • visual merchandising

Evidence Guide	
Critical Aspects of Competence	<p>Demonstrate skills and knowledge of:</p> <ul style="list-style-type: none"> • documents: <ul style="list-style-type: none"> ➤ research on retail employment opportunities ➤ self-evaluation of aptitudes ➤ skill development options for selected career preferences, including timelines for progression
Underpinning Knowledge and Attitudes	<p>Demonstrate knowledge of:</p> <ul style="list-style-type: none"> • importance of skill development in career planning • internet research methods • methods to self-evaluate aptitude • sources of advice on career planning and skill development
Underpinning Skills	<p>Demonstrate skills of:</p> <ul style="list-style-type: none"> • communication and interpersonal skills to: <ul style="list-style-type: none"> ➤ ask questions relating to career options ➤ explain personal career preferences ➤ make telephone calls to advisory services and experienced personnel ➤ share information use language and concepts appropriate to cultural differences

	<ul style="list-style-type: none"> • critical thinking skills to: <ul style="list-style-type: none"> ➤ assess personal skills and preferences ➤ evaluate career options • literacy skills to find, read and record information • planning and organising skills to: <ul style="list-style-type: none"> ➤ collect and collate information ➤ schedule and complete tasks ➤ set and meet timeframes • technical skills to: <ul style="list-style-type: none"> ➤ conduct internet research ➤ produce documents
Resource Implications	Access is required to real or appropriately simulated situations, including work areas, materials and equipment, and to information on workplace practices and OHS practices.
Methods of Assessment	Competence may be assessed through: <ul style="list-style-type: none"> • Interview / Written Test • Observation / Demonstration with Oral Questioning
Context of Assessment	Competence may be assessed in the work place or in a simulated work place setting.

Occupational Standard: Trade Service Level I	
Unit Title	Shift Materials Safely Using Manual Handling Methods
Unit Code	TRD BTS1 09 0714
Unit Descriptor	This unit involves the skills and knowledge required to shift loads using manual handling methods, including assessing the risks associated with relocating the load, planning the relocation process and carrying out the relocation in accordance with the plan.

Elements	Performance Criteria
1. Assess risks arising from the relocation of the load	1.1 Products, goods or materials to be relocated are identified. 1.2 Locations for storage are determined and potential routes to be followed are identified. 1.3 Effect of load relocation on original load base is predicted. 1.4 Points of balance are estimated. 1.5 Required clearances are compared to available space and adjustments made. 1.6 Effects of moving contents which may be loose, liquid, dangerous or hazardous are considered. 1.7 Potential risks in route(s) which may be followed are considered. 1.8 Risks to self arising from the required lifting, load carrying, and set down or movement of the goods are identified. 1.9 Manual handling procedures are identified for lifting, lowering, carrying, pushing and pulling. 1.10 Team lifting processes are considered for application. 1.11 Appropriate personal protective equipments are worn.
2. Plan load relocation	2.1 Relocation of the load is planned consistent with the code of practice for manual handling. 2.2 Process including predicting and planning for potential difficulties for relocating load is proposed. 2.3 Proposed process is checked against code of practice and workplace procedures for compliance.
3. Relocate load	3.1 Actions are loaded for lifting, lowering and carrying, pulling and pushing in accordance with workplace procedures and OHS

	<p>requirements.</p> <p>3.2 Applications appropriate for team relocation of load are identified.</p> <p>3.3 Team lifting tasks are coordinated.</p> <p>3.4 Planned process and route are followed.</p> <p>3.5 Relocated materials are set down without damage to goods, personnel or equipment and checked for stability.</p> <p>3.6 Relocation is checked to meet work requirements, with any variance(s) reported.</p>
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Variable	Range
General context	<p>May include:</p> <ul style="list-style-type: none"> • Work must be carried out in compliance with the relevant OHS regulations concerning the manual lifting and movement of loads • Work is performed under some supervision generally within a team environment • Work involves the application of the basic principles for the safe lifting and movement of loads when shifting materials using manual handling methods as part of day-to-day work
Worksite environment	<p>May include:</p> <ul style="list-style-type: none"> • The shifting operations may be conducted in a range of work environments by day or night • Customers may be internal or external • Workplaces may comprise large, medium or small worksites • Work may be conducted in: <ul style="list-style-type: none"> • restricted spaces • exposed conditions • controlled or open environments • Materials to be shifted may include: <ul style="list-style-type: none"> ➤ goods ➤ equipment and tools ➤ cleaning materials ➤ components and parts of vehicles and equipment such as tyres, batteries, lifting gear, etc. ➤ materials used in the course of work such as drums of fuel, raw materials, packaging, etc. • Loads to be shifted may be: <ul style="list-style-type: none"> ➤ irregularly shaped ➤ packaged or unpackaged ➤ labelled or unlabelled • Hazards in the work area may include exposure to: <ul style="list-style-type: none"> ➤ chemicals

	<ul style="list-style-type: none"> ➤ dangerous or hazardous substances ➤ movements of equipment, goods and materials ➤ Personnel in the work area may include: <ul style="list-style-type: none"> ➤ workplace personnel ➤ site visitors ➤ contractors ➤ official representatives • Communication in the work area may include: <ul style="list-style-type: none"> ➤ phone ➤ electronic data interchange ➤ fax ➤ e-mail ➤ Internet ➤ radio ➤ oral, aural or signed communications • Depending on the type of organisation concerned and the local terminology used, workplace procedures may include: <ul style="list-style-type: none"> ➤ company procedures ➤ enterprise procedures ➤ organisational procedures ➤ established procedures • Personal protection equipment may include: <ul style="list-style-type: none"> ➤ gloves ➤ safety headwear and footwear ➤ safety glasses ➤ two-way radios ➤ high visibility clothing
Sources of information/ documents	<p>May include:</p> <ul style="list-style-type: none"> • Information/documents may include: <ul style="list-style-type: none"> ➤ goods identification numbers and codes ➤ manifests, bar codes, goods and container identification ➤ manufacturer's specifications for equipment/tools ➤ workplace procedures and policies ➤ supplier and/or client instructions ➤ material safety data sheets ➤ codes of practice including the National Standards for Manual Handling and the Industry Safety Code ➤ relevant legislation, regulations and related documentation ➤ award, enterprise bargaining agreement, other industrial arrangements ➤ standards and certification requirements ➤ quality assurance procedures ➤ emergency procedures
Applicable regulations and legislation	<p>May include:</p> <ul style="list-style-type: none"> • Applicable regulations and legislation may include: <ul style="list-style-type: none"> ➤ relevant State/Territory OHS legislation ➤ relevant State/Territory environmental protection legislation

	<ul style="list-style-type: none"> ➤ workplace relations regulations ➤ workers compensation regulations ➤ licence, patent or copyright arrangements ➤ dangerous goods and air freight regulations ➤ export/import/quarantine/bond requirements ➤ marine orders
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Evidence Guide	
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Critical Aspects of Competence	<p>Demonstrates skills and knowledge competencies to:</p> <ul style="list-style-type: none"> • Assessment must confirm appropriate knowledge and skills to: • locate, interpret and apply relevant information • provide customer/client service and work effectively with others • convey information in written and oral form • maintain workplace records • select and use appropriate workplace colloquial and technical language and communication technologies in the workplace context • follow the designated work plan for the job • use appropriate techniques and body positioning when lifting, lowering and carrying, pulling and pushing and team lifting
Underpinning Knowledge	<p>Demonstrate knowledge of:</p> <ul style="list-style-type: none"> • Relevant OHS and procedures and guidelines concerning the manual lifting and movement of loads • Risks when manually lifting and handling materials and goods and related precautions to control the risk, including: <ul style="list-style-type: none"> ➤ the load on the spine during lifting ➤ controlled actions on a movement during lifting ➤ rotation and side movement of the spine during lifting ➤ postures and positions during lifting ➤ work layout ➤ weight of the load ➤ load type and position ➤ frequency of shifting operations ➤ distance over which load is to be shifted ➤ time allowed for the shifting of the load ➤ Workplace procedures and policies for the shifting of goods and materials ➤ Housekeeping standards procedures required in the workplace ➤ Site layout and obstacles
Underpinning Skills	<p>Demonstrate skills of:</p> <ul style="list-style-type: none"> • Ability to modify activities depending on differing workplace contexts, risk situations and environments • Ability to read and comprehend simple statements in English

	<p>including material data safety sheets (where applicable)</p> <ul style="list-style-type: none"> • Ability to identify containers and goods coding, IMDG markings and, where applicable, emergency information panels • Ability to estimate the size, shape and special requirements of loads
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"> • Interview / Written Test • Observation / Demonstration with Oral Questioning
Context of Assessment	Competence may be assessed in the work place or in a simulated work place setting.

Occupational Standard: Business and Trade Service Level II	
Unit Title	Package Goods
Unit Code	<u>TRD BTS1 11 0714</u>
Unit Descriptor	This unit involves the skills and knowledge required to package goods in accordance with regulatory and workplace requirements including selecting materials, packing and unwrapping products, and labelling packaged products/loads to the required labelling standards.

Elements	Performance Criteria
1. Select materials and pack and unwrap products	1.1 Packaging specifications and order packaging documentations are correctly interpreted 1.2 Appropriate packaging technology suitable for the goods to be packed is selected 1.3 Packaging materials are identified and matched to specifications 1.4 Work plan ensures materials are used economically and that appropriate packaging that minimises loss and damage in transit or storage is used 1.5 Work is planned in accordance with OHS requirements 1.6 Completed packed goods are stacked to minimise damage from within and outside
2. Label packaged products/loads	2.1 Workplace labelling standards are identified 2.2 Appropriate goods handling, labelling and other identification symbols are utilised 2.3 Invoices and picking slips are attached (where required) 2.4 Workplace documentation is completed

Variable	Range
Worksite environment	May include: <ul style="list-style-type: none"> • Work may be conducted in a range of work environments by day or night • Customers may be internal or external • Workplaces may comprise large, medium or small worksites • Work may be conducted in: <ul style="list-style-type: none"> ➤ Restricted spaces ➤ exposed conditions

	<ul style="list-style-type: none"> ➤ controlled or open environments ➤ Goods may involve special handling, storage and/or packaging requirements, including temperature controlled goods and dangerous goods • Hazards in the work area may include exposure to: <ul style="list-style-type: none"> ➤ chemicals ➤ dangerous or hazardous substances ➤ movements of equipment, goods and materials ➤ oil or water on floor ➤ a fire or explosion ➤ damaged packaging or pallets ➤ debris on floor ➤ faulty racking ➤ poorly stacked pallets ➤ faulty equipment • Consultative processes may involve: <ul style="list-style-type: none"> ➤ other employees and supervisors ➤ suppliers, customers and clients ➤ relevant authorities and institutions ➤ management and union representatives ➤ industrial relations and OHS specialists ➤ other maintenance, professional or technical staff • Communication in the work area may include: <ul style="list-style-type: none"> ➤ phone ➤ Electronic Data Interchange (EDI) ➤ fax ➤ e-mail ➤ Internet ➤ radio ➤ oral, aural or signed communications • Depending on the type of organization concerned and the local terminology used, workplace procedures may include: <ul style="list-style-type: none"> ➤ company procedures ➤ enterprise procedures ➤ organizational procedures ➤ established procedures • Personal protection equipment may include: <ul style="list-style-type: none"> ➤ gloves ➤ safety headwear and footwear ➤ safety glasses ➤ two-way radios ➤ high visibility clothing
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Sources of information/documents	<p>May include:</p> <ul style="list-style-type: none"> • Information/documents may include: <ul style="list-style-type: none"> ➤ goods identification numbers and codes ➤ manifests, picking slips, merchandise transfers, stock requisitions and bar codes ➤ codes of practice and regulations relevant to the packaging of goods ➤ Ethiopian and international regulations and codes of practice for the handling and transport of dangerous goods and hazardous substances ➤ operations manuals, job specifications and induction documentation ➤ manufacturer's specifications for equipment ➤ workplace procedures and policies ➤ supplier and/or client instructions ➤ dangerous goods declarations and material safety data sheets (where applicable) ➤ .award, enterprise bargaining agreement, other industrial arrangements ➤ .relevant Ethiopian standards and certification requirements ➤ quality assurance procedures ➤ emergency procedures
Applicable regulations and legislation	<p>May include:</p> <ul style="list-style-type: none"> • Applicable regulations and legislation may include: <ul style="list-style-type: none"> ➤ relevant codes and regulations for the packaging of goods ➤ Ethiopian and international regulations and codes of practice for the handling and transport of dangerous goods and hazardous substances, including: <ul style="list-style-type: none"> ➤ Ethiopian and International Dangerous Goods Codes ➤ .Ethiopian and International Explosives Codes ➤ license, patent or copyright arrangements ➤ water and road use and license arrangements ➤ export/import/quarantine/bond requirements ➤ marine orders ➤ relevant State/Territory OHS and environmental protection legislation ➤ workplace relations regulations ➤ workers compensation regulations
General context	<p>May include:</p> <ul style="list-style-type: none"> • Work must be carried out in compliance with the relevant regulations and workplace requirements concerning the packaging of goods • Work is performed under some supervision generally within a team environment

	<ul style="list-style-type: none"> • Work involves the application of workplace procedures and regulatory requirements to the packaging of goods as part of work activities in the warehousing, distribution and/or storage industries
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Critical Aspects of Competence	<p>Demonstrates skills and knowledge competencies to:</p> <ul style="list-style-type: none"> • locate, interpret and apply relevant information • select packaging materials and pack and unwrap products • label packaged products/loads to labeling standards • ensure packaging adequately protects goods • minimize waste of packaging materials • identify special requirements of products and package appropriately • provide customer/client service and work effectively with others • convey information in written and oral form • maintain workplace records • select and use appropriate workplace colloquial and technical language and communication technologies in the workplace context
Underpinning Knowledge	<p>Demonstrate knowledge of:</p> <ul style="list-style-type: none"> • Ethiopian and international codes and regulations relevant to the packaging of goods including the ADG Code • Relevant OHS and environmental protection procedures and guidelines • Workplace procedures and policies for the packaging of goods • Focus of operation of work systems, equipment, management and site operating systems for the packaging of goods • Problems that may occur when packaging goods and appropriate action that can be taken to resolve the problems • Documentation requirements for the packaging of goods • Housekeeping standards procedures required in the workplace • Site layout and obstacles
Underpinning Skills	<p>Demonstrate skills of:</p> <ul style="list-style-type: none"> • Ability to select and use relevant communications/computing/equipment/materials when packaging goods • Ability to modify activities depending on differing workplace contexts, risk situations and environments • Ability to read and comprehend simple statements in English • Ability to read and interpret instructions, procedures and labels relevant to the packaging of goods • Ability to use required personal protective clothing and equipment conforming to industry and OHS standards

	<ul style="list-style-type: none"> • Ability to identify containers and goods coding, ADG and IMDG markings and where applicable emergency information panels • Ability to estimate the size, shape and special requirements of goods/loads
Resources Implication	Access is required to real or appropriately simulated situations, including work areas, materials and equipment, and to information on workplace practices and OHS practices.
Methods of Assessment	Competence may be assessed through: <ul style="list-style-type: none"> • Interview / Written Test • Observation / Demonstration with Oral Questioning
Context of Assessment	Competence may be assessed in the work place or in a simulated work place setting.

Occupational Standard: Business and Trade Service Level I	
Unit Title	Use Business Equipment and Resources
Unit Code	TRD BTS1 12 0714
Unit Descriptor	unit describes the performance outcomes, skills and knowledge required to choose equipment and resources to complete a variety of tasks under direct supervision and includes operating equipment, undertaking routine maintenance and reporting faults to the appropriate person.

Elements	Performance Criteria
1. Select equipment or resources	<p>1.1 Business equipment or resources required is/are identified and accessed to complete task under direct instructions.</p> <p>1.2 Quantities and resources are estimated correctly to complete the task.</p> <p>1.3 Equipment is checked for serviceability in accordance with equipment instructions.</p>
2. Operate equipment	<p>2.1 Equipment is operated in accordance with manufacturer's specifications and under direct instructions.</p> <p>2.2 Equipment faults are identified accurately and action is taken to ensure equipment is repaired in accordance with manufacturer's specifications.</p> <p>2.3 Repairs outside area of own responsibilities are reported to appropriate persons.</p>
3. Maintain equipment or resources	<p>3.1 Equipment or resources is/are maintained to support completion of tasks under direct instructions.</p> <p>3.2 Maintenance is undertaken to ensure equipment meet manufacturer's specifications.</p> <p>3.3 Records' concerning equipment or resources is/are maintained under direct instructions.</p> <p>3.4 Equipment and resources are stored under direct instructions.</p>

Variable	Range

Business equipment	<p>May include but not limited to:</p> <ul style="list-style-type: none"> • answering machine • binder • fax machine • photocopier • printer • telephone • computer
Resources	<p>May include but not limited to:</p> <ul style="list-style-type: none"> • equipment • facilities • human resources • OHS resources • stock and supplies
Equipment instructions	<p>May include but not limited to:</p> <ul style="list-style-type: none"> • manufacturers guidelines • OHS guidelines and procedures • procedures manual • training notes
Appropriate persons	<p>May include but not limited to:</p> <ul style="list-style-type: none"> • colleagues • external organisations • line management • supervisor
Maintenance	<p>May include but not limited to:</p> <ul style="list-style-type: none"> • adding toner • cleaning equipment regularly • clearing paper jams • organising service calls • replacing paper
Records'	<p>May include but not limited to:</p> <ul style="list-style-type: none"> • equipment service call forms • purchase orders • service repair forms • warranties

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Critical Aspects of Competence	<p>Demonstrates skills and knowledge competencies to:</p> <ul style="list-style-type: none"> • demonstrated application of appropriate maintenance procedures • knowledge of the functions of a range of business equipment • operation of a range of business equipment
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Underpinning Knowledge	<p>Demonstrate knowledge of:</p> <ul style="list-style-type: none"> • key provisions of relevant legislation from all levels of government that may affect aspects of business operations, such as: <ul style="list-style-type: none"> ➤ Occupational Health and Safety (OHS) ➤ functions of a range of business equipment ➤ correct shut-down procedures for a range of business equipment ➤ common equipment faults ➤ routine maintenance procedures
Underpinning Skills	<p>Demonstrate skills of:</p> <ul style="list-style-type: none"> • literacy skills to identify work requirements and to process basic, relevant workplace documentation • communication skills to identify lines of communication, to request advice, to effectively question, to follow instructions, to receive feedback and to report equipment faults • problem-solving skills to solve routine problems related to business equipment and to determine appropriate fault repair actions while under direct supervision • technology skills to use business equipment under direct supervision
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"> • Interview / Written Test • Observation / Demonstration with Oral Questioning
Context of Assessment	<p>Competence may be assessed in the work place or in a simulated work place setting.</p>

Occupational Standard: Business and Trade Service Level I	
Unit Title	Plan Skills Development
Unit Code	TRD BTS1 13 0714
Unit Descriptor	This unit describes the performance outcomes, skills and knowledge required to identify and document current skills and to plan future skills development under the guidance of an appropriate adviser.

Elements	Performance Criteria
1. Seek advice on future career directions	<p>1.1 Possible career directions are identified in industry or organization.</p> <p>1.2 Personal work goals are identified and prioritized.</p> <p>1.3 Future work/career directions are discussed with appropriate people and additional skills requirements are identified.</p> <p>1.4 Personal values and attitudes regarding work and business are taken into account in planning future work/career directions.</p> <p>1.5 Additional skills required are identified and appropriate method/s is/are determined to acquire these skills.</p>
2. Conduct self assessment of skills	<p>2.1 Work, life and study experiences relating to business are identified.</p> <p>2.2 Current skills, knowledge and attitudes are assessed against a checklist of relevant competencies.</p> <p>2.3 Results of self-assessment are discussed with trainer or assessor.</p> <p>2.4 Further skills development needs are identified.</p>
3. Prepare portfolio of evidence	<p>3.1 Types of evidence required are identified and discussed.</p> <p>3.2 A clear understanding of the purpose of evidence is developed.</p> <p>3.3 Examples of evidence are collected for portfolio.</p> <p>3.4 Application is completed for recognition of current competency and/or personal resume with assistance from assessor.</p>

Variable	Range
Appropriate people	May include: <ul style="list-style-type: none"> • assessors • colleagues • mentors • supervisors • trainers
Method/s	May include: <ul style="list-style-type: none"> • attendance at workshop or demonstration • formal course participation • on-the-job coaching or mentoring • work experience
Experiences relating to business	May include: <ul style="list-style-type: none"> • family responsibilities • study including formal or informal learning • volunteer or recreational experience • work experience
Checklist	May include: <ul style="list-style-type: none"> • personal skills and attributes • practical skills • strengths and weaknesses
Relevant competencies	May include: <ul style="list-style-type: none"> • academic results • interpersonal skills • organisation skills • personal attributes • personal skills e.g. demonstrated leadership, team work • practical skills directly related to a workplace
Types of evidence	May include: <ul style="list-style-type: none"> • academic results including informal studies • personal interests and experiences • previous employment • recreational experiences • volunteer work • work experience
Purpose of evidence	May include: <ul style="list-style-type: none"> • assessment of current competencies • building a picture of personal attributes

	<ul style="list-style-type: none"> • documentation of competencies relevant to the workplace • identification of areas for further skill development • identification of strengths and weaknesses
Personal resume	<p>May include:</p> <ul style="list-style-type: none"> • contact details • education and extracurricular activities • past employment and/or volunteer work • personal attributes, skills, strengths • professional development i.e. formal or informal courses undertaken • work experience • work related or personal references

Evidence Guide	
Critical Aspects of Competence	<p>Demonstrates skills and knowledge competencies to:</p> <ul style="list-style-type: none"> • documentation of personal strengths and areas for future skill development • documentation of proposed career plan • evidence of current competencies • knowledge of the importance of skills development in career planning terms
Underpinning Knowledge	<p>Demonstrate knowledge of:</p> <ul style="list-style-type: none"> • importance of skills development in career planning terms • sources of advice on career planning and skill development • conducting practical assessment of evidence
Underpinning Skills	<p>Demonstrate skills to:</p> <ul style="list-style-type: none"> • literacy and communication skills to access information to identify career options and personal work goals, and to draft a portfolio of evidence • problem-solving skills to solve routine problems related to the workplace, under direct supervision • technology skills to use business equipment, under direction
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"> • Interview / Written Test • Observation / Demonstration with Oral Questioning
Context of Assessment	<p>Competence may be assessed in the work place or in a simulated work place setting.</p>

Occupational Standard: Business and Trade Service Level II	
Unit Title	Apply Quality Standards
Unit Code	TRD BTS1 14 0714
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 quality is checked 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 quality standards and identified causes of deviation from specified quality standards of final service or output.</p>
5. Complete documentation	<p>5.1 Information on quality parameters and other indicators of service performance is recorded.</p> <p>5.2 All service processes and outcomes are recorded.</p>

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

Evidence Guide	
Critical Aspects of Competency	<p>Demonstrates skills and knowledge to:</p> <ul style="list-style-type: none"> • Check completed work continuously against standard • Identify and isolate faulty service / workmanship • Check service rendered against organization standards • Identify and apply corrective actions on the causes of identified faults • Record basic information regarding quality performance • Investigate causes of deviations of services against standard • Recommend suitable preventive actions
Underpinning Knowledge	<p>Demonstrates knowledge of:</p> <ul style="list-style-type: none"> • Relevant quality standards, policies and procedures • Characteristics of services • Safety environment aspects of service processes • Relevant evaluation techniques and quality checking procedures • Workplace procedures • Reporting procedures
Underpinning Skills	<p>Demonstrates skills to:</p> <ul style="list-style-type: none"> • Interpret work instructions, specifications and standards appropriate to the required work or service • Carry out relevant performance evaluation • Maintain accurate work records in accordance with procedures

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

Occupational Standard: Business and Trade Service Level II	
Unit Title	Work with Others
Unit Code	TRD BTS1 15 0714
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 Duties and responsibilities are done in a positive manner to promote cooperation and good relationship</p> <p>1.2 Assistance is sought from workgroup when difficulties arise and addressed through discussions</p> <p>1.3 Feedback on performance 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 Support is provided to team members to ensure workgroup goals are met</p> <p>2.2 Constructive contributions to workgroup goals and tasks are made according to organizational requirements</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"> • Job description and employment arrangements • Organization's policy relevant to work role • Organizational structures • Supervision and accountability requirements including OHS • Code of conduct
Work group	<p>May include but not limited to:</p> <ul style="list-style-type: none"> • Supervisor or manager • Peers/work colleagues • Other members of the organization
Feedback on performance	<p>May include but not limited to:</p> <ul style="list-style-type: none"> • Formal/Informal performance appraisal

	<ul style="list-style-type: none"> • Obtaining feedback from supervisors and colleagues and clients • Personal, reflective behavior strategies • Routine organizational methods for monitoring service delivery
Providing support to team members	<p>May include but not limited to:</p> <ul style="list-style-type: none"> • Explaining/clarifying • Helping colleagues • Providing encouragement • Providing feedback to another team member • Undertaking extra tasks if necessary
Organizational requirements	<p>May include but not limited to:</p> <ul style="list-style-type: none"> • Goals, objectives, plans, system and processes • Legal and organization policy/guidelines • OHS policies, procedures and programs • Ethical standards • Defined resources parameters • Quality and continuous improvement processes and standards

Evidence Guide	
Critical aspects of Competence	<p>Demonstrates skills and knowledge to:</p> <ul style="list-style-type: none"> • Provide support to team members to ensure goals are met • Act on feedback from clients and colleagues • Access learning opportunities to extend own personal work competencies to enhance team goals and outcomes
Underpinning Knowledge and Attitudes	<p>Demonstrates knowledge of:</p> <ul style="list-style-type: none"> • relevant legislation that affects operations, especially with regards to safety • reasons why cooperation and good relationships are important • knowledge of the organization's policies, plans and procedures • understanding how to elicit and interpret feedback • knowledge of workgroup member's responsibilities and duties • importance of demonstrating respect and empathy in dealings with colleagues • understanding of how to identify and prioritize personal development opportunities and options
Underpinning Skills	<p>Demonstrates skills to:</p> <ul style="list-style-type: none"> • read and understand the organization's policies and work procedures • write simple instructions for particular routine tasks • interpret information gained from correspondence • request advice, receive feedback and work with a team

	<ul style="list-style-type: none"> • organize work priorities and arrangement • select and use technology appropriate to a task • relate to people from a range of social, cultural and ethnic backgrounds
Resource Implications	Access is required to real or appropriately simulated situations, including work areas, materials and equipment, and to information on workplace practices and OHS practices.
Methods of Assessment	Competence may be assessed through: <ul style="list-style-type: none"> • Interview / Written Test • Observation / Demonstration with Oral Questioning
Context of Assessment	Competence may be assessed in the work place or in a simulated work place setting.

Occupational Standard: Business and Trade Service Level II	
Unit Title	Receive and Respond to Workplace Communication
Unit Code	TRD BTS1 16 0714
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 are 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 Written notices and instructions are read and interpreted correctly in accordance with organizational guidelines</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"> • Handwritten and printed material • Internal memos • External communications • Electronic mail • Briefing notes • General correspondence • Marketing materials • Journal articles
Organizational guidelines	<p>May include but not limited to:</p> <ul style="list-style-type: none"> • Information documentation procedures • Company policies and procedures • Organization manuals • Service manual

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

Occupational Standard: Business and Trade Service Level II	
Unit Title	Demonstrate Work Values
Unit Code	TRD BTS1 17 0714
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 Work values/ethics/concepts are classified and reaffirmed in accordance with the transparent company ethical standards, policies and guidelines.</p> <p>2.2 Work practices are undertaken in compliance with industry work ethical standards, organizational policy and guidelines</p> <p>2.3 Personal behavior and relationships with co-workers and/or clients are conducted in accordance with ethical standards, policy and guidelines.</p> <p>2.4 Company resources 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 Work incidents/situations are reported and/or resolved in accordance with company protocol/guidelines.</p> <p>3.3 Resolution and/or referral of ethical problems identified are used as learning opportunities.</p>
4. Maintain integrity of conduct in the workplace	<p>4.1 Personal work practices and values are demonstrated consistently with acceptable ethical conduct and company's core values.</p> <p>4.2 Instructions to co-workers are provided based on ethical, lawful and reasonable directives.</p> <p>4.3 Company values/practices are shared with co-workers using appropriate behavior and language.</p>

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

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

Occupational Standard: Business and Trade Service Level II	
Unit Title	Develop Understanding of Entrepreneurship
Unit Code	TRD BTS1 18 0714
Unit Descriptor	This unit covers knowledge, skills and attitude required to understand the concepts, principles, functions, strategies and methods of entrepreneurship. It also covers identifying and developing the entrepreneurial competencies.

Elements	Performance Criteria
1. Describe and explain the concept, principles, and scope of entrepreneurship	<p>1.1 The concept and principles of entrepreneurship are analyzed and discussed.</p> <p>1.2 Entrepreneurial traits and distinguishing features, entrepreneurial motivations and types of entrepreneurs are identified and discussed.</p> <p>1.3 The role of entrepreneurship development for the Ethiopian economy is explained and discussed.</p> <p>1.4 Entrepreneurship for women and disables is discussed and analyzed.</p>
2. Discuss how to become an entrepreneur	<p>2.1 The positive mind set, attitude towards poverty and “can do mentality” is developed.</p> <p>2.2 Self-employment as an individual economic independence and personal growth is discussed and analyzed.</p> <p>2.3 Advantages and disadvantages of self-employment and being an employee are explained and discussed.</p> <p>2.4 Major competencies of successful entrepreneurs are identified and explained.</p> <p>2.5 Self-potential is assessed to determine if qualified to become an entrepreneur.</p> <p>2.6 The behaviors of successful entrepreneurs are identified and discussed.</p> <p>2.7 Business ideas are generated using appropriate tools, techniques and steps.</p> <p>2.8 Business opportunities are identified and assessed.</p>
3. Discuss how to start and organize an enterprise	<p>3.1 The concepts and legal forms of business enterprises in Ethiopia are identified and discussed</p> <p>3.2 Business Ethics is understood and developed.</p> <p>3.3 Facts about micro, small and medium enterprises are discussed, clarified and understood.</p>

	<p>3.4 Key success factors in setting up micro, small and medium businesses are identified and explained.</p> <p>3.5 Procedures for identifying suitable market for business are discussed and understood.</p> <p>3.6 Major factors to consider in selecting a location for a business are identified and discussed.</p> <p>3.7 Amount of money needed to start an enterprise is estimated and various sources of finance identified and discussed.</p>
<p>4. Discuss how to operate an enterprise</p>	<p>4.1 Processes of hiring and managing people are explained and discussed.</p> <p>4.2 The importance, techniques and application of self-management skills, negotiation skills and time management skills, decision skills are discussed and understood.</p> <p>4.3 The techniques and procedures of managing sales are explained and discussed.</p> <p>4.4 Factors to be considered in selecting suppliers and the steps to follow when doing business with them are identified and discussed.</p> <p>4.5 Awareness of how new technologies can affect micro, small and medium business is developed, and Characteristics of appropriate technology for use are explained and discussed.</p> <p>4.6 Risk assessment and management of business enterprise are performed regularly.</p> <p>4.7 Qualities are properly inspected and inventories properly managed.</p> <p>4.8 Basic concepts of Monitoring and Evaluation are explained and understood.</p>
<p>5. Discuss how to prepare and use financial records</p>	<p>5.1 Importance of financial source documents and record keeping is discussed.</p> <p>5.2 Financial recording documents are identified and prepared.</p> <p>5.3 Different types of cost and expense that occur in a business and how to manage them are discussed and understood.</p> <p>5.4 Factors and procedures in knowing the cost and expense of the enterprise are discussed and understood.</p> <p>5.5 Simple financial statements are prepared and understood</p>

<p>6. Develop one's own business plan</p>	<p>6.1 The concept, importance and process of preparing/ writing a business plan are discussed and understood</p> <p>6.2 Feasibility of the business idea is made clear and understood.</p> <p>6.3 Findings of the feasibility study are interpreted, assessed and analyzed.</p> <p>6.4 Standard structure and format are applied in preparing business plan.</p> <p>6.5 Problems that may arise or encounter when starting a business are identified and understand.</p>
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Variables	Range
Legal forms	<p>May include but not limited to:</p> <ul style="list-style-type: none"> • Sole proprietorship • Partnership • Cooperatives • Private Limited Company
Business Enterprises	<p>May include but not limited to:</p> <ul style="list-style-type: none"> • Micro • Small • Medium
Major factors	<p>May include but not limited to:</p> <ul style="list-style-type: none"> • Economics (local economy) • Population • Competition
Financial source documents	<p>May include but not limited to:</p> <ul style="list-style-type: none"> • Cash book • Vouchers • Invoices • Receipts • Check
Financial Recording documents	<p>May include but not limited to:</p> <ul style="list-style-type: none"> • Journal • Ledger • Fixed asset records • Inventory record • Payroll sheet • Account receivable • Account payable • Daily sales record
Feasibility of the business	<p>May include but not limited to:</p> <ul style="list-style-type: none"> • opportunities available • market competition

	<ul style="list-style-type: none"> • timing/ cyclical considerations • skills available • resources available • location and/ or premises available • risk related to a particular business opportunity, especially • in regard to Occupational Health and Safety and • environmental considerations
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Evidence Guide	
Critical Aspects of Competence	<p>Demonstrates skills and knowledge to:</p> <ul style="list-style-type: none"> • Explain principles and concept of entrepreneurship • Discuss how to become entrepreneur • Discuss how to organize an enterprise • Discuss how to operate an enterprise • Discuss how to prepare and use financial records • Develop business plan
Underpinning Knowledge and Attitudes	<p>Demonstrate knowledge of:</p> <ul style="list-style-type: none"> • Entrepreneurship concepts, principles, roles and types • Entrepreneurial traits, motivation and distinguishing features • Types of entrepreneurs • Entrepreneurial competencies • Entrepreneurial behaviors • Business ideas and business opportunities • Self potential assessment • Types of enterprises • Legal forms of business ownership • Risk assessment and evaluation • Self-employment and employment • Managing sales, people and time • Facts about micro, small and medium enterprises • Micro, Small and Medium Enterprises • Key success factors for setting up micro, small and medium enterprises • Procedures for identifying suitable markets • Business location • Major factors for selecting business location • Quality control • Inventory management • Monitoring and evaluation • New technologies • Startup capital • Investment capital • Working capital • Financing options

	<ul style="list-style-type: none"> • Financial records • Costs and expenses • Business plan • Feasibility study
Underpinning Skills	<p>Demonstrate skills of:</p> <ul style="list-style-type: none"> • Planning, organizing, hiring and leading skills • Self-management skills • Negotiation skills • Time management skills • Problem solving skills • Decision making skills • Selling skills • Risk assessment skills • Presentation skills • Inventory controlling skills • Using technology • Financial record keeping skills • Preparing simple financial statement • Financial reporting skills • Managing money • Suppliers selection skills • Monitoring and evaluation skills
Resource Implications	Access is required to real or appropriately simulated situations, including work areas, materials and equipment, and to information on workplace practices and OHS practices.
Methods of Assessment	<p>Competence may be assessed through:</p> <ul style="list-style-type: none"> • Interview / Written Test • Observation / Demonstration with Oral Questioning
Context of Assessment	Competence may be assessed in the work place or in a simulated work place setting.

Occupational Standard: Business and Trade Service Level II	
Unit Title	Apply 3S
Unit Code	TRD BTS1 19 0714
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 Junior KPT 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 OHS requirements, 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 Safety equipment and tools are identified and checked for safe and effective operation.</p>
3. Sort items.	<p>3.1 Plan is prepared to implement sorting activities.</p> <p>3.2 Cleaning activities are performed.</p> <p>3.3 All items in the workplace are identified following the appropriate procedures.</p> <p>3.4 Necessary and unnecessary items are listed using the appropriate format.</p> <p>3.5 Red tag strategy is used for unnecessary items.</p> <p>3.6 Unnecessary items are evaluated and placed in an appropriate</p>

	<p>place other than the workplace.</p> <p>3.7 Necessary items 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 tools and equipment 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 Shine activity is implemented using appropriate procedures.</p> <p>5.4 Performance results are reported using appropriate formats.</p> <p>5.5 Regular shinning activities are conducted.</p>

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

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

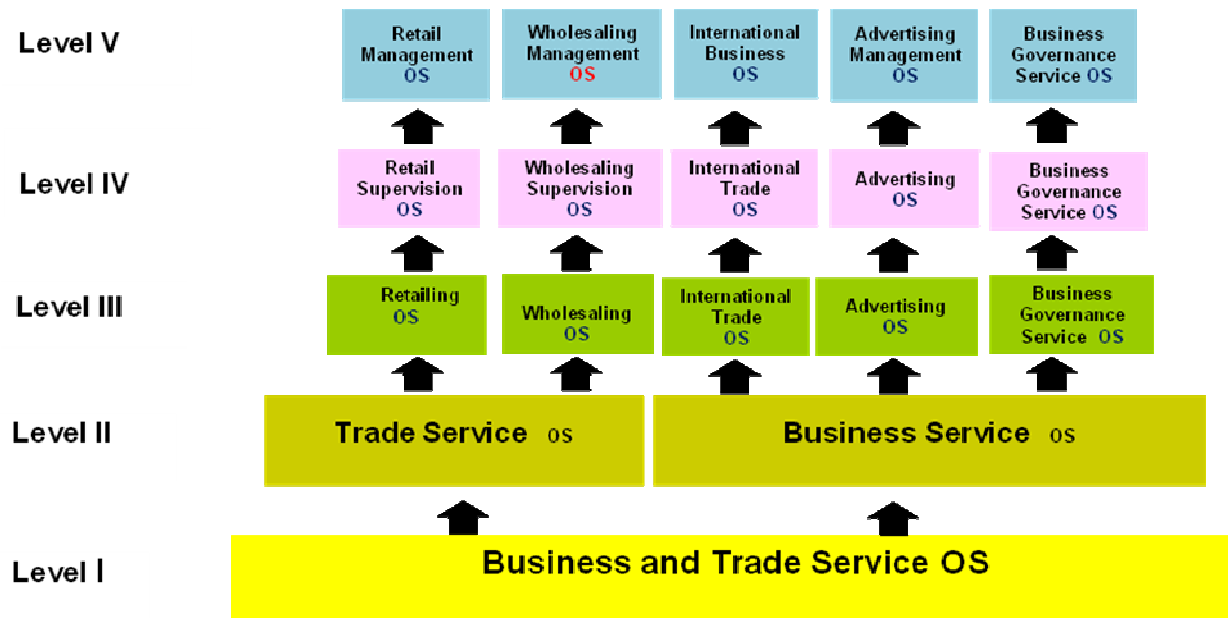
	<ul style="list-style-type: none"> • in tools boxes that are not clearly sorted
Appropriate format	<p>may include but not limited to:</p> <ul style="list-style-type: none"> • all items. • necessary items. • unnecessary items.
Red tag	<p>may include but not limited to:</p> <p>A format prepared with a 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"> • Is this item needed? • If it is needed, is it needed in this quantity? • If it is needed, does it need to be located here?
Necessary items	Are required in the workplace for current production or administrative operation in the amount needed.
Tools and equipment	<p>May include but not limited to:</p> <ul style="list-style-type: none"> • paint • hook • sticker • signboard • nails • shelves • chip wood • sponge • broom • pencil • shadow board/ tools board
Shine activity	<p>May include but not limited to:</p> <ul style="list-style-type: none"> • Inspection • Cleaning • Minor maintenance may include: <ul style="list-style-type: none"> ➢ Tightening bolts ➢ Lubrication ➢ Replacing missing parts

Evidence Guide

Critical Aspects of Competence	<p>Demonstrates skills and knowledge to:</p> <ul style="list-style-type: none"> • Discuss how to organize KPT. • Describe the pillars of 5S. • Implement 3S in own workplace by following appropriate procedures.
Underpinning Knowledge and Attitudes	<p>Demonstrates knowledge of:</p> <ul style="list-style-type: none"> • Kaizen principle, pillars and concept • Key characteristic of Kaizen

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

TRADE SERVICE



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This occupational standard was developed July 2014 at CEE (Centre of Excellence for Engineering), Addis Ababa.

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The Federal TVET Agency values your feedback of the document.
If you would like someone to personally contact you, please provide the following information:
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- **Phone# +251911207386/+251911641248/+251923787992 and**
- **E-mail: bizunehdebebe@yahoo.com/ Abebaw_maemer@yahoo.com /won_get@yahoo.com.**