REPUBLIC OF KENYA

COMPETENCY BASED OCCUPATIONAL STANDARDS

FOR

MEAT PROCESSOR

KNQF - LEVEL 5

TVET CDACC
P.O. BOX 15745-00100
NAIROBI
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FOREWORD

The provision of quality education and training is fundamental to the Government’s overall strategy for social economic development. Quality education and training will contribute to achievement Kenya’s development blueprint and sustainable development goals.

Reforms in the education sector are necessary for the achievement of Kenya Vision 2030 and meeting the provisions of the Constitution of Kenya 2010. The education sector had to be aligned to the Constitution and this resulted to the formulation of the Policy Framework for Reforming Education and Training (Sessional Paper No. 4 of 2016). A key feature of this policy is the radical change in the design and delivery of the TVET training. The policy document requires that training in TVET shall be competency based, curriculum development shall be industry led, certification shall be based on demonstration of competence and mode of delivery shall allow for multiple entry and exit in TVET programmes.

These reforms demand that Industry takes a leading role in curriculum development to ensure the curriculum addresses its competence needs. It is against this background that these Occupational Standards were developed for the purpose of developing a competency based curriculum for meat attendants. These Occupational Standards will also be the bases for assessment of an individual for competence certification.

It is my conviction that these Occupational Standards will play a great role towards development of competent human resource for the Meat sector’s growth and sustainable development.

PRINCIPAL SECRETARY, VOCATIONAL AND TECHNICAL TRAINING MINISTRY OF EDUCATION
PREFACE

Kenya Vision 2030 aims to transform the country into a newly industrializing, “middle-income country providing a high-quality life to all its citizens by the year 2030”. Kenya intends to create a globally competitive and adaptive human resource base to meet the requirements of a rapidly industrializing economy through life-long education and training. TVET has a responsibility of facilitating the process of inculcating knowledge, skills and attitudes necessary for catapulting the nation to a globally competitive country, hence the paradigm shift to embrace Competency Based Education and Training (CBET).

The Technical and Vocational Education and Training Act No. 29 of 2013 and the Sessional Paper No. 4 of 2016 on Reforming Education and Training in Kenya, emphasized the need to reform curriculum development, assessment and certification. This called for shift to CBET to address the mismatch between skills acquired through training and skills needed by industry as well as increase the global competitiveness of Kenyan labour force.

The TVET Curriculum Development, Assessment and Certification Council (TVET CDACC), in conjunction with meat Sector Skills Advisory Committee (SSAC) have developed these Occupational Standards for a meat attendant. These occupational standards will be the bases for development of competency-based curriculum for meat Level 6. These Standards will also be the bases for assessment of an individual for competence certification.

The occupational standards are designed and organized with clear performance criteria for each element of a unit of competency. These standards also outline the required knowledge and skills as well as evidence guide.

I am grateful to the Council Members, Council Secretariat, meat SSAC, expert workers and all those who participated in the development of these occupational standards.

Prof. CHARLES M. M. ONDIEKI, PhD, FIET (K), Con. Eng. Tech.
CHAIRMAN, TVET CDACC
ACKNOWLEDGMENT

These Occupational Standards were developed through combined effort of various stakeholders from private and public organizations. I am sincerely thankful to the management of these organizations for allowing their staff to participate in this course. I wish to acknowledge the invaluable contribution of industry players who provided inputs towards the development of these Standards.

I thank TVET Curriculum Development, Assessment and Certification Council (TVET CDACC) for providing guidance on the development of these Standards. My gratitude goes to the meat Sector Skills Advisory Committee (SSAC) members for their contribution to the development of these Standards. I thank all the individuals and organizations who participated in the validation of these Standards.

I acknowledge all other institutions which in one way or another contributed to the development of these Standards.

CHAIRMAN
MEAT SECTOR SKILLS ADVISORY COMMITTEE
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ACRONYMS

<table>
<thead>
<tr>
<th>Acronym</th>
<th>Description</th>
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</thead>
<tbody>
<tr>
<td>AHITI</td>
<td>Animal Health and Industry Training Institute</td>
</tr>
<tr>
<td>ATVET</td>
<td>Agricultural Technical and Vocational Education and Training</td>
</tr>
<tr>
<td>AU-IBAR</td>
<td>African Union – Inter African Bureau for Animal Resources</td>
</tr>
<tr>
<td>CAADP</td>
<td>Comprehensive Africa Agricultural Development Programme</td>
</tr>
<tr>
<td>CBET</td>
<td>Competency Based Education and Training</td>
</tr>
<tr>
<td>CDACC</td>
<td>Curriculum Development Assessment and Certification Council</td>
</tr>
<tr>
<td>CEO</td>
<td>Chief Executive Officer</td>
</tr>
<tr>
<td>DACUM</td>
<td>Develop a Curriculum</td>
</tr>
<tr>
<td>DTI</td>
<td>Dairy Training Institute</td>
</tr>
<tr>
<td>DVS</td>
<td>Director of Veterinary Services</td>
</tr>
<tr>
<td>EMCA</td>
<td>Environmental Management and Conservation Act</td>
</tr>
<tr>
<td>EMS</td>
<td>Environmental Management Systems</td>
</tr>
<tr>
<td>GDP</td>
<td>Gross Domestic Product</td>
</tr>
<tr>
<td>GMP</td>
<td>Good Manufacturing Practices</td>
</tr>
<tr>
<td>HACCP</td>
<td>Hazard Analysis Critical Control Point</td>
</tr>
<tr>
<td>ICT</td>
<td>Information Communication Technology</td>
</tr>
<tr>
<td>KCSE</td>
<td>Kenya Certificate of Secondary Education</td>
</tr>
<tr>
<td>KNQA</td>
<td>Kenya National Qualifications Authority</td>
</tr>
<tr>
<td>KNQF</td>
<td>Kenya National Qualifications Framework</td>
</tr>
<tr>
<td>MoALF&amp;I</td>
<td>Ministry of Agriculture, Livestock, Fisheries and Irrigation</td>
</tr>
<tr>
<td>MoE</td>
<td>Ministry of Education</td>
</tr>
<tr>
<td>MTI</td>
<td>Meat Training Institute</td>
</tr>
</tbody>
</table>
NEMA    National Environmental Management Authority
NEPAD    New Partnerships for African Development
NPCA    NEPAD Planning and Coordinating Agency
OIE    World Organization for Animal Health
OS    Occupational Standard
OSH    Occupational Safety and Health
PPE    Personal Protective Equipment
SOP    Standard Operation Procedures
TVET    Technical and Vocational Education and Training
TVETA    Technical and Vocational Education and Training Authority
<table>
<thead>
<tr>
<th>Key to Unit Code</th>
</tr>
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<tbody>
<tr>
<td>MT/ OS/ MP/ BC/ 01/ 5 / A</td>
</tr>
<tr>
<td>Industry or sector</td>
</tr>
<tr>
<td>Occupational Standards</td>
</tr>
<tr>
<td>Occupational area</td>
</tr>
<tr>
<td>Type of competency</td>
</tr>
<tr>
<td>Competency number</td>
</tr>
<tr>
<td>Competency level</td>
</tr>
<tr>
<td>Version control</td>
</tr>
</tbody>
</table>
OVERVIEW

Description of the course
This course is designed to equip individuals with competencies for processing meat products. It entails managing butchery operations, processing meat products, managing inedible meat processing products and managing meat hygiene.

This course consists of basic and core units of learning as indicated below:

BASIC UNITS OF COMPETENCY

<table>
<thead>
<tr>
<th>UNIT OF COMPETENCY CODE</th>
<th>UNIT OF COMPETENCY TITLE</th>
</tr>
</thead>
<tbody>
<tr>
<td>MT/OS/MP/BC/01/5</td>
<td>Demonstrate communication skills</td>
</tr>
<tr>
<td>MT/OS/MP/BC/02/5</td>
<td>Demonstrate numeracy skills</td>
</tr>
<tr>
<td>MT/OS/MP/BC/03/5</td>
<td>Demonstrate digital literacy</td>
</tr>
<tr>
<td>MT/OS/MP/BC/04/5</td>
<td>Demonstrate entrepreneurial skills</td>
</tr>
<tr>
<td>MT/OS/MP/BC/05/5</td>
<td>Demonstrate employability skills</td>
</tr>
<tr>
<td>MT/OS/MP/BC/06/5</td>
<td>Demonstrate environmental literacy</td>
</tr>
<tr>
<td>MT/OS/MP/BC/07/5</td>
<td>Demonstrate occupational safety and health practices</td>
</tr>
</tbody>
</table>

CORE UNITS OF COMPETENCY

<table>
<thead>
<tr>
<th>UNIT OF COMPETENCY CODE</th>
<th>UNIT OF COMPETENCY TITLE</th>
</tr>
</thead>
<tbody>
<tr>
<td>MT/OS/MP/CR/01/5</td>
<td>Manage butchery operations</td>
</tr>
<tr>
<td>MT/OS/MP/CR/02/5</td>
<td>Process meat products,</td>
</tr>
<tr>
<td>MT/OS/MP/CR/03/5</td>
<td>Manage inedible meat processing products,</td>
</tr>
<tr>
<td>MT/OS/MP/CR/04/5</td>
<td>Manage meat hygiene</td>
</tr>
</tbody>
</table>
BASIC UNITS OF COMPETENCY
DEMONSTRATE COMMUNICATION SKILLS

UNIT CODE: MT/OS/MP/BC/01/5

UNIT DESCRIPTION
This unit covers the competencies required to use specialized communication skills to meet specific needs of internal and external clients, conduct interviews, facilitate discussion with groups and contribute to the development of communication strategies.

ELEMENTS AND PERFORMANCE CRITERIA

<table>
<thead>
<tr>
<th>ELEMENT</th>
<th>PERFORMANCE CRITERIA</th>
</tr>
</thead>
</table>
| 1. Meet communication needs of clients and colleagues | 1.1 Specific communication needs of clients and colleagues are identified and met  
1.2 Different approaches are used to meet communication needs of clients and colleagues  
1.3 Conflict is addressed promptly and in a timely way and in a manner which does not compromise the standing of the organization |
| 2. Contribute to the development of communication strategies | 2.1 Strategies for internal and external dissemination of information are developed, promoted, implemented and reviewed as required  
2.2 Channels of communication are established and reviewed regularly  
2.3 Coaching ineffective communication is provided  
2.4 Work related network and relationship are maintained as necessary  
2.5 Negotiation and conflict resolution strategies are used where required  
2.6 Communication with clients and colleagues is appropriate to individual needs and organizational objectives |
| 3. Conduct interviews | 3.1 A range of appropriate communication strategies are employed in interview situations  
3.2 Records of interviews are made and maintained in accordance with organizational procedures  
3.3 Effective questioning, listening and nonverbal communication techniques are used to ensure that required message is communicated |
| 4. Facilitate group discussions | 4.1 Mechanisms which enhance effective group interaction is defined and implemented  
4.2 Strategies which encourage all group members to participate are used |
routinely

4.3 Objectives and agenda for meetings and discussions are routinely set and followed
4.4 Relevant information is provided to group to facilitate outcomes
4.5 Evaluation of group communication strategies is undertaken to promote participation of all parties
4.6 Specific communication needs of individuals are identified and addressed

5. Represent the organization

5.1 When participating in internal or external forums, presentation is relevant, appropriately researched and presented in a manner to promote the organization
5.2 Presentation is clear and sequential and delivered within a predetermined time
5.3 Utilize appropriate media to enhance presentation
5.4 Differences in views are respected
5.5 Written communication is consistent with organizational standards
5.6 Inquiries are responded in a manner consistent with organizational standard

RANGE
This section provides work environment and conditions to which the performance criteria apply. It allows for different work environment and situations that will affect performance.

<table>
<thead>
<tr>
<th>Variable</th>
<th>Range</th>
</tr>
</thead>
</table>
| **Communication strategies** include but not limited to: | • Language switch  
• Comprehension check  
• Repetition  
• Asking confirmation  
• Paraphrase  
• Clarification request  
• Translation  
• Restructuring  
• Approximation  
• Generalization |
| **Effective group interaction** include but not limited to: | • Identifying and evaluating what is occurring within an interaction in a non judgmental way  
• Using active listening  
• Making decision about appropriate words, behavior |
Putting together response which is culturally appropriate
Expressing an individual perspective
Expressing own philosophy, ideology and background and exploring impact with relevance to communication
Openness and flexibility in communication

| Situations include but not limited to: | Establishing rapport
- Eliciting facts and information
- Facilitating resolution of issues
- Developing action plans
- Diffusing potentially difficult situations |

**REQUIRED SKILLS AND KNOWLEDGE**
This section describes the skills and knowledge required for this unit of competency.

**Required Skills**
The individual needs to demonstrate the following skills:
- Effective communication process
- Active listening
- Giving/receiving feedback
- Interpretation of information
- Role boundaries setting
- Negotiation
- Establishing empathy
- Openness and flexibility in communication
- Communication skills required to fulfill job roles as specified by the organization

**Required Knowledge**
The individual needs to demonstrate knowledge of:
- Communication process
- Dynamics of groups and different styles of group leadership
- Communication skills relevant to client groups
- Flexibility in communication
- Communication skills relevant to client groups
DEMONSTRATE NUMERACY SKILLS

UNIT CODE: MT/OS/MP/BC/02/5

UNIT DESCRIPTION
This unit covers the competencies required to perform numerical functions. The person who is competent in this unit shall be able to: Calculate with whole numbers and familiar fractions, decimals and percentages for work; Estimate, measure, and calculate with routine metric measurements for work; Use routine maps and plans for work; Interpret, draw and construct 2D and 3D shapes for work; Interpret routine tables, graphs and charts for work; Collect data and construct routine tables and graphs for work; and Use basic functions of calculator

ELEMENTS AND PERFORMANCE CRITERIA

<table>
<thead>
<tr>
<th>ELEMENT</th>
<th>PERFORMANCE CRITERIA</th>
</tr>
</thead>
<tbody>
<tr>
<td>These describe the key outcomes which make up workplace function.</td>
<td>These are assessable statements which specify the required level of performance for each of the elements. <strong>Bold and italicized terms are elaborated in the Range.</strong></td>
</tr>
</tbody>
</table>

1. Calculate with whole numbers and familiar fractions, decimals and percentages for work

| 1.1 Mathematical information that may be partly embedded in routine workplace tasks and texts is selected and interpreted |
| 1.2 Whole numbers and routine or familiar fractions, decimals and percentages including familiar rates are interpreted and comprehended |
| 1.3 Calculations which may involve a number of steps are performed |
| 1.4 Calculations done with whole numbers and routine or familiar fractions, decimals and percentages |
| 1.5 Conversion between equivalent forms of fractions, decimals and percentages is done |
| 1.6 Order of operations is applied to solve multi-step calculations |
| 1.7 Problem solving strategies are appropriately applied |
| 1.8 Estimations are made to check reasonableness of problem solving process, outcome and its appropriateness to the context and task |
| 1.9 Formal and informal mathematical language and symbolism are used to communicate the result of the task |

2. Estimate, measure, and calculate with routine metric measurements for work

<p>| 2.1 Measurement information in workplace tasks and texts are selected and interpreted in accordance with workplace requirements |
| 2.2 Appropriate routine measuring equipment are identified and selected in accordance with workplace requirements |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>2.3</td>
<td>Measurements are estimated and made using correct units</td>
</tr>
<tr>
<td>2.4</td>
<td>Estimations and calculations done using routine measurements</td>
</tr>
<tr>
<td>2.5</td>
<td>Conversions performed between routinely used metric units</td>
</tr>
<tr>
<td>2.6</td>
<td>Problem solving processes are used to undertake the tasks</td>
</tr>
<tr>
<td>2.7</td>
<td>Estimations are made to check reasonableness of problem solving process, outcome and its appropriateness to the context and task</td>
</tr>
<tr>
<td>2.8</td>
<td>Information is recorded using mathematical language and symbols appropriate to discuss the task</td>
</tr>
<tr>
<td>3.</td>
<td>Use routine maps and plans for work</td>
</tr>
<tr>
<td>3.1</td>
<td>Features are identified in routine maps and plans</td>
</tr>
<tr>
<td>3.2</td>
<td>Symbols and keys in routine maps and plans are clearly explained</td>
</tr>
<tr>
<td>3.3</td>
<td>Orientation of map to North is identified and interpreted</td>
</tr>
<tr>
<td>3.4</td>
<td>Understanding of direction and location is clearly demonstrated</td>
</tr>
<tr>
<td>3.5</td>
<td>Simple scale is applied to estimate length of objects, or distance to location or object</td>
</tr>
<tr>
<td>3.6</td>
<td>Directions are given and received using both formal and informal language</td>
</tr>
<tr>
<td>4.</td>
<td>Interpret, draw and construct 2D and 3D shapes for work</td>
</tr>
<tr>
<td>4.1</td>
<td>Two dimensional shapes and routine three dimensional shapes identified in everyday objects and in different orientations</td>
</tr>
<tr>
<td>4.2</td>
<td>The use and application of shapes elaborately explained</td>
</tr>
<tr>
<td>4.3</td>
<td>Formal and informal mathematical language and symbols used to describe and compare the features of two dimensional shapes and routine three dimensional shapes</td>
</tr>
<tr>
<td>4.4</td>
<td>Common angles identified</td>
</tr>
<tr>
<td>4.5</td>
<td>Common angles in everyday objects are appropriately estimated</td>
</tr>
<tr>
<td>4.6</td>
<td>Formal and informal mathematical language are used to describe and compare common angles</td>
</tr>
<tr>
<td>4.7</td>
<td>Common geometric instruments used to draw two dimensional shapes</td>
</tr>
<tr>
<td>4.8</td>
<td>Routine three dimensional objects constructed from given nets</td>
</tr>
<tr>
<td>5.</td>
<td>Interpret routine tables, graphs and charts for work</td>
</tr>
<tr>
<td>5.1</td>
<td>Routine tables, graphs and charts identified in predominately familiar texts and contexts</td>
</tr>
<tr>
<td>5.2</td>
<td>Common types of graphs and their different uses identified</td>
</tr>
<tr>
<td>5.3</td>
<td>Features of tables, graphs and charts identified</td>
</tr>
<tr>
<td>5.4</td>
<td>Information in routine tables, graphs and charts located and interpreted</td>
</tr>
<tr>
<td>5.5</td>
<td>Calculations are perform to interpret information</td>
</tr>
<tr>
<td>5.6</td>
<td>How statistics can inform and persuade interpretations is</td>
</tr>
</tbody>
</table>
explained
5.7 misleading statistical information is identified
5.8 Information relevant to the workplace is discussed

6. Collect data and construct routine tables and graphs for work

| 6.1 Features of common tables and graphs identified |
| 6.2 uses of different tables and graphs identified |
| 6.3 Data and variables to be collected are determined |
| 6.4 The audience is determined |
| 6.5 Method of data collection is selected |
| 6.6 Data is collected |
| 6.7 Information is collated in a table |
| 6.8 Suitable scale and axes determined |
| 6.9 Graph to present information is drafted and drawn |
| 6.10 Data checked to ensure that it meets the expected results and context |
| 6.11 Information is reported or discussed using formal and informal mathematical language |

6.1 Features of common tables and graphs identified
6.2 uses of different tables and graphs identified
6.3 Data and variables to be collected are determined
6.4 The audience is determined
6.5 Method of data collection is selected
6.6 Data is collected
6.7 Information is collated in a table
6.8 Suitable scale and axes determined
6.9 Graph to present information is drafted and drawn
6.10 Data checked to ensure that it meets the expected results and context
6.11 Information is reported or discussed using formal and informal mathematical language

7. Use basic functions of calculator

| 7.1 Keys are identified and used for **basic functions on a calculator** |
| 7.2 Calculation done using whole numbers, money and routine decimals and percentages |
| 7.3 Calculation done with routine fractions and percentages |
| 7.4 Order of operations is applied to solve multi-step calculations |
| 7.5 Results are interpreted, displayed and recorded |
| 7.6 Estimations are made to check reasonableness of problem solving process, outcome and its appropriateness to the context and task |
| 7.7 Formal and informal mathematical language and appropriate symbolism and conventions used to communicate the result of the task |

**RANGE**

This section provides work environments and conditions to which the performance criteria apply. It allows for different work environments and situations that will affect performance.

<table>
<thead>
<tr>
<th>Variable</th>
<th>Range</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Simple fractions, decimals and percentages</td>
<td>May include but not limited to:</td>
</tr>
<tr>
<td></td>
<td>1.1 Fraction</td>
</tr>
<tr>
<td></td>
<td>1.2 Decimals</td>
</tr>
</tbody>
</table>
| 2. Common 2D shapes and common 3D shapes | 1.3 Percentages | May include but not limited to:  
2.1 Round  
2.2 Square  
2.3 Rectangular  
2.4 Triangle  
2.5 Sphere  
2.6 Cylinder  
2.7 Cube  
2.8 Polygons  
2.9 Cuboids |
|----------------------------------------|----------------|--------------------------------|
| 3. Symbols and keys in routine maps and plans | | May include but not limited to:  
3.1 Charts  
3.2 Maps  
3.3 Graphs |
| 4. Use basic functions of calculator | | May include but not limited to:  
4.1 Addition  
4.2 Multiplication  
4.3 Calculate ratios  
4.4 Conversion of ratios into percentages |
| 5. Routine tables, graphs and charts for work | | May include but not limited to:  
5.1 Bar Graphs  
5.2 Flow Charts  
5.3 Pie Charts  
5.4 Pictograph  
5.5 Line Graphs  
5.6 Time Series Graphs  
5.7 Stem and Leaf Plot  
5.8 Histogram  
5.9 Dot Plot  
5.10 Scatter plot |

**REQUIRED SKILLS AND KNOWLEDGE**
This section describes the skills and knowledge required for this unit of competency.

**Required Skills**
The individual needs to demonstrate the following skills:
- Applying Fundamental operations (addition, subtraction, division, multiplication)
Using calculator
Using different measuring tools

**Required knowledge**
The individual needs to demonstrate knowledge of:
- Types of common shapes
- Differentiation between two dimensional shapes / objects
- Formulae for calculating area and volume
- Types and purpose of measuring instruments
- Units of measurement and abbreviations
- Fundamental operations (addition, subtraction, division, multiplication)
- Rounding techniques
- Types of fractions
- Different types of tables and graphs
- Meaning of graphs, such as increasing, decreasing, and constant value
- Preparation of basic data, tables & graphs

**EVIDENCE GUIDE**
This provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge and range.

| 1. Critical aspects of Competency | Assessment requires evidence that the candidate:
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>1.1 Calculated correctly with whole numbers and routine or familiar fractions, decimals and percentages</td>
<td></td>
</tr>
<tr>
<td>1.2 Estimated, measured and calculated with routine metric measurements</td>
<td></td>
</tr>
<tr>
<td>1.3 Applied simple scale to estimate length of objects or distance to location or object</td>
<td></td>
</tr>
<tr>
<td>1.4 Used formal and informal mathematical language to describe and compare common angles</td>
<td></td>
</tr>
<tr>
<td>1.5 Used common geometric instruments to draw two dimensional shapes</td>
<td></td>
</tr>
<tr>
<td>1.6 Collected data and constructed routine tables and graphs</td>
<td></td>
</tr>
<tr>
<td>1.7 Used basic functions of calculator correctly</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>2. Resource Implications</th>
<th>2.1 Calculator</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>2.2 Basic measuring instruments</td>
</tr>
</tbody>
</table>

| 3. Methods of Assessment | Competency may be assessed through:
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>3.1 Written Test</td>
<td></td>
</tr>
<tr>
<td>3.2 Interview/Oral Questioning</td>
<td>3.3 Demonstration</td>
</tr>
<tr>
<td>-------------------------------</td>
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</tr>
<tr>
<td>4. Context of Assessment</td>
<td>Competency may be assessed in an off the job setting</td>
</tr>
<tr>
<td>5. Guidance information for assessment</td>
<td>Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended.</td>
</tr>
</tbody>
</table>
DEMONSTRATE DIGITAL LITERACY

UNIT CODE: MT/OS/MP/BC/03/5

UNIT DESCRIPTION
This unit covers the competencies required to effectively use digital devices such as smart phones, tablets, laptops and desktop PCs. It entails identifying and using digital devices such as smart phones, tablets, laptops and desktop computers for purposes of communication, work performance and management at the work place.

ELEMENTS AND PERFORMANCE CRITERIA

<table>
<thead>
<tr>
<th>ELEMENT</th>
<th>PERFORMANCE CRITERIA</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Identify appropriate computer software and hardware</td>
<td>1.1 Concepts of ICT are determined in accordance with computer equipment</td>
</tr>
<tr>
<td></td>
<td>1.2 Classifications of computers are determined in accordance with manufacturers specification</td>
</tr>
<tr>
<td></td>
<td>1.3 <strong>Appropriate computer software</strong> are identified according to manufacturer’s specification</td>
</tr>
<tr>
<td></td>
<td>1.4 <strong>Appropriate computer hardware</strong> are identified according to manufacturer’s specification</td>
</tr>
<tr>
<td></td>
<td>1.5 Functions and commands of operating system are determined in accordance with manufacturer’s specification</td>
</tr>
<tr>
<td>2. Apply security measures to data, hardware, software in automated environment</td>
<td>2.1 <strong>Data security and privacy are classified</strong> in accordance with the prevailing technology</td>
</tr>
<tr>
<td></td>
<td>2.2 <strong>Security threats</strong> are identified and control measures are applied in accordance with laws governing protection of ICT</td>
</tr>
<tr>
<td></td>
<td>2.3 Computer threats and crimes are detected.</td>
</tr>
<tr>
<td></td>
<td>2.4 Protection against computer crimes is undertaken in accordance with laws governing protection of ICT</td>
</tr>
<tr>
<td>3. Apply computer software in solving tasks</td>
<td>3.1 <strong>Word processing concepts</strong> are applied in resolving workplace tasks, report writing and documentation</td>
</tr>
<tr>
<td></td>
<td>3.2 <strong>Word processing utilities</strong> are applied in accordance with workplace procedures</td>
</tr>
<tr>
<td></td>
<td>3.3 Worksheet layout is prepared in accordance with work procedures</td>
</tr>
</tbody>
</table>
3.4 Worksheet is build and data manipulated in the worksheet in accordance with workplace procedures
3.5 Continuous data manipulated on worksheet is undertaken in accordance with work requirements
3.6 Database design and manipulation is undertaken in accordance with office procedures
3.7 Data sorting, indexing, storage, retrieval and security is provided in accordance with workplace procedures

4. Apply internet and email in communication at workplace

4.1 Electronic mail addresses are opened and applied in workplace communication in accordance with office policy
4.2 Office internet functions are defined and executed in accordance with office procedures
4.3 Network configuration is determined in accordance with office operations procedures
4.4 Official World Wide Web is installed and managed according to workplace procedures

5. Apply desktop publishing in official assignments

5.1 Desktop publishing functions and tools are identified in accordance with manufactures specifications
5.2 Desktop publishing tools are developed in accordance with work requirements
5.3 Desktop publishing tools are applied in accordance with workplace requirements
5.4 Typeset work is enhanced in accordance with workplace standards

6. Prepare presentation packages

6.1 Types of presentation packages are identified in accordance with office requirements
6.2 Slides are created and formulated in accordance with workplace procedures
6.3 Slides are edited and run in accordance with work procedures
6.4 Slides and handouts are printed according to work requirements

**RANGE**

This section provides work environments and conditions to which the performance criteria apply. It allows for different work environments and situations that will affect performance.

<table>
<thead>
<tr>
<th>Variable</th>
<th>Range</th>
</tr>
</thead>
<tbody>
<tr>
<td>Appropriate computer software</td>
<td>A collection of instructions or computer tools that enable the user to interact with a computer, its hardware, or perform tasks.</td>
</tr>
</tbody>
</table>
### Appropriate computer hardware
Collection of physical parts of a computer system such as:
1.1 Computer case, monitor, keyboard, and mouse  
All the parts inside the computer case, such as the hard disk drive, motherboard and video card

### Data security and privacy
1.2 Confidentiality of data  
1.3 Cloud computing  
1.4 Integrity -but-curious data surfing

### Security and control measures
2.1 Counter measures against cyber terrorism  
2.2 Risk reduction  
2.3 Cyber threat issues  
2.4 Risk management  
2.5 Pass wording

### Security threats
3.1 Cyber terrorism  
3.2 Hacking

### Word processing concepts
Using a special program to create, edit and print documents

### Network configuration
Organizing and maintaining information on the components of a computer network

---

**REQUIRED SKILLS AND KNOWLEDGE**

This section describes the skills and knowledge required for this unit of competency.

**Required Skills**
The individual needs to demonstrate the following skills:

- Analytical skills
- Interpretation
- Typing
- Communication
- Computing (applying fundamental operations such as addition, subtraction, division and multiplication)
- Using calculator
- Basic ICT skills

**Required Knowledge**
The individual needs to demonstrate knowledge of:

- Software concept
• Functions of computer software and hardware
• Data security and privacy
• Computer security threats and control measures
• Technology underlying cyber attacks and networks
• Cyber terrorism
• Computer crimes
• Detection and protection of computer crimes
• Laws governing protection of ICT
• Word processing:
  ✔ Functions and concepts of word processing.
  ✔ Documents and tables creation and manipulations
  ✔ Mail merging
  ✔ Word processing utilities
• Spread sheets:
  ✔ Meaning, formulae, function and charts, uses and layout
  ✔ Data formulation, manipulation and application to cells
• Database:
  ✔ Database design, data manipulation, sorting, indexing, storage retrieval and security
• Desktop publishing:
  ✔ Designing and developing desktop publishing tools
  ✔ Manipulation of desktop publishing tools
  ✔ Enhancement of typeset work and printing documents
• Presentation Packages:
  ✔ Types of presentation Packages
  ✔ Creating, formulating, running, editing, printing and presenting slides and handouts
• Networking and Internet:
  ✔ Computer networking and internet.
  ✔ Electronic mail and world wide web
• Emerging trends and issues in ICT:
  ✔ Identify and integrate emerging trends and issues in ICT
  ✔ Challenges posed by emerging trends and issues

EVIDENCE GUIDE
This provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge and range.
### 1. Critical Aspects of Competency

Assessment requires evidence that the candidate:

1.1 Identified and controlled security threats
1.2 Detected and protected computer crimes
1.3 Applied word processing in office tasks
1.4 Designed, prepared work sheet and applied data to the cells in accordance to workplace procedures
1.5 Opened electronic mail for office communication as per workplace procedure
1.6 Installed internet and World Wide Web for office tasks in accordance with office procedures
1.7 Integrated emerging issues in computer ICT applications
1.8 Applied laws governing protection of ICT

### 2. Resource Implications

- 1. Smartphones
- 2. Tablets
- 3. Laptops
- 4. Desktop computers
- 5. Calculators
- 6. Internet
- 7. Operation Manuals

### 3. Methods of Assessment

Competency may be assessed through:

- 1. Written Test
- 2. Demonstration
- 3. Practical assignment
- 4. Interview/Oral Questioning
- 5. Demonstration

### 4. Context of Assessment

Competency may be assessed in an off and on the job setting

### 5. Guidance information for assessment

Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended.
DEMONSTRATE ENTREPRENEURIAL SKILLS

UNIT CODE: MT/OS/MP/BC/04/5

UNIT DESCRIPTION

This unit covers the outcomes required to build and develop the enterprise to be more competitive within a changing business environment, specifically responding to consumer demands while maintaining product quality and accessibility, building a customer base and employee motivation.

ELEMENTS AND PERFORMANCE CRITERIA

<table>
<thead>
<tr>
<th>ELEMENT</th>
<th>PERFORMANCE CRITERIA</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Develop business Innovative strategies</td>
<td>1.1 Business innovation strategies are determined in accordance with the organization strategies  &lt;br&gt; 1.2 Business innovative strategies are implemented for the purpose of business growth  &lt;br&gt; 1.3 Track record and normative capability profile of enterprise and similar businesses are reviewed and considered in setting strategic directions. &lt;br&gt; 1.4 Strengths, weaknesses, opportunities and threats are considered when developing new ideas, approaches, goals and directions  &lt;br&gt; 1.5 Decisions about enterprise strategies/directions are made after careful consideration of all relevant information  &lt;br&gt; 1.6 Business/corporate plan is developed that sets out tactics, resource implications, timeframes, production and sales target</td>
</tr>
<tr>
<td>2. Develop new products/markets</td>
<td>2.1 Alternative product/service offerings are canvassed and studied for feasibility  &lt;br&gt; 2.2 Potential and new sources/sellers of supplies and raw materials are identified and canvassed.  &lt;br&gt; 2.3 Target markets and buyers are identified and surveyed as to their preferences and brand loyalties.</td>
</tr>
<tr>
<td>3. Expand customers and product lines</td>
<td>3.1 Enterprise is built up and sustained through responsiveness to market demands and the regulatory environment.</td>
</tr>
</tbody>
</table>
3.2 Competitive advantage of existing products and services is maintained/enhanced through responsive advocacies and strategies.
3.3 Constant listening to stakeholder/client feedback is ensured to maintain loyal client base.

4. Motivate staff/workers
4.1 Regular dialogue is established and maintained in all levels and relevant sections of the enterprise
4.2 Flow of communications in both directions is encouraged
4.3 Helpful mechanisms and benefits are implemented
4.4 Issues/problems are proactively resolved through win-win solutions wherever practicable

5. Expand employed capital base
5.1 Capital employed in business is continuously reviewed as per the strategic plan
5.2 Business share holdings are reviewed in accordance with the type of business
5.3 Capital employed is expanded according to organization procedures
5.3 Types of shares are determined according to strategic plan
5.4 Shares diversification process is undertaken as per office procedures
5.5 Role of shareholders is determined and implemented in accordance organization procedures

6. Undertake county/regional business expansion
6.1 Regions for expansion are continuously reviewed in accordance with strategic plan and company’s expansion plan
6.2 County business regulations are reviewed and adhered to in accordance with set procedures
6.3 Regional laws and regulations are adhered to in accordance with set procedures
6.4 County/regional business expansion is undertaken in accordance with organization’s growth/ expansion plan

RANGE
This section provides work environment and conditions to which the performance criteria apply. It allows for different work environment and situations that will affect performance.

<table>
<thead>
<tr>
<th>Variable</th>
<th>Range</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Strategic directions</td>
<td>1.1 Business continuity and succession</td>
</tr>
<tr>
<td></td>
<td>1.2 Resource access security</td>
</tr>
</tbody>
</table>
include but not limited to:  
1.3 Core competencies development  
1.4 New developments e.g. technological change, new products

2. Business/Corporate plan  
include but not limited to:  
2.1 Action steps and responsibilities of departments and individual workers  
2.2 Resource requirements and budget  
2.3 Tactics and strategies to achieve objectives

3. Helpful mechanisms  
include but not limited to:  
3.1 Wage and non-wage benefits  
3.2 Employee awards and recognition systems  
3.3 Employee rights and welfare policies  
3.4 Full-disclosure/transparency policies

**REQUIRED SKILLS AND KNOWLEDGE**
This section describes the skills and knowledge required for this unit of competency.

**Required Skills**
The individual needs to demonstrate the following skills:

- Assessing a range of alternative products and strategies
- Critically analyzing information, summarizing and making sense of previous and current market trends
- Identifying changing consumer preferences and demographics
- Thinking “outside the box”
- Ensuring quality consistency
- Reducing lead time to product/service delivery
- Managing operations/ production
- Using formal problem-solving procedures, e.g., root-cause analysis, six sigma
- Communication skills
- Applying motivational principles, e.g., positive stroking, behavior modification
- Assessing range of alternatives rather than choosing the easiest option
- Achieving ownership and credibility for the enterprise vision
- Critically analyzing information, summarizing and making sense of previous and current market trends
- Developing solutions and practical strategies which are “outside the box”

**Required Knowledge**
The individual needs to demonstrate knowledge of:

- Features and benefits of common operational practices, e.g., continuous improvement (kaizen), waste elimination,
- Conflict resolution
- Health, safety and environment (HSE) principles and requirements
- Public-relations strategies
- Basic cost-benefit analysis
- Basic financial management
- Business strategic planning
- Impact of change on individuals, groups and industries
- Employee assistance
- Government and regulatory processes
- Local and international market trends
- Product promotion strategies
- Mechanisms in the enterprise
- Market and feasibility studies
- Local and global supply chains Business models and strategies
- Government and regulatory processes
- Local and international business environment
- Concepts of change management
- Relevant developments in other industries
- Capital employed
- Regional/County business expansion
- Innovation in business

**EVIDENCE GUIDE**
This provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge and range.

<table>
<thead>
<tr>
<th>2. Resource Implications</th>
<th>The following resources should be provided:</th>
</tr>
</thead>
<tbody>
<tr>
<td>2.1 Interview guide for entrepreneurs</td>
<td></td>
</tr>
</tbody>
</table>

Assessment requires evidence that the candidate:
1.1 Demonstrated ability to maintain a profitable and stable enterprise as shown by stakeholder feedback, employee testimonies and company financial statements
1.2 Demonstrated ability to conceptualize and plan a micro/small enterprise
1.3 Demonstrated ability to manage/operate a micro/small-scale business
1.4 Demonstrated basic marketing skills
| 2.2 Enterprise workers and third parties  |
| 2.3 Materials and location relevant to the proposed activity and tasks  |

| 3. Methods of Assessment | 3.1 Case problems  |
| 3.2 Interview  |
| 3.3 Portfolio  |
| 3.4 Third part reports  |

| 4. Context of Assessment | 4.1 Competency may be assessed in workplace or in a simulated workplace setting  |
| 4.2 Assessment shall be observed while tasks are being undertaken whether individually or in-group  |

| 5. Guidance information for assessment | Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended.  |
DEMONSTRATE EMPLOYABILITY SKILLS

UNIT CODE: MT(OS/MP/BC/05/5)

UNIT DESCRIPTION
This unit covers competencies required to demonstrate employability skills. It involves competencies for exuding self-awareness and dealing with everyday life challenges; demonstrating critical safe work habits and leading a workplace team; planning and organizing work activities; applying learning, creativity and innovativeness in workplace functions; pursuing professional growth and managing time effectively in the workplace.

ELEMENTS AND PERFORMANCE CRITERIA

<table>
<thead>
<tr>
<th>ELEMENT</th>
<th>PERFORMANCE CRITERIA</th>
</tr>
</thead>
<tbody>
<tr>
<td>These describe the key outcomes which make up workplace function.</td>
<td>These are assessable statements which specify the required level of performance for each of the elements. <em>Bold and italicized terms are elaborated in the Range</em></td>
</tr>
</tbody>
</table>
| 1. Develop self-awareness and understanding of every day demands and challenges in the workplace | 1.1 Personal vision, mission and goals are formulated based on potential and in relation to organization objectives  
1.2 Emotions are managed as per workplace requirement  
1.3 Thoughts, feelings and beliefs are expressed in direct, honest and appropriate ways.  
1.4 Feelings are shared with others according to personal issues for healthy relations.  
1.5 Individual performance is evaluated and monitored according to the agreed targets.  
1.6 Assertiveness is developed and maintained based on the requirements of the job.  
1.7 Own ideas and visions that generates excitement, enthusiasm and commitment are articulated.  
1.8 Accountability and responsibility for own actions are demonstrated.  
1.9 Self-esteem and a positive self-image are developed and maintained. |
| 2. Demonstrate critical safe work habits for employees in the workplace | 2.1 Stress is managed at the workplace in accordance with workplace procedures.  
2.2 Punctuality and time consciousness is demonstrated in line with workplace policy.  
2.3 Personal objectives are integrated with organization goals in accordance with organization’s strategic Plan.  
2.4 Resources are effectively utilized in accordance with workplace policy.  
2.5 Work priorities are set and met in accordance with workplace procedures.  
2.6 Leisure time is recognized and used productively in line with organization policy.  
2.7 Abstinence from drug and substance abuse is demonstrated as per workplace policy.  
2.8 Awareness of HIV and AIDS is demonstrated in line with workplace requirements.  
2.9 Safety consciousness is demonstrated in the workplace based on organization safety policy.  
2.10 Emerging issues are dealt with in accordance with organization policy. |
|---|---|
| 3. Lead a workplace team | 3.1 Role and objectives of the team are determined in accordance with workplace policy.  
3.2 Team parameters and relationships are identified according to set rules and regulations.  
3.3 Individual responsibilities are identified in accordance with work procedures.  
3.4 Effective and appropriate forms of communication in a team are established according to office policy.  
3.5 Business communication is carried out as per workplace policy and requirements of the job.  
3.6 Team activities are complemented in accordance with office procedures.  
3.7 Team building activities are planned for in line with organization policy.  
3.8 Conflicts are resolved between team members in line with organization rules and regulations.  
3.9 *Gender mainstreaming* is undertaken in accordance with set regulations.  
3.10 Human rights are adhered to in accordance with existing regulations. |
3.11 Healthy relationships are developed and maintained for harmonious co-existence in line with workplace protocol.

<table>
<thead>
<tr>
<th>4</th>
<th>Plan and organize work</th>
<th>4.1 Work schedules are developed for accomplishing given tasks within the set time lines and based on workplace policy.</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>4.2 Time is managed achieve workplace set goals and objectives.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>4.3 Clear project goals and deliverables are established according to company set policies and regulations.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>4.4 Resources are mobilized, allocated and utilized to meet project goals and deliverables.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>4.5 Work activities are monitored and evaluated in line with organization procedures.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>4.6 Situations that require decision making are identified within the work place and decision made in accordance with workplace policy.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>4.7 Steps required in making effective decisions are applied within the workplace.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>4.8 Problems arising in the course of working are identified and solved or reported according the workplace policies and procedures.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>4.9 Values required in problem solving process are demonstrated at the work place.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>4.10 Situations within the workplace that require negotiation identified and negotiations done to create win-win situations.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>4.11 Negotiation techniques are developed and applied at workplace to meet clientele’s satisfaction and organizations’ objectives.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>5</th>
<th>Maintain professional growth and development in the workplace</th>
<th>5.1 Personal training needs are assessed and identified in line with the requirements of the job.</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>5.2 <em>Training and career opportunities</em> are identified and availed based on job requirements.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>5.3 Resources for training are mobilized and allocated based on organization skills needs.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>5.4 Licensees and certifications relevant to job and career are obtained and renewed.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>5.5 Personal growth is pursued towards improving the</td>
</tr>
</tbody>
</table>
qualifications set for the profession.

5.6 Work priorities and commitments are managed based on requirement of the job and workplace policy.

5.7 **Recognitions** are sought as proof of career advancement in line with professional requirements.

6. Demonstrate learning, creativity and innovativeness in the workplace

6.1 Time and effort is invested in learning new skills based job requirements.

6.2 Willingness to learn in different context is demonstrated based on available learning opportunities arising in the workplace.

6.3 Learning opportunities are sought and allocated based on job requirement and in line with organization policy.

6.4 Application of learning is demonstrated in both technical and non-technical aspects based on requirements of the job.

6.5 Application of a range of basic IT skills is demonstrated based on requirements of the job.

6.6 Awareness of Occupational Health and Safety procedures are demonstrated in use of technology in the workplace.

6.7 Initiative is taken to create more effective and efficient processes and procedures in line with workplace policy.

6.7 New systems are developed and maintained in accordance with the requirements of the job.

6.8 Opportunities that are not obvious are identified and exploited in line with organization objectives.

6.9 Opportunities for performance improvement are identified proactively in area of work.

6.10 Awareness of personal role in workplace innovation is demonstrated.

**RANGE**

This section provides work environment and conditions to which the performance criteria apply. It allows for different work environment and situations that will affect performance.

<table>
<thead>
<tr>
<th>Variable</th>
<th>Range</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Drug and substance abuse</strong></td>
<td>1.2 Commonly abused</td>
</tr>
<tr>
<td></td>
<td>1.3 Alcohol</td>
</tr>
<tr>
<td></td>
<td>1.4 Tobacco</td>
</tr>
<tr>
<td></td>
<td>1.5 Miraa</td>
</tr>
</tbody>
</table>
|     | 1.6 Over-the-counter drugs  
|     | 1.7 Cocaine  
|     | 1.8 Bhang  
|     | 1.9 Glue  

**Feedback** includes but not limited to:

|     | 2.1 Verbal  
|     | 2.2 Written  
|     | 2.3 Informal  
|     | 2.4 Formal  

**Clients** includes but not limited to:

|     | 3.1 New clients  
|     | 3.2 Existing clients  
|     | 3.3 Internal clients  
|     | 3.4 External clients  

**Relationships** includes but not limited to:

|     | 4.1 Man/Woman  
|     | 4.2 Trainer/trainee  
|     | 4.3 Employee/employer  
|     | 4.4 Client/service provider  
|     | 4.5 Husband/wife  
|     | 4.6 Boy/girl  
|     | 4.7 Parent/child  
|     | 4.8 Sibling relationships  

**Communication methods** include but not limited to:

|     | 5.1 Written  
|     | 5.2 Talk/presentation  
|     | 5.3 Video  
|     | 5.4 Audio  
|     | 5.5 Graphical  
|     | 5.6 Modeling  

**Team** includes but not limited to:

|     | 6.1 Small work group  
|     | 6.2 Staff in a section/department  
|     | 6.3 Inter-agency group  

**Personal growth** includes but not limited to:

|     | 7.1 Growth in the job  
|     | 7.2 Career mobility  
|     | 7.3 Gains and exposure the job gives  
|     | 7.4 Net workings  
|     | 7.5 Benefits that accrue to the individual as a result of noteworthy performance  

**Personal objectives** includes but not limited to:

|     | 8.1 Long term  
|     | 8.2 Short term  
|     | 8.3 Broad  
|     | 8.4 Specific  

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### Trainings and career opportunities

Includes but not limited to:

- Participation in training programs such as Technical, supervisory, Managerial, Continuing Education
- Serving as Resource Persons in conferences and workshops

### Resource

Include but not limited to:

- Human
- Financial
- Technology
  - Hardware
  - Software

### Innovation

Include but not limited to:

- New ideas
- Original ideas
- Different ideas
- Methods/procedures
- Processes
- New tools

### Emerging issues

Include but not limited to:

- Terrorism
- Social media
- National cohesion
- Open offices

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**REQUIRED SKILLS AND KNOWLEDGE**

This section describes the skills and knowledge required for this unit of competency.

**Required Skills**

The individual needs to demonstrate the following skills:

- Personal hygiene practices
- Intra and Interpersonal skills
- Communication skills
- Knowledge management
- Interpersonal skills
- Critical thinking skills
- Observation skills
- Organizing skills
- Negotiation skills
- Monitoring skills
- Evaluation skills
- Record keeping skills
- Problem solving skills
- Decision Making skills
• Resource utilization skills  
• Resource mobilization skills  

**Required Knowledge**  
The individual needs to demonstrate knowledge of:  
• Work values and ethics  
• Company policies  
• Company operations, procedures and standards  
• Occupational Health and safety procedures  
• Fundamental rights at work  
• Personal hygiene practices  
• Workplace communication  
• Concept of time  
• Time management  
• Decision making  
• Types of resources  
• Work planning  
• Resources and allocating resources  
• Organizing work  
• Monitoring and evaluation  
• Record keeping  
• Workplace problems and how to deal with them  
• Negotiation  
• Assertiveness  
• Team work  
• Gender mainstreaming  
• HIV and AIDS  
• Drug and substance abuse  
• Leadership  
• Safe work habits  
• Professional growth and development  
• Technology in the workplace  
• Learning  
• Creativity  
• Innovation  
• Emerging issues  
  • Social media
EVIDENCE GUIDE
This provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge and range.

<table>
<thead>
<tr>
<th>1. Critical aspects of Competency</th>
<th>Assessment requires evidence that the candidate:</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.1</td>
<td>Attained job targets within key result areas.</td>
</tr>
<tr>
<td>1.2</td>
<td>Maintained intra- and inter-personal relationship in the course of managing oneself.</td>
</tr>
<tr>
<td>1.3</td>
<td>Completed trainings and career progression opportunities in time.</td>
</tr>
<tr>
<td>1.4</td>
<td>Was punctual and time conscious.</td>
</tr>
<tr>
<td>1.5</td>
<td>Acquired and maintained licenses and/or certifications required for the job.</td>
</tr>
<tr>
<td>1.6</td>
<td>Planned and organized resources to achieve organization goals and objectives.</td>
</tr>
<tr>
<td>1.7</td>
<td>Monitored and evaluated work activities.</td>
</tr>
<tr>
<td>1.8</td>
<td>Identified, analyzed and solved problem arising in the course of working.</td>
</tr>
<tr>
<td>1.9</td>
<td>Was conscious of health and safety while carrying out work functions.</td>
</tr>
<tr>
<td>1.10</td>
<td>Maintained a mentorship and coaching program for employees.</td>
</tr>
<tr>
<td>1.11</td>
<td>Innovatively made work processes and procedures more efficient.</td>
</tr>
<tr>
<td>1.12</td>
<td>Mainstreamed gender issues in the workplace.</td>
</tr>
<tr>
<td>1.13</td>
<td>Build a strong team of workers in the workplace.</td>
</tr>
<tr>
<td>1.14</td>
<td>Sought and allocated learning opportunities and resources in the workplace.</td>
</tr>
<tr>
<td>1.15</td>
<td>Demonstrated awareness of HIV and AIDS.</td>
</tr>
<tr>
<td>1.16</td>
<td>Abstained from drug and substance abuse.</td>
</tr>
<tr>
<td>1.17</td>
<td>Demonstrated ability to cope with emerging issues.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>2. Resource Implications</th>
<th>The following resources should be provided:</th>
</tr>
</thead>
<tbody>
<tr>
<td>2.1</td>
<td>Workplace or assessment location</td>
</tr>
<tr>
<td>2.2</td>
<td>Case studies/scenarios</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>3. Methods of Assessment</th>
<th>Competency in this unit may be assessed through:</th>
</tr>
</thead>
<tbody>
<tr>
<td>3.1</td>
<td>Oral Interview</td>
</tr>
<tr>
<td>3.2</td>
<td>Observation</td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
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<td>---</td>
<td>---</td>
</tr>
<tr>
<td>3.3 Third Party Reports</td>
<td>3.4 Written</td>
</tr>
<tr>
<td><strong>4. Context of Assessment</strong></td>
<td><strong>5. Guidance information for assessment</strong></td>
</tr>
<tr>
<td>4.1 Competency may be assessed in workplace or in a simulated workplace setting</td>
<td>Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended.</td>
</tr>
<tr>
<td>4.2 Assessment shall be observed while tasks are being undertaken whether individually or in-group</td>
<td></td>
</tr>
</tbody>
</table>
**DEMONSTRATE ENVIRONMENTAL LITERACY**

**UNIT CODE:** MT/OS/MP/BC/06/5

**UNIT DESCRIPTION**
This unit specifies the competencies required to follow procedures for environmental hazard control, follow procedures for environmental pollution control, comply with workplace sustainable resource use, evaluate current practices in relation to resource usage, develop and adhere to environmental protection principles/strategies/guidelines.

**ELEMENTS AND PERFORMANCE CRITERIA**

<table>
<thead>
<tr>
<th>ELEMENT</th>
<th>PERFORMANCE CRITERIA</th>
</tr>
</thead>
<tbody>
<tr>
<td>These describe the key outcomes which make up workplace function.</td>
<td>These are assessable statements which specify the required level of performance for each of the elements. <em>Bold and italicized terms are elaborated in the Range</em></td>
</tr>
</tbody>
</table>
| 1. Control environmental hazard | 1.1 *Storage methods* for environmentally *hazardous* materials are strictly followed according to environmental regulations and OSHS.  
1.2 *Disposal methods* of hazardous wastes are followed at all times according to environmental regulations and OSHS.  
1.3 *PPE* is used according to OSHS. |
| 2. Control environmental Pollution control | 2.1 Environmental pollution *control measures* are compiled following standard protocol.  
2.2 Procedures for solid waste management are observed according to Environmental Management and Coordination Act 1999  
2.3 Methods for minimizing *noise pollution* complied following environmental regulations. |
| 3. Demonstrate sustainable resource use | 3.1 Methods for minimizing wastage are complied with.  
3.2 Waste management procedures are employed following principles of 3Rs (Reduce, Reuse, Recycle)  
3.3 Methods for economizing or reducing resource consumption are practiced. |
| 4. Evaluate current practices in relation to resource usage | 4.1 Information on resource efficiency *systems and procedures* are collected and provided to the work group where appropriate.  
4.2 Current resource usage is measured and recorded by members of the work group. |
4.3 Current purchasing strategies are analyzed and recorded according to industry procedures.
4.4 Current work processes to access information and data is analyzed following enterprise protocol.

5. Identify Environmental legislations/conventions for environmental concerns
5.1 Environmental **legislations/conventions** and local ordinances are identified according to the different **environmental aspects/impact**
5.2 **Industrial standard/environmental practices** are described according to the different environmental concerns

6. Implement specific environmental programs
6.1 Programs/Activities are identified according to organizations policies and guidelines.
6.2 Individual roles/responsibilities are determined and performed based on the activities identified.
6.3 Problems/constraints encountered are resolved in accordance with organizations’ policies and guidelines
6.4 Stakeholders are consulted based on company guidelines

7. Monitor activities on Environmental protection/Programs
7.1 Activities are periodically monitored and evaluated according to the objectives of the environmental Program
7.2 Feedback from stakeholders are gathered and considered in proposing enhancements to the program based on consultations
7.3 Data gathered are analyzed based on evaluation requirements
7.4 Recommendations are submitted based on the findings
7.5 Management support systems are set/established to sustain and enhance the program
7.6 Environmental incidents are monitored and reported to concerned/proper authorities

**RANGE**
This section provides work environments and conditions to which the performance criteria apply. It allows for different work environments and situations that will affect performance.

<table>
<thead>
<tr>
<th>Variable</th>
<th>Range</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>
1. **PPE** may include but are not limited to:
   - 1.1 Mask
   - 1.2 Gloves
   - 1.3 Goggles
   - 1.4 Safety hat
   - 1.5 Overall
   - 1.6 Hearing protector
   - 1.7 Safety boots

2. **Environmental pollution control measures** may include but are not limited to:
   - 2.1 Methods for minimizing or stopping spread and ingestion of airborne particles
   - 2.2 Methods for minimizing or stopping spread and ingestion of gases and fumes
   - 2.3 Methods for minimizing or stopping spread and ingestion of liquid wastes

3. **Waste management procedures** may include but are not limited to:
   - 3.1 Sorting
   - 3.2 Storing of items
   - 3.3 Recycling of items
   - 3.4 Disposal of items

4. **Resources** may include but are not limited to:
   - 4.1 Electric
   - 4.2 Water
   - 4.3 Fuel
   - 4.3 Telecommunications
   - 4.4 Supplies
   - 4.5 Materials

5. **Workplace environmental hazards** may include but are not limited to:
   - 5.1 Biological hazards
   - 5.2 Chemical and dust hazards
   - 5.3 Physical hazards

6. **Organizational systems and procedures** may include but are not limited to:
   - 6.1 Supply chain, procurement and purchasing
   - 6.2 Quality assurance
   - 6.3 Making recommendations and seeking approvals

### EVIDENCE GUIDE

This provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge and range.

1. Critical Aspects of Competency

   Assessment requires evidence that the candidate:
   - 1.1 Controlled environmental hazard
   - 1.2 Controlled environmental pollution
   - 1.3 Demonstrated sustainable resource use
   - 1.4 Evaluated current practices in relation to resource usage
1.5 Demonstrated knowledge of environmental legislations and local ordinances according to the different environmental issues/concerns.
1.6 Described industrial standard environmental practices according to the different environmental issues/concerns.
2.1 Resolved problems/constraints encountered based on management standard procedures
2.2 Implemented and monitored environmental practices on a periodic basis as per company guidelines
2.3 Recommended solutions for the improvement of the Program
2.4 Monitored and reported to proper authorities any environmental incidents

| 2. Resource Implications | The following resources should be provided:
2.1 Workplace with storage facilities
2.2 Tools, materials and equipment relevant to the tasks (ex. Cleaning tools, cleaning materials, trash bags, etc.)
2.3 PPE
2.4 Manuals and references
2.5 Legislation, policies, procedures, protocols and local ordinances relating to environmental protection
2.6 Case studies/scenarios relating to environmental Protection |

3. Methods of Assessment | Competency in this unit may be assessed through:
3.1 Demonstration
3.2 Oral questioning
3.3 Written examination
3.4 Interview/Third Party Reports
3.5 Portfolio (citations/awards from GOs and NGOs, certificate of training – local and abroad)
3.6 Simulations and role-plays

4. Context of Assessment | Competency may be assessed on the job, off the job or a combination of these. Off the job assessment must be undertaken in a closely simulated workplace environment.

5. Guidance information for assessment | Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended.

**REQUIRED SKILLS AND KNOWLEDGE**
This section describes the skills and knowledge required for this unit of competency.

**Required Skills**
The individual needs to demonstrate the following skills:

- Following storage methods of environmentally hazardous materials
- Following disposal methods of hazardous wastes
- Using PPE
- Practicing OSHS
- Complying environmental pollution control
- Observing solid waste management
- Complying methods of minimizing noise Pollution
- Complying methods of minimizing wastage
- Employing waste management procedures
- Economizing resource consumption
- Listing of resources used
- Measuring current usage of resources
- Identifying and reporting workplace environmental hazards
- Conveying all environmental issues
- Following environmental regulations
- Identifying environmental regulations
- Assessing procedures for assessing compliance
- Collecting information on environmental and resource efficiency systems and procedures, and Providing information to the work group
- Measuring and recording current resource usage
- Analysing and recording current purchasing strategies.
- Analysing current work processes to access information and data and Assisting identifying areas for improvement
- Analysing resource flow
- Determining efficiency of use/conversion of resources
- Determining causes of low efficiency of use
- Developing plans for increasing the efficiency of resource use
- Checking resource use plans
- Complying to regulations/licensing requirements
- Determining benefit/cost of plans
- Ranking proposals based on benefit/cost compared to limited resources
- Checking proposals meet regulatory requirements
- Monitoring implementation
- Making adjustments to plan and implementation
- checking new resource usage
Required Knowledge
The individual needs to demonstrate knowledge of:

- Storage methods of environmentally hazardous materials
- Disposal methods of hazardous wastes
- Usage of PPE Environmental regulations
- OSHS
- Types of pollution
- Environmental pollution control measures
- Different solid wastes
- Solid waste management
- Different noise pollution
- Methods of minimizing noise pollution
- Solid Waste Act
- Methods of minimizing wastage
- Waste management procedures
- Economizing of resource consumption
- 3Rs principle
- Types of resources
- Techniques in measuring current usage of resources
- Calculating current usage of resources
- Types of workplace environmental hazards
- Environmental regulations
- Environmental regulations applying to the enterprise.
- Procedures for assessing compliance with environmental regulations.
- Collection of information on environmental and resource efficiency systems and procedures,
- Measurement and recording of current resource usage
- Analysis and recording of current purchasing strategies.
- Analysis current work processes to access information and data Analysis of data and information
- Identification of areas for improvement
- Resource consuming processes
- Determination of quantity and nature of resource consumed
- Analysis of resource flow of different parts of the resource flow process
- Use/conversion of resources
- Causes of low efficiency of use
- Increasing the efficiency of resource use
• Inspection of resource use plans
• Regulations/licensing requirements
• Determine benefit/cost for alternative resource sources
• Benefit/costs for different alternatives
• Components of proposals
• Criteria on ranking proposals
• Regulatory requirements
• Proposals for improving resource efficiency
• Implementation of resource efficiency plans
• Procedures in monitor implementation
• Adjustments of implementation plan
• Inspection of new resource usage
DEMONSTRATE OCCUPATIONAL SAFETY AND HEALTH PRACTICES

UNIT CODE: MT/OS/MP/BC/07/5

UNIT DESCRIPTION
This unit specifies the competencies required to lead the implementation of workplace’s safety and health program, procedures and policies/guidelines.

ELEMENTS AND PERFORMANCE CRITERIA

<table>
<thead>
<tr>
<th>ELEMENT</th>
<th>PERFORMANCE CRITERIA</th>
</tr>
</thead>
</table>
| **1. Identify workplace hazards and risk** | 1.1 *Hazards* in the workplace and/or its *indicators* of its presence, are identified  
1.2 *Evaluation and/or work environment* measurements of OSH hazards/risk existing in the workplace is conducted by Authorized personnel or agency  
1.3 *OSH issues and/or concerns* raised by workers are Gathered |
| **2. Identify and implement appropriate control measures** | 2.1 *Prevention and control measures*, including use of *safety gears / PPE (personal protective equipment)* for specific hazards identified and implemented  
2.2 *Appropriate risk controls* based on result of OSH hazard evaluation is recommended.  
2.3 *Contingency measures*, including *emergency procedures* during workplace *incidents and emergencies* are recognized and established in accordance with organization procedures. |
| **3. Implement OSH programs, procedures and policies/guidelines** | 3.1 Information to work team about company OSH program, procedures and policies/guidelines are provided  
3.2 Implementation of OSH procedures and policies/guidelines are participated  
3.3 Team members are trained and advised on OSH standards and procedures |
### RANGE

This section provides work environments and conditions to which the performance criteria apply. It allows for different work environments and situations that will affect performance.

<table>
<thead>
<tr>
<th>Variable</th>
<th>Range</th>
</tr>
</thead>
</table>
| 1. **Hazards may include** but are not limited to: | 1.1. Physical hazards – impact, illumination, pressure, noise, vibration, extreme temperature, radiation  
1.2. Biological hazards - bacteria, viruses, plants, parasites, mites, molds, fungi, insects  
1.3. Chemical hazards – dusts, fibers, mists, fumes, smoke, gasses, vapors  
1.4. Ergonomics  
  Psychological factors – over exertion/ excessive force, awkward/static positions, fatigue, direct pressure, varying metabolic cycles  
  Physiological factors – monotony, personal relationship, work out cycle  
1.6. Safety hazards (unsafe workplace condition) – confined space, excavations, falling objects, gas leaks, electrical, poor storage of materials and waste, spillage, waste and debris  
1.7. Unsafe workers’ act (Smoking in off-limited areas, Substance and alcohol abuse at work) |
| 2. **Indicators may include** but are not limited to: | 2.1. Increased of incidents of accidents, injuries  
2.2. Increased occurrence of sickness or health complaints/ symptoms  
2.3. Common complaints of workers’ related to OSH  
2.4. High absenteeism for work-related reasons |
| 3. **Evaluation and/or work environment measurements** may include but are not limited to: | 3.1. Health Audit  
3.2. Safety Audit  
3.3. Work Safety and Health Evaluation  
3.4. Work Environment Measurements of Physical and Chemical Hazards |
4. **OSH issues and/or concerns** may include but are not limited to:

<p>| | |</p>
<table>
<thead>
<tr>
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<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>4.1</td>
<td>Workers’ experience/observance on presence of work hazards</td>
</tr>
<tr>
<td>4.2</td>
<td>Unsafe/unhealthy administrative arrangements (prolonged work hours, no break time, constant overtime, scheduling of tasks)</td>
</tr>
<tr>
<td>4.3</td>
<td>Reasons for compliance/non-compliance to use of PPEs or other OSH procedures/policies/guidelines</td>
</tr>
</tbody>
</table>

5. **Prevention and control measures** may include but are not limited to:

<p>| | |</p>
<table>
<thead>
<tr>
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<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>5.1</td>
<td>Eliminate the hazard (i.e., get rid of the dangerous machine)</td>
</tr>
<tr>
<td>5.2</td>
<td>Isolate the hazard (i.e. keep the machine in a closed room and operate it remotely; barricade an unsafe area off)</td>
</tr>
<tr>
<td>5.3</td>
<td>Substitute the hazard with a safer alternative (i.e., replace the machine with a safer one)</td>
</tr>
<tr>
<td>5.4</td>
<td>Use administrative controls to reduce the risk (i.e. give trainings on how to use equipment safely; OSH-related topics, issue warning signages, rotation/shifting work schedule)</td>
</tr>
<tr>
<td>5.5</td>
<td>Use engineering controls to reduce the risk (i.e. use safety guards to machine)</td>
</tr>
<tr>
<td>5.6</td>
<td>Use personal protective equipment</td>
</tr>
<tr>
<td>5.7</td>
<td>Safety, Health and Work Environment Evaluation</td>
</tr>
<tr>
<td>5.8</td>
<td>Periodic and/or special medical examinations of workers</td>
</tr>
</tbody>
</table>

6. **Safety gears /PPE (Personal Protective Equipments)** may include but are not limited to:

<p>| | |</p>
<table>
<thead>
<tr>
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</tr>
</thead>
<tbody>
<tr>
<td>6.1</td>
<td>Arm/Hand guard, gloves</td>
</tr>
<tr>
<td>6.2</td>
<td>Eye protection (goggles, shield)</td>
</tr>
<tr>
<td>6.3</td>
<td>Hearing protection (ear muffs, ear plugs)</td>
</tr>
<tr>
<td>6.4</td>
<td>Hair Net/cap/bonnet</td>
</tr>
<tr>
<td>6.5</td>
<td>Hard hat</td>
</tr>
<tr>
<td>6.6</td>
<td>Face protection (mask, shield)</td>
</tr>
<tr>
<td>6.7</td>
<td>Apron/Gown/coverall/jump suit</td>
</tr>
<tr>
<td>6.8</td>
<td>Anti-static suits</td>
</tr>
<tr>
<td>6.9</td>
<td>High-visibility reflective vest</td>
</tr>
</tbody>
</table>
7. **Appropriate risk controls**

Appropriate risk controls in order of impact are as follows:
7.1 Eliminate the hazard altogether (i.e., get rid of the dangerous machine)
7.2 Isolate the hazard from anyone who could be harmed (i.e., keep the machine in a closed room and operate it remotely; barricade an unsafe area off)
7.3 Substitute the hazard with a safer alternative (i.e., replace the machine with a safer one)
7.4 Use administrative controls to reduce the risk (i.e., train workers how to use equipment safely; train workers about the risks of harassment; issue signage)
7.5 Use engineering controls to reduce the risk (i.e., attach guards to the machine to protect users)
7.6 Use personal protective equipment (i.e., wear gloves and goggles when using the machine)

8. **Contingency measures** may include but are not limited to:
- 8.1 Evacuation
- 8.2 Isolation
- 8.3 Decontamination
- 8.4 (Calling designed) emergency personnel

9. **Emergency procedures** may include but are not limited to:
- 9.1 Fire drill
- 9.2 Earthquake drill
- 9.3 Basic life support/CPR
- 9.4 First aid
- 9.5 Spillage control
- 9.6 Decontamination of chemical and toxic
- 9.7 Disaster preparedness/management
- 9.8 use of fire-extinguisher

10. **Incidents and emergencies** may include but are not limited to:
- 10.1 Chemical spills
- 10.2 Equipment/vehicle accidents
- 10.3 Explosion
- 10.4 Fire
- 10.5 Gas leak
- 10.6 Injury to personnel
- 10.7 Structural collapse
- 10.8 Toxic and/or flammable vapours emission.

11. **OSH-related Records** may include but are not limited to:
- 11.1 Medical/Health records
- 11.2 Incident/accident reports
- 11.3 Sickness notifications/sick leave application
- 11.4 OSH-related trainings obtained
REQUIRED SKILLS AND KNOWLEDGE

This section describes the skills and knowledge required for this unit of competency.

Required Skills

The individual needs to demonstrate the following skills:

- Skills on preliminary identification of workplace hazards/risks
- Knowledge management
- Critical thinking skills
- Observation skills
- Coordinating skills
- Communication skills
- Interpersonal skills
- Troubleshooting skills
- Presentation skills
- Training skills

Required Knowledge

The individual needs to demonstrate knowledge of:

- General OSH Principles
- Occupational hazards/risks recognition
- OSH organizations providing services on OSH evaluation and/or work environment measurements (WEM)
- National OSH regulations; company OSH policies and protocols
- Systematic gathering of OSH issues and concerns
- General OSH principles
- National OSH regulations
- Company OSH and recording protocols, procedures and policies/guidelines
- Training and/or counseling methodologies and strategies

EVIDENCE GUIDE

This provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge and range.

<table>
<thead>
<tr>
<th>1. Critical Aspects of Competency</th>
<th>Assessment requires evidence that the candidate:</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>1.1 Identifies hazards/risks in the workplace and/or its indicators</td>
</tr>
<tr>
<td></td>
<td>1.2 Requests for evaluation and/or work environment measurements of OSH hazards/risk in the workplace</td>
</tr>
</tbody>
</table>

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1.3 Gathers OSH issues and/or concerns raised by workers
1.4 Identifies and implements prevention and control measures, including use of PPE (personal protective equipment) for specific hazards
1.5 Recommends appropriate risk controls based on result of OSH hazard evaluation and OSH issues gathered
1.6 Establish contingency measures, including emergency procedures in accordance with organization procedures
1.7 Provides information to work team about company OSH program, procedures and policies/guidelines
1.8 Participates in the implementation of OSH procedures and policies/guidelines
1.9 Trains and advises team members on OSH standards and procedures
1.10 Implements procedures for maintaining OSH-related records

<table>
<thead>
<tr>
<th>2. Resource Implications</th>
<th>The following resources should be provided:</th>
</tr>
</thead>
<tbody>
<tr>
<td>2.1 Workplace or assessment location</td>
<td></td>
</tr>
<tr>
<td>2.2 OSH personal records</td>
<td></td>
</tr>
<tr>
<td>2.3 PPE</td>
<td></td>
</tr>
<tr>
<td>2.4 Health records</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>3. Methods of Assessment</th>
<th>Competency may be assessed through:</th>
</tr>
</thead>
<tbody>
<tr>
<td>3.1 Portfolio Assessment</td>
<td></td>
</tr>
<tr>
<td>3.2 Interview</td>
<td></td>
</tr>
<tr>
<td>3.3 Case Study/Situation</td>
<td></td>
</tr>
<tr>
<td>3.4 Observation/Demonstration and oral questioning</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>4. Context of Assessment</th>
<th>Competency may be assessed on the job, off the job or a combination of these. Off the job assessment must be undertaken in a closely simulated workplace environment.</th>
</tr>
</thead>
</table>

| 5. Guidance information for assessment | Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended. |
CORE UNITS OF COMPETENCY
**MANAGE BUTCHERY OPERATIONS**

**UNIT CODE:** MT/OS/MP/CR/01/5

**UNIT DESCRIPTION**
This unit specifies the competencies required to:-Transport animal meat, display animal meat in the butchery, carry out animal meat portioning and carry out preservation and storage of meat portions.

<table>
<thead>
<tr>
<th>ELEMENT</th>
<th>PERFORMANCE CRITERIA</th>
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<tbody>
<tr>
<td>These describe the key outcomes which make up workplace function.</td>
<td>These are assessable statements which specify the required level of performance for each of the elements.</td>
</tr>
<tr>
<td><strong>Transport animal meat</strong></td>
<td><strong>Bold and italicized terms are elaborated in the Range</strong></td>
</tr>
<tr>
<td>- PPE’s, tools and equipment identified and gathered as per workplace procedures</td>
<td></td>
</tr>
<tr>
<td>- Meat container/carrier prepared and cleaned as per the standard operating procedures</td>
<td></td>
</tr>
<tr>
<td>- The animal meat legal transportation documents obtained as per workplace procedures</td>
<td></td>
</tr>
<tr>
<td>- Animal meat loaded and transported as per the task and legal requirements</td>
<td></td>
</tr>
<tr>
<td>- Animal meat off-loaded as per the task and legal requirements</td>
<td></td>
</tr>
<tr>
<td><strong>Display animal meat in the butchery</strong></td>
<td></td>
</tr>
<tr>
<td>- The meat display cabinets, shelves and trays cleaned as per the workplace procedures</td>
<td></td>
</tr>
<tr>
<td>- Animal meat sorted based on species / meat parts as per legal requirements and market demand</td>
<td></td>
</tr>
<tr>
<td>- Animal meat arranged in the display area based on meat parts/species and market demand</td>
<td></td>
</tr>
<tr>
<td><strong>Carry out animal meat portioning</strong></td>
<td></td>
</tr>
<tr>
<td>- Carcass for portioning prepared based on the task requirement</td>
<td></td>
</tr>
<tr>
<td>- Animal meat carcass to be sectioned is placed on the working tables as per the task requirement</td>
<td></td>
</tr>
<tr>
<td>- Sectioning carried out as per the products requirement and market demand</td>
<td></td>
</tr>
<tr>
<td><strong>Preserve and store of meat portions.</strong></td>
<td></td>
</tr>
<tr>
<td>- The portioned animal meat prepared for preservation as per the standard operating procedures</td>
<td></td>
</tr>
<tr>
<td>- The portioned animal meat preserved based on the product requirements as per the workplace procedures</td>
<td></td>
</tr>
</tbody>
</table>

**RANGE**
This section provides work environments and conditions to which the performance criteria apply. It allows for different work environments and situations that will affect performance.
<table>
<thead>
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<tbody>
<tr>
<td>1. PPE’s include but not limited to:</td>
<td>White dust coats, white caps, Safety boots, overall, safety helmets,</td>
</tr>
<tr>
<td></td>
<td>masks, safety goggles, gloves, dust coats, first aid kits,</td>
</tr>
<tr>
<td>2. Tools and equipment include but not limited to:</td>
<td>Weighing scales, hooks, sharpening steel, butchers’ cleavers,</td>
</tr>
<tr>
<td></td>
<td>band saws, hand saws</td>
</tr>
<tr>
<td>3. Legal transportation documents include but not limited to:</td>
<td>Meat container licenses, health certificates, certificate of</td>
</tr>
<tr>
<td></td>
<td>transportation etc</td>
</tr>
</tbody>
</table>

**REQUIRED SKILLS AND KNOWLEDGE**

This section describes the skills and knowledge required for this unit of competency.

**Required Skills**

The individual needs to demonstrate the following skills:

- Decision making
- Observation
- Time management
- Public relations
- Conflict resolution
- Weighing
- Numeracy

**Required Knowledge**

The individual needs to demonstrate knowledge of:

- Types of tools, equipment and PPEs
- Occupational health and safety legislation and regulations
- Meat hygiene
- Methods of meat display
- Objectives of meat portioning
- Types of meat cuts
- Boning techniques
- Objectives of meat preservation
- Meat preservation techniques

**EVIDENCE GUIDE**

This provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge and range.
| Critical Aspects of Competency | Assessment requires evidence that the candidate:  
|                              | ● Transported animal meat as per the legal requirements  
|                              | ● Displayed animal meat in the butchery as per the task requirements  
|                              | ● Portioned, preserved and stored meat portions as per the task requirements and work place procedures. |
| Resource Implications | The following resources must be provided:  
|                              | ● Workplace or assessment location  
|                              | ● PPEs  
|                              | ● Materials, tools, and equipment |
| Methods of Assessment | Competency may be assessed through:  
|                              | Observation  
|                              | Oral presentation/ questioning  
|                              | Written tests |
| Context of Assessment | Competency may be assessed on the job, off the job or a combination of these. Off the job assessment must be undertaken in a closely simulated workplace environment. |
| Guidance information for assessment | Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended. |
UNIT DESCRIPTION
This unit specifies the competencies required to: - Assess animal meat quality, process meat products, package and label processed meat product and preserve processed meat products.

<table>
<thead>
<tr>
<th>ELEMENT</th>
<th>PERFORMANCE CRITERIA</th>
</tr>
</thead>
</table>
| Assess animal meat quality | - *PPE*s, *Tools and equipment* are identified and gathered as per the task requirement  
- Animal meat quality determined based on the meat grading manual |
| Process meat products | - Meat products identified based on the species and market demand  
- Ingredients identified and assembled according to the products  
- *Ingredients* weighed based on the products and work place procedures  
- Meat products processed based on the product requirements and SOPs |
| Package and label processed meat product | - *Tools* and *equipment* for packaging and labeling identified and gathered as per product requirements and work place procedures  
- *Processed meat products* weighed as per the products and workplace procedures  
- Processed meat products packed based on product and market requirements  
- Processed meat products labeled as per market requirements and workplace procedures |
| Preserve processed meat products | - The processed products preserved according to the products requirements and SOPs |

RANGE
This section provides work environments and conditions to which the performance criteria apply. It allows for different work environments and situations that will affect performance.

<table>
<thead>
<tr>
<th>Variable</th>
<th>Range</th>
</tr>
</thead>
<tbody>
<tr>
<td><em>PPE</em>s include but not limited to:</td>
<td>Safety boots, over all, helmets, masks, gloves, dust coats</td>
</tr>
</tbody>
</table>
**Tools and equipment** include but not limited to:
- Meat grinder, knives, hand bone saw, sharpening steel, buckets, stainless steel, grating plates, bowl choppers, mincers, casing machines, thermometers, chopping boards, knives

Ingredients include but not limited to:
- Salt, spices, food colors, binders, preservatives, fillers

**Standard Operating Procedures** include but not limited to:
- Hazard Analysis Critical Control Point (HACCP) and Good manufacturing Practices (GMP), Good Hygiene Practices, ISO 22000 food standards, SPS, work place procedures

**REQUIRED SKILLS AND KNOWLEDGE**
This section describes the skills and knowledge required for this unit of competency.

**Required Skills**
The individual needs to demonstrate the following skills:
- Decision making
- Observation
- Time management
- Public relations
- Conflict resolution
- Weighing
- Numeracy

**Required Knowledge**
The individual needs to demonstrate knowledge of:
- Meat grading
- Factors influencing meat quality
- Meat processing
- Processed meat products
- Methods of meat product processing
- Good manufacturing practices
- Legislation in meat products processing
- Meat products packaging and labeling
- Environmental issues related to processing and packaging

**EVIDENCE GUIDE**
This provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge and range.
<table>
<thead>
<tr>
<th>Critical Aspects of Competency</th>
<th>Assessment requires evidence that the candidate:</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>• Assessed the animal meat quality as per the set standards</td>
</tr>
<tr>
<td></td>
<td>• Processed meat products as per the market requirements</td>
</tr>
<tr>
<td></td>
<td>• Packaged and labeled processed meat product as per the SOPs</td>
</tr>
<tr>
<td></td>
<td>• Preserved processed meat products.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Resource Implications</th>
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<tbody>
<tr>
<td></td>
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<tr>
<td></td>
<td>• PPEs</td>
</tr>
<tr>
<td></td>
<td>• Materials, tools, and equipment</td>
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<table>
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<tr>
<th>Methods of Assessment</th>
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<tr>
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</tr>
<tr>
<td></td>
<td>• Oral presentation/ questioning</td>
</tr>
<tr>
<td></td>
<td>• Written tests</td>
</tr>
</tbody>
</table>

| Context of Assessment | Competency may be assessed on the job, off the job or a combination of these. Off the job assessment must be undertaken in a closely simulated workplace environment. |

| Guidance information for assessment | Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended. |
MANAGE INEDIBLE MEAT PROCESSING PRODUCTS

UNIT CODE: MT/OS/MP/CR/03/5

UNIT DESCRIPTION
This unit specifies the competencies required to: Managing meat animal blood, bones, horns and hooves, managing meat animal fats, managing meat animal ingesta, managing animal hairs and poultry feathers and maintain animal by-products records.

<table>
<thead>
<tr>
<th>ELEMENT</th>
<th>PERFORMANCE CRITERIA</th>
</tr>
</thead>
</table>
| Manage meat animal blood, bones, horns and hooves | • PPE’s, Tools and equipment are identified and gathered as per the task requirement  
  • Meat animal blood, bones, horns and hooves are assembled as per the work place procedures  
  • Meat animal blood, bones, horns and hooves are treated/preserved as per the work place procedures |
| Manage meat animal fats | • Meat animal fats assembled based on the work place procedures  
  • Meat animal fats processed as per the predict requirements |
| Manage meat animal ingesta | • Meat animal ingesta gathered as per the work place procedures  
  • Meat animal ingesta managed according to the product requirements |
| Manage animal hairs and poultry feathers | • Meat animal hairs and poultry feathers gathered and managed as per the work place procedures |
| Maintain animal by-products records | • Records maintained as per the work place procedures  
  • Records and documents managed as per the work place procedures |

RANGE
This section provides work environments and conditions to which the performance criteria apply. It allows for different work environments and situations that will affect performance.

<table>
<thead>
<tr>
<th>Variable</th>
<th>Range</th>
</tr>
</thead>
<tbody>
<tr>
<td>PPE’s include but not limited to:</td>
<td>White gumboots, white plastic aprons, white dust coat, white caps, white safety helmets, masks, hand gloves, Safety goggles</td>
</tr>
<tr>
<td>Tools and equipment include but not limited to:</td>
<td>Squeezers, hard brooms, brushes, mops, vacuum machines, buckets, wheel barrows, spades,</td>
</tr>
</tbody>
</table>

REQUIRED SKILLS AND KNOWLEDGE
This section describes the skills and knowledge required for this unit of competency.
**Required Skills**
The individual needs to demonstrate the following skills:
- Decision making
- Observation
- Time management
- Public relations
- Conflict resolution
- Weighing
- Numeracy

**Required Knowledge**
The individual needs to demonstrate knowledge of:
- Types of tools, equipment and PPEs
- Meat animal by-products
- Utilization of Meat animal by-products
- Legislation related to animal by-products
- Record keeping and management

**EVIDENCE GUIDE**
This provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge and range.

<table>
<thead>
<tr>
<th>Critical Aspects of Competency</th>
<th>Assessment requires evidence that the candidate:</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>• Demonstrated knowledge and skills on how to manage various meat processing inedible products</td>
</tr>
<tr>
<td></td>
<td>• Demonstrated knowledge and skills to maintain and manage records appropriately</td>
</tr>
</tbody>
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<th>Methods of Assessment</th>
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| Context of Assessment          | Competency may be assessed on the job, off the job or a combination of these. Off the job assessment must be undertaken in a closely simulated workplace environment. |

| Guidance information for assessment | Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended. |
MANAGE FOOD SAFETY SYSTEMS

UNIT CODE: MT/OS/MP/CR/04/5

UNIT DESCRIPTION
This unit specifies the competencies required to manage personnel hygiene, manage facility hygiene, manage equipment hygiene, manage product hygiene and manage environmental hygiene.

<table>
<thead>
<tr>
<th>ELEMENT</th>
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</table>
| Manage personnel hygiene      | • **PPEs** identified and gathered as per the task requirements  
                                 | • **Personnel** trained based on the task requirements  
                                 | • Personal hygiene maintained as per the workplace procedures                                                                                      |
| Manage facility hygiene       | • PPEs, tools and equipment identified and gathered as per task requirements  
                                 | • Facility hygiene procedures carried out as per the workplace policy                                                                             |
| Manage equipment hygiene      | • **PPEs**, tools and equipment identified and gathered as per task requirements  
                                 | • Cleaning and washing of equipment carried out as per **standard operating procedures (SOPs)**  
                                 | • The equipment disinfected/sterilized as per workplace procedures.  
                                 | • Cleaned equipment stored as per workplace requirements                                                                                             |
| Manage product hygiene        | • **PPEs**, tools and equipment identified and gathered as per task requirements  
                                 | • Wastes collected and managed as per the task requirements and **workplace procedures** based on legal requirements  
                                 | • Waste management records maintained and managed as per the workplace procedures                                                                 |
| Manage environmental hygiene  | • **PPEs**, tools and equipment identified and gathered as per task requirements  
                                 | • Wastes collected and managed as per the task requirements and **workplace procedures** based on legal requirements  
                                 | • Waste management records maintained and managed as per the workplace procedures                                                                 |

RANGE
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<tr>
<td>PPE’s include but not limited to:</td>
<td>White gumboots, white plastic aprons, white dust coat, white caps, white safety helmets, masks, heavy cold room clothing, steel chain gloves, disposable gloves Safety goggles</td>
</tr>
<tr>
<td>Standard Operating procedures(SOPs) include but not limited to:</td>
<td>KEBS, Meat Control Act, Public Health Act, Environmental Management Act, Kenya Meat Commission Act, Food, Drugs and Chemical Substances, Fertilizer and Animal Food stuff Act</td>
</tr>
<tr>
<td>Personnel include but not limited to:</td>
<td>Slaughterhouse attendants, livestock transporters, cleaners, meat transporters, stock traders, meat inspectors, slaughterhouse supervisors, slaughterhouse managers.</td>
</tr>
<tr>
<td>Workplace procedures include but not limited to:</td>
<td>Rules, regulations ,service charters, code of conduct</td>
</tr>
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</table>

**REQUIRED SKILLS AND KNOWLEDGE**
This section describes the skills and knowledge required for this unit of competency.

**Required Skills**
The individual needs to demonstrate the following skills:
- Decision making
- Observation
- Time management
- Public relations
- Conflict resolution

**Required Knowledge**
The individual needs to demonstrate knowledge of:
- Types and use of tools, equipment and PPEs
- Water and sanitization
- Objectives of hygiene
- Hygienic procedures
- Legislation relating to hygiene
- Types of detergents and disinfectants
- Environmental management
- Types of wastes
- Waste management
- Legislation relating to environmental management
**EVIDENCE GUIDE**
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<td>• Managed personnel hygiene as workplace procedures</td>
</tr>
<tr>
<td></td>
<td>• Managed facility and equipment hygiene as per workplace procedures</td>
</tr>
<tr>
<td></td>
<td>• Managed product hygiene as per SOPs</td>
</tr>
<tr>
<td></td>
<td>• Managed environmental hygiene as per SOPs</td>
</tr>
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| Context of Assessment | Competency may be assessed on the job, off the job or a combination of these. Off the job assessment must be undertaken in a closely simulated workplace environment. |

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