



Federal Democratic Republic of Ethiopia

OCCUPATIONAL STANDARD

**ANIMAL FEED
PROCESSING**

NTQF Level II and III



*Ministry of Education
July 2013*

Introduction

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

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

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

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

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

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

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

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

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UNIT OF COMPETENCE CHART

Occupational Standard: Animal Feed Processing		
Occupational Code: IND AFP		
<i>NTQF Level II</i>		
IND AFP2 01 0613 Use Numerical Applications in the Workplace	IND AFP2 02 0613 Use Product Knowledge to Complete Work Operations	IND AFP2 03 0613 Interact with Customers
IND AFP2 04 0613 Operate a Liquid, Mash or Block Stockfeed process	IND AFP2 05 0613 Implement Grain Monitoring Measures	IND AFP2 06 0613 Clean and Sanitise Equipment
IND AFP2 07 0613 Maintain Food Safety When Loading, Unloading and Transporting Food	IND AFP2 08 0613 Dispatch Stock	IND AFP2 09 0613 Work Effectively in the Food Processing Industry
IND AFP2 10 0613 Pre-process Raw Materials	IND AFP2 11 0613 Operate a Mixing or Blending Process	IND AFP2 12 0613 Understand Mill Operations and Technologies
IND AFP2 13 0613 Operate a Case Packing Process	IND AFP2 14 0613 Conduct Routine Maintenance	IND AFP2 15 0613 Work with Temperature Controlled Stock
IND AFP2 16 0613 Prepare Grain Storages	IND AFP2 17 0613 Operate a Scalping and Grading Process	IND AFP2 18 0613 Operate a Grain Cleaning Process
IND AFP2 19 0613 Inspect and Sort Materials and Product	IND AFP2 20 0613 Operate a Pelleting Process	IND AFP2 21 0613 Implement the Food Safety Program and Procedures
IND AFP2 22 0613 Participate in Workplace Communication	IND AFP2 23 0613 Work in Team Environment	IND AFP2 24 0613 Develop Business Practice
IND AFP2 25 0613 Standardize and Sustain 3S		

NTQF Level III

IND AFP3 01 0613 Monitor the Implementation of Quality and Food Safety Programs	IND AFP3 02 0613 Demonstrate Knowledge of Animal Nutrition Principles	IND AFP3 03 0613 Control Mill Processes and Performance
IND AFP3 04 0613 Set up a Production or Packaging Line for Operation	IND AFP3 05 0613 Participate in Improvement Processes	IND AFP3 06 0613 Report on Workplace Performance
IND AFP3 07 0613 Participate in an Audit Process	IND AFP3 08 0613 Implement the Pest Prevention Program	IND AFP3 09 0613 Apply Raw Materials, Ingredient and Process Knowledge to Production Problems
IND AFP3 10 0613 Use Inventory Systems to Organize Stock Control	IND AFP3 11 0613 Monitor Storage Facilities	IND AFP3 12 0613 Perform Basic Tests
IND AFP3 13 0613 Complete Receivable/Dispatch Documentation	IND AFP3 14 0613 Deliver and Monitor a Service to Customers	IND MPP3 15 0613 Monitor Implementation of Work Plan/Activities
IND MPP3 16 0613 Apply Quality Control	IND MPP3 17 0613 Lead Workplace Communication	IND MPP3 18 0613 Lead Small Teams
IND MPP3 19 0613 Improve Business Practice	IND MPP3 20 0613 Prevent and Eliminate MUDA	

Occupational Standard: Animal Feed Processing Level II	
Unit Title	Use Numerical Applications in the Workplace
Unit Code	IND AFP2 01 0613
Unit Descriptor	This is unit of competency covers the skills and knowledge required to apply basic mathematical functions of addition, subtraction, multiplication and division to undertake workplace calculations or to estimate approximate answers when exact calculations are not required.

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

Variable	Range
Calculations	may include: <ul style="list-style-type: none"> the use of whole numbers, decimals, fractions and percentages manually or using calculators and other measuring instruments as appropriate to the task
Estimations	can be used where the workplace tasks require only an approximate judgment of an amount, ratio, speed, and made from: <ul style="list-style-type: none"> observations of other amounts or measurements supplied data, such as volume or weight information on packaging of raw materials
Conversion charts	are those in common use in the workplace
Results	may or may not be recorded depending on workplace requirements
Numerical information	may be presented in forms, including: <ul style="list-style-type: none"> simple run charts and graphs

Evidence Guide	
Critical aspects of Competence	Must demonstrate knowledge and skills competence to: <ul style="list-style-type: none"> identify calculation or estimation requirements

	<ul style="list-style-type: none"> • carry out calculations involving basic addition, subtraction, division and multiplication • where estimations are used, estimated amounts must be consistent with process or product specification and demonstrate knowledge of measurement units used in the workplace • use estimation techniques to check calculated results and workplace data
Underpinning Knowledge and Attitudes	<p>Demonstrate knowledge of:</p> <ul style="list-style-type: none"> • mathematical processes, including addition, subtraction, multiplication and division • application of calculation and estimation techniques to meet work requirements • units of measurement used in the workplace, including whole numbers, fractions and decimals (to one decimal point) (this may include use of conversion charts) • representation of numerical information relevant to work requirements, such as charts, graphs and tables • recording requirements and responsibilities where relevant
Underpinning Skills	<p>Demonstrate skills to:</p> <ul style="list-style-type: none"> • identify whether a calculation or estimation is required to meet workplace requirements • carry out calculations involving basic addition, subtraction, division and multiplication to support work role (this may involve use of a calculator and conversion tables where required) • use estimation techniques to check quantities, ratios, speed and other required data estimates • use estimation techniques to check calculated results and workplace data • record calculations and measurement information accurately according to enterprise procedures • use oral communication skills/language competence to fulfil the job role as specified by the organisation, including questioning, active listening, asking for clarification and seeking advice from supervisor • work cooperatively within a culturally diverse workforce
Resources Implication	Access is required to real or appropriately simulated situations, including work areas, materials and equipment, and to information on workplace practices and OHS practices.
Methods of Assessment	<p>Competence may be assessed through:</p> <ul style="list-style-type: none"> • Interview / Written Test • Observation / Demonstration with Oral Questioning
Context of Assessment	Competence may be assessed in the work place or in a simulated work place setting.

Occupational Standard: Animal Feed Processing Level II	
Unit Title	Use Product Knowledge to Complete Work Operations
Unit Code	IND AFP2 02 0613
Unit Descriptor	This unit involves the skills and knowledge required to use product knowledge to complete work operations in accordance with workplace requirements including identifying products in a subsection of a warehouse or other storage area, examining quality and reporting on products, and using inventory and labelling systems to identify and locate products.

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

Variable	Range
Workplaces	may comprise: <ul style="list-style-type: none"> large, medium or small worksites
Customers	may be: <ul style="list-style-type: none"> internal or external
Inventory systems	may be: <ul style="list-style-type: none"> automated, manual, paper-based, computerised and microfiche
Goods	may involve: <ul style="list-style-type: none"> special handling, location, storage and/or packaging requirements, including temperature controlled goods and dangerous goods

Categories or groups of products/stock	<p>may include:</p> <ul style="list-style-type: none"> • small parts • perishable goods • overseas export • dangerous goods • refrigerated products • temperature controlled stock • fragile goods
Distinguishing identification criteria for products	<p>may include:</p> <ul style="list-style-type: none"> • shape • size • colour • distinguishing features • codes and product identification/serial numbers • labels • signs or other documentation • locations
The characteristics of products/stock	<p>may include:</p> <ul style="list-style-type: none"> • small parts • toxicity • flammability • form • weight • size • state • perishability • fragility • security risk
Work	<p>may be conducted:</p> <ul style="list-style-type: none"> • in a range of work environments • by day or night
Labelling systems	<p>may include:</p> <ul style="list-style-type: none"> • batch code • bar code • identification numbering systems • serial numbers • symbols for safe handling • Ethiopian Dangerous goods and HAZCHEM Codes
Communication in the work area	<p>may include:</p> <ul style="list-style-type: none"> • Phone • Electronic Data Interchange (EDI) • fax • email • internet

	<ul style="list-style-type: none"> • RF systems • oral, aural or signed communications
Workplace procedures	<p>may include:</p> <ul style="list-style-type: none"> • company procedures • enterprise procedures • organisational procedures • established procedures
Personal protective equipment	<p>may include:</p> <ul style="list-style-type: none"> • gloves • safety headwear and footwear • safety glasses • two-way radios • high visibility clothing
Consultative processes	<p>may involve:</p> <ul style="list-style-type: none"> • other employees and supervisors • suppliers, customers and clients • relevant authorities and institutions • management and union representatives • industrial relations and OHS specialists • other maintenance, professional or technical staff
Hazards in the work area	<p>may include:</p> <ul style="list-style-type: none"> • chemicals • dangerous or hazardous substances • movements of equipment, goods and materials • oil or water on floor • a fire or explosion • damaged packaging or pallets • debris on floor • faulty racking • poorly stacked pallets • faulty equipment
Information/documents	<p>may include:</p> <ul style="list-style-type: none"> • goods identification numbers and codes • manifests, picking slips, merchandise transfers, stock requisitions and bar codes • codes of practice and regulations relevant to the identification, handling and stacking of goods • Ethiopian and international regulations and codes of practice for the handling, stacking and transport of dangerous goods and hazardous substances • operations manuals, job specifications and induction documentation • manufacturers specifications for equipment • workplace procedures and policies • supplier and/or client instructions

	<ul style="list-style-type: none"> • dangerous goods declarations and material safety data sheets (where applicable) • award, enterprise bargaining agreement, other industrial arrangements • relevant standards and certification requirements • quality assurance procedures • emergency procedures
Work	<p>may be conducted in:</p> <ul style="list-style-type: none"> • limited or restricted spaces • exposed conditions • controlled or open environments
Applicable regulations and legislation	<p>may include:</p> <ul style="list-style-type: none"> • relevant codes and regulations for the packaging of goods • Ethiopian and international regulations and codes of practice for the handling and transport of dangerous goods and hazardous substances, including: <ul style="list-style-type: none"> ➤ Ethiopian and International Dangerous Goods Codes ➤ Ethiopian and International Explosives Codes • licence, patent or copyright arrangements • water and road use and licence arrangements • export/import/quarantine/bond requirements • marine orders • relevant OHS and environmental protection legislation • workplace relations and workers compensation regulations

Evidence Guide	
Critical aspects of Competence	<p>Must demonstrate knowledge and skills competence to:</p> <ul style="list-style-type: none"> • satisfy all of the requirements of the elements and performance criteria of this unit and include demonstration of applying: <ul style="list-style-type: none"> ➤ the underpinning knowledge and skills ➤ relevant legislation and workplace procedures • other relevant aspects of the range statement • (Clearly specify the required knowledge and skills competences. Please check the same for the rest UCs)
Underpinning Knowledge and Attitudes	<p>Demonstrate knowledge of:</p> <ul style="list-style-type: none"> • Ethiopian codes and regulations relevant to the products being identified, handled, transported, stacked and/or stored as part of work operations • Relevant OHS and environmental protection procedures and guidelines • Workplace procedures and policies for the identification, handling, stacking and storage of particular categories of products • Focus of operation of work systems, equipment, management and site operating systems for the packaging of goods

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

Occupational Standard: Animal Feed Processing Level II	
Unit Title	Interact with Customers
Unit Code	IND AFP2 03 0613
Unit Descriptor	<p>This unit describes the performance outcomes, skills and knowledge required to deliver service to customers. It involves being able to communicate effectively with customers, respond to their complaints, receive and process sales orders, and identify special customer requirements.</p> <p>The unit covers the consistent application of store policies and industry codes of practice to provide a quality service environment by treating customers and team members in a courteous and professional manner through all stages of the service and sales procedure, and to identify and resolve customer complaints.</p>

Elements	Performance Criteria
1. Deliver service to customers.	<p>1.1 Communicate with customers in a professional, courteous manner according to store policy.</p> <p>1.2 Customer needs and reasonable requests are met or referred to supervisor, according to store policy and legislative requirements.</p> <p>1.3 Customer details and information are recorded where necessary.</p> <p>1.4 Possible problems are identified and anticipated and action is taken to minimise the effect on customer satisfaction.</p> <p>1.5 Recognise and act upon opportunities to deliver additional levels of service beyond the customer's immediate request.</p> <p>1.6 Contact with customer is maintained until sale is completed according to store policy.</p> <p>1.7 Verbal and non-verbal communication is used to develop rapport with customers during service delivery.</p> <p>1.8 Repeat customers are encouraged by promotion of appropriate services or products according to store policy.</p> <p>1.9 Customer is farewelled appropriately and courteously according to store policy.</p>
2. Respond to customer complaints.	<p>2.1 A positive, helpful attitude is conveyed to customers when handling complaints, according to store policy.</p> <p>2.2 Complaints are handled sensitively, courteously and with discretion.</p>

	<p>2.3 Establish and confirm with customer nature of complaint by active listening and questioning.</p> <p>2.4 Action is taken to resolve complaint to customer's satisfaction wherever possible.</p> <p>2.5 Unresolved customer dissatisfaction or complaints are promptly referred to supervisor.</p> <p>2.6 The opportunity to turn incidents of customer dissatisfaction is taken into a demonstration of high-quality service to customer according to store policy.</p> <p>2.7 Documentation regarding customer dissatisfaction or complaints is completed accurately and legibly.</p> <p>2.8 Follow-up action is taken as necessary to ensure customer satisfaction.</p>
3. Receive and process sales orders.	<p>3.1 Customer details and information are recorded accurately.</p> <p>3.2 Customers are promptly referred to appropriate area as required.</p> <p>3.3 Customers are provided with information in clear, concise manner.</p> <p>3.4 Sales orders are processed, recorded and acted upon according to store policy.</p> <p>3.5 Customer returns or refunds are processed according to store policy and procedures.</p>
4. Identify special customer requirements.	<p>4.1 Customers with special needs or requirements are promptly identified by observation and questioning.</p> <p>4.2 A willingness to assist is conveyed verbally and non-verbally.</p> <p>4.3 Customers' needs are promptly serviced, referred or redirected as required.</p>

Variable	Range
Communication techniques	<p>may include:</p> <ul style="list-style-type: none"> • face-to-face or telephone contact with customers • non-verbal communication • speaking clearly and concisely • using appropriate, open and inclusive language.
Customers	<p>may include:</p> <ul style="list-style-type: none"> • customers with routine or special requests • internal and external contacts • new or repeat contacts • people from a range of social, cultural and ethnic backgrounds • people with varying physical and mental abilities.

Store policy	<p>may relate to:</p> <ul style="list-style-type: none"> • cash handling • customer service • dealing with customer complaints • processing sales orders.
Customer needs	<p>may include:</p> <ul style="list-style-type: none"> • information regarding store facilities and services • location of specific items within the store • product information • returns or refunds.
Legislative requirements	<p>may include:</p> <ul style="list-style-type: none"> • liquor licensing regulations • lottery legislation • sale of second-hand goods • sale of X and R-rated products • tobacco laws • Trade Practices Act • trading hours • transport, storage and handling of goods.
Service	<p>may include:</p> <ul style="list-style-type: none"> • all store activities • internal and external customers • follow-up in event of delays in service provision.
Complaints	<p>may relate to:</p> <ul style="list-style-type: none"> • prices • products • service.
Follow-up action	<p>may require:</p> <ul style="list-style-type: none"> • communication with: <ul style="list-style-type: none"> ➢ customers ➢ staff ➢ supervisors and management ➢ suppliers • recommendations to supervisor regarding policy and procedure development or alteration.

Evidence Guide	
Critical aspects of Competence	<p>Must demonstrate knowledge and skills competence to:</p> <ul style="list-style-type: none"> • accesses, records and processes sales orders accurately and responsibly, according to store policy and procedures • identifies the nature of customer complaints, resolves complaints and provides service to customers according to store policies • collaboratively works within a team to meet customers' needs

	<ul style="list-style-type: none"> • applies store policy and procedures and industry codes of practice in regard to customer service • provides a quality service environment by treating customers and team members in a courteous and professional manner through all stages of the service and sales procedure • uses effective questioning, active listening and observation skills to identify special customer requirements.
Underpinning Knowledge and Attitudes	<p>Demonstrate knowledge of:</p> <ul style="list-style-type: none"> • add-on selling concepts • conflict-resolution strategies • functions and procedures for operating the store telephone system and other communication equipment, and the relevant numbers • greeting and farewelling techniques • location of store departments • merchandise and service range of store departments • non-verbal cues indicating customer behaviour • questioning and active listening techniques • relevant legislation and statutory requirements, including Work Health and Safety (WHS) • store policy and procedures in regard to: <ul style="list-style-type: none"> ➤ customer service ➤ dealing with customer complaints ➤ allocated duties and responsibilities ➤ customer returns and refunds ➤ lay-by, gift voucher and rain-check procedures • strategies for handling difficult or abusive customers
Underpinning Skills	<p>Demonstrate skills to:</p> <ul style="list-style-type: none"> • communication and interpersonal skills to: <ul style="list-style-type: none"> ➤ build rapport and understanding ➤ clarify and feed back information ➤ deal with difficult customers ➤ listen to customers' needs ➤ negotiate with and persuade customers to buy ➤ promote products and services ➤ respond to complaints effectively and politely • literacy and numeracy skills to: <ul style="list-style-type: none"> ➤ calculate costs and discounts ➤ document sales, stock and delivery information ➤ follow procedures for recording customer orders that are placed in person, by telephone or by electronic means ➤ handle legal tender ➤ take messages in person or by telephone ➤ write records of complaints ➤ weigh and measure goods

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

Occupational Standard: Animal Feed Processing Level II	
Unit Title	Operate a Liquid, Mash or Block Stockfeed Process
Unit Code	IND AFP2 04 0613
Unit Descriptor	This unit of competency covers the skills and knowledge required to set up, operate, adjust and shut down process equipment used to produce liquid, mash or block stockfeed.

Elements	Performance Criteria
1. Prepare the equipment and process for operation	<p>1.1. Materials are confirmed and available to meet operating requirements.</p> <p>1.2. Cleaning and maintenance requirements and status are identified and confirmed.</p> <p>1.3. Machine components and related attachments are fitted and adjusted to meet operating requirements.</p> <p>1.4. Processing/operating parameters are entered as required to meet safety and production requirements.</p> <p>1.5. Equipment performance is checked and adjusted as required.</p> <p>1.6. Pre-start checks are carried out as required by workplace requirements.</p>
2. Operate and monitor the liquid, mash or block feed process	<p>2.1. The process is started and operated according to workplace procedures and Occupational Health and Safety (OHS) requirements.</p> <p>2.2. Equipment is monitored to identify variation in operating conditions.</p> <p>2.3. Variation in equipment operation is identified and maintenance requirements are reported according to workplace reporting requirements.</p> <p>2.4. The process is monitored to confirm that specifications are met.</p> <p>2.5. Out-of-specification product/process outcomes are identified, rectified and/or reported to maintain the process within specification.</p> <p>2.6. The work area is maintained according to housekeeping standards.</p> <p>2.7. Work is conducted in accordance with workplace environmental guidelines.</p> <p>2.8. Workplace records are maintained according to workplace recording requirements.</p>

3. Shut down the process	<p>3.1. The appropriate shutdown procedure is identified.</p> <p>3.2. The process is shut down according to workplace procedures.</p> <p>3.3. Maintenance requirements are identified and reported according to workplace reporting requirements.</p>
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Variable	Range
Equipment	may include: <ul style="list-style-type: none"> • feed screws and related feed transfer equipment • steam conditioners • pumps and holding tanks • mixers, augers, blocks, dies and moulds • heating and cooling equipment • labelling machines
Workplace information	may include: <ul style="list-style-type: none"> • Standard Operating Procedures (SOPs) • specifications • production schedules and instructions • manufacturers' advice • standard forms and reports
Legislative requirements	includes: <ul style="list-style-type: none"> • the Food Safety Code, including labelling, weights and measures legislation • legislation covering food safety, environmental management, OHS, anti-discrimination and equal opportunity
Liquid feed	includes: <ul style="list-style-type: none"> • solutions and suspensions
Specifications	may include: <ul style="list-style-type: none"> • pH • recipe • volume • consistency • final bag, container or block size
Stockfeed mash production process	includes: <ul style="list-style-type: none"> • batching and blending of components, including any micronutrients and other additives • volumetric feeding • steam conditioning • quality checking • labelling, packing and despatch
Stockfeed liquid production process	includes: <ul style="list-style-type: none"> • batching and blending of components, including any micronutrients and other additives

	<ul style="list-style-type: none"> • volumetric feeding • quality checking • labelling • packing • despatching
Stockfeed block production process typically	<p>includes:</p> <ul style="list-style-type: none"> • batching and blending of components, including any micronutrients and other additives • volumetric feeding • steam conditioning • pouring of stockfeed into moulds • pressing • cooling • quality checking • labelling • packing • despatching

Evidence Guide	
Critical aspects of Competence	<p>Must demonstrate knowledge and skills competence to:</p> <ul style="list-style-type: none"> • identify and interpret production and customer requirements for mash, liquid or block stockfeed • operate and monitor production equipment to ensure consistency and quality of output • add and mix ingredients, micronutrients and additives as required • liaise with nutritionist and other professional and technical staff on composition requirements of stockfeed • follow all OHS, quality and contamination avoidance procedures.
Underpinning Knowledge and Attitudes	<p>Demonstrate knowledge of:</p> <ul style="list-style-type: none"> • purpose and basic principles of each part of the process, such as volumetric metering, mixing, steam conditioning, pouring, pressing, cooling, adding and mixing in micronutrient and other additives to achieve specified proportions, sequencing of production to minimise transference and cross-contamination, and traceability procedures • basic operating principles of equipment, such as main equipment components, status and purpose of guards, equipment operating capacities and applications, and the purpose and location of sensors and related feedback instrumentation • services required and action to take if services are not available

	<ul style="list-style-type: none"> • basic operating principles of process control, including the relationship between control panels and systems and the physical equipment • the flow of the stockfeed production process and the effect of outputs on downstream processes • quality characteristics and uses of finished stockfeed • effect of variation in inputs and/or services on process performance • operating requirements and parameters and corrective action required where operation is outside specified operating parameters • the effect on final product of variation in variables, such as: <ul style="list-style-type: none"> ➤ oil and fat content ➤ micronutrient and additive ➤ consistency and appearance of mash, liquid or block feed ➤ retention time and temperatures for steam conditioning, including consequences of temperatures that are too high and too low on chemical composition ➤ retention time and temperature for liquid addition • typical equipment faults and related causes, including signs and symptoms of faulty equipment and early warning signs of potential problems • methods used to monitor the mash, liquid or block feed process, such as inspecting, measuring and testing as required by the process • inspection or test points (control points) in the process and the related procedures and recording requirements • common causes of variation and corrective action required • contamination risks and related controls • OHS hazards and controls, including the limitations of protective clothing and equipment relevant to the work process • requirements of different shutdowns as appropriate to the process and workplace requirements, including emergency and routine shutdowns and procedures to follow in the event of a power outage • product/process changeover procedures and responsibilities associated with process monitoring and control • routine maintenance procedures • cleaning and sanitation procedures • isolation, lock out and tag out procedures and responsibilities
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	<ul style="list-style-type: none"> • procedures and responsibility for reporting production and performance information • environmental issues and controls relevant to the process, including waste/rework collection and handling procedures related to the process • sampling and testing where relevant
Underpinning Skills	<p>Demonstrate skills to:</p> <ul style="list-style-type: none"> • access workplace information to identify processing requirements • select, fit and use personal protective clothing and/or equipment • confirm supply of necessary feed, micronutrients and other additives, other required liquid ingredients and services • conduct pre-start checks, such as inspecting equipment condition to identify any signs of wear, selecting appropriate dies and/or roll settings where required, setting processing parameters, cancelling isolation or lockouts as required, confirming that equipment is clean and correctly configured for processing requirements, positioning sensors and controls correctly, ensuring any scheduled maintenance has been carried out, and confirming that all safety guards are in place and operational • start, operate, monitor and adjust process equipment to achieve required outcomes, such as monitoring control points and conducting inspections as required at each stage of the mash, liquid or block to confirm process remains within specification • monitor supply of feed and liquid to and from the mash, liquid or block production process • take corrective action in response to out-of-specification results • respond to and/or report equipment failure within level of responsibility • locate emergency stop functions on equipment • follow isolation and lock out/tag out procedures as required to take process and related equipment off-line in preparation for cleaning and/or maintenance within level of responsibility • demonstrate batch/product changeovers • complete workplace records as required • maintain work area to meet housekeeping standards • collect samples and conduct tests according to enterprise procedures • conduct routine maintenance according to enterprise procedures

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

Occupational Standard: Animal Feed Processing Level II	
Unit Title	Implement Grain Monitoring Measures
Unit Code	IND AFP2 05 0613
Unit Descriptor	This unit involves the skills and knowledge required to implement grain monitoring measures within grain storage facilities in accordance with workplace procedures, including installing and checking grain quality control equipment, and monitoring the quality of stored commodities in accordance with workplace requirements.

Elements	Performance Criteria
1 Install grain quality control equipment	<p>1.1 Procedures for maintaining the quality of stored grain are identified from work plans and considering climatic conditions, types of storage and general environment.</p> <p>1.2 Aeration equipment (where required) is installed to workplace and site requirements to maintain appropriate grain temperature and moisture content.</p> <p>1.3 Inspection/sampling equipment and procedures are confirmed and implemented in accordance with workplace procedures.</p> <p>1.4 Equipment is checked to ensure correct set-up and operation.</p> <p>1.5 Equipment is maintained in accordance with workplace requirements and manufacturer's instructions.</p> <p>1.6 Rectification of faults in equipment is undertaken in accordance with workplace procedures.</p>
2 Monitor the quality of stored commodities	<p>2.1 Stored commodities and associated facilities are inspected for signs of damage or potential for damage.</p> <p>2.2 Required repairs to facilities are reported to appropriate personnel for action.</p> <p>2.3 Monitoring for pest infestations and climatic contamination/damage to grain is regularly completed in accordance with workplace sampling/inspection procedures.</p> <p>2.4 Results of sampling/inspections are recorded and reported in accordance with workplace procedures.</p> <p>2.5 Follow-up action to protect grain quality is undertaken in accordance with workplace procedures.</p>

Variable	Range
Inspection/sampling processes	may include: <ul style="list-style-type: none"> • turning • visual inspection • hand sampling • grain sieves • robes and spears • trapping
Workplaces	may comprise: <ul style="list-style-type: none"> • large, medium or small worksites
Grain aeration	involves: <ul style="list-style-type: none"> • set-up, maintenance, operational control and dismantling of equipment
Customers	may be: <ul style="list-style-type: none"> • internal or external
Workplace environment	may include movement of: <ul style="list-style-type: none"> • equipment • goods • products • materials • vehicular traffic
Work	may be conducted: <ul style="list-style-type: none"> • in a range of work environments • by day or night
Problems identified in commodities and facilities	may include: <ul style="list-style-type: none"> • presence of water or water damage • presence and activity of pests • dead vertebrate pests in stored grain • damage or deterioration of storage facility • storm damage • inappropriate grain temperature and moisture levels
Types of storage and environment	may include: <ul style="list-style-type: none"> • permanent and/or temporary storage • fixed and/or portable commodity handling equipment • site buildings • haulage vehicles • rail loops • walkways and access points in buildings and facilities • site surroundings
Hazards in the work area	may include exposure to: <ul style="list-style-type: none"> • chemicals and pesticides • dangerous or hazardous substances • stationary and moving equipment, parts and materials • noise, light, energy sources • electrical equipment

	<ul style="list-style-type: none"> • humidity, air temperature, radiant heat • debris on floor and faulty equipment
Personal protective equipment	<p>may include:</p> <ul style="list-style-type: none"> • gloves • safety headwear and footwear • safety glasses • two-way radios • protective clothing • respirators and fume/dust masks • high visibility clothing
Requirements for work	<p>may include:</p> <ul style="list-style-type: none"> • site restrictions and procedures • licensing requirements • use of safety and personal protective equipment • communications/recording equipment • authorities and permits • emergency procedures
Communication in the work area	<p>may include:</p> <ul style="list-style-type: none"> • phone • fax • email/internet • Electronic Data Interchange (EDI) • RF systems • oral, aural or signed communications
Consultative processes	<p>may involve:</p> <ul style="list-style-type: none"> • workplace personnel • supervisors and managers • existing and potential customers/clients • manufacturers of pesticides • suppliers and contractors • union representatives • industrial relations and OHS specialists • maintenance, professional or technical staff
Depending on the type of organisation concerned and the local terminology used, workplace procedures	<p>may include:</p> <ul style="list-style-type: none"> • company procedures • workplace procedures • organisational procedures • established or standard procedures
Information/documents	<p>may include:</p> <ul style="list-style-type: none"> • operations manuals, job specifications and procedures • induction documentation • competency standards and training materials • manufacturers specifications and instructions • material safety data sheets

	<ul style="list-style-type: none"> workplace operating procedures and policies supplier and/or client instructions and international standards, criteria and certification requirements codes of practice including the National Standards for Manual Handling and the Industry Safety Code relevant regulations including the Code award, workplace bargaining agreement, other industrial arrangements OHS, quality assurance and emergency procedures
Applicable regulations and legislation	<p>may include:</p> <ul style="list-style-type: none"> relevant codes and regulations pertaining to grain storage legislation regarding the use of fumigants/poisons Ethiopian Dangerous Goods Code and regulations pertaining to the storage and handling of dangerous and hazardous goods relevant OHS legislation relevant environmental protection legislation relevant Ethiopian and international standards and certification requirements workplace relations regulations including equal opportunity, workers compensation regulations

Evidence Guide	
Critical aspects of Competence	<p>Must demonstrate knowledge and skills competence to:</p> <ul style="list-style-type: none"> Explain relevant legislation and workplace procedures
Underpinning Knowledge and Attitudes	<p>Demonstrate knowledge of:</p> <ul style="list-style-type: none"> Regulations relevant to the implementation of grain monitoring measures in grain storage facilities Relevant OHS and environmental protection procedures and guidelines Workplace procedures and policies for the implementation of grain monitoring measures Problems that may occur when implementing grain monitoring measures and appropriate action that can be taken to resolve the problems Equipment applications, capacities, configurations, safety hazards and control mechanisms Classification, emergency response, storage and safe handling procedures Procedures for environmental control and disposal activities Site layout and obstacles
Underpinning Skills	<p>Demonstrate skills to:</p> <ul style="list-style-type: none"> Communicate effectively with others when implementing grain monitoring measures

	<ul style="list-style-type: none"> • Read and interpret instructions, procedures, information and labels relevant to the implementation of grain monitoring measures • Interpret and follow operational instructions and prioritise work • Complete documentation related to the implementation of grain monitoring measures • Operate electronic communication equipment to required protocol • Work collaboratively with others when implementing grain monitoring measures • Adapt appropriately to cultural differences in the workplace, including modes of behaviour and interactions with others • Promptly report and/or rectify any identified problems, faults or malfunctions that may occur when implementing grain monitoring measures in accordance with regulatory requirements and workplace procedures • Implement contingency plans for unanticipated situations that may arise when implementing grain monitoring measures • Apply precautions and required action to minimise, control or eliminate hazards that may exist during the implementation of grain monitoring measures • Plan own work including predicting consequences and identifying improvements • Monitor work activities in terms of planned schedule • Modify activities depending on differing operational contingencies, risk situations and environments • Work systematically with required attention to detail without injury to self or others, or damage to goods or equipment • Operate and adapt to differences in equipment in accordance with standard operating procedures • Set up and maintain grain protection equipment • Identify, select and efficiently and effectively use equipment needed when implementing grain monitoring measures • Select and use required personal protective equipment conforming to industry and OHS standards
Resources Implication	Access is required to real or appropriately simulated situations, including work areas, materials and equipment, and to information on workplace practices and OHS practices.
Methods of Assessment	Competence may be assessed through: <ul style="list-style-type: none"> • Interview / Written Test • Observation / Demonstration with Oral Questioning
Context of Assessment	Competence may be assessed in the work place or in a simulated work place setting.

Occupational Standard: Animal Feed Processing Level II	
Unit Title	Clean and Sanitise Equipment
Unit Code	IND AFP2 06 0613
Unit Descriptor	This unit of competency covers cleaning, sanitation and related procedures for animal feed processing equipment.

Elements	Performance Criteria
1. Prepare for cleaning	<p>1.1. Cleaning/sanitizing agents and services are available and ready for use.</p> <p>1.2. Equipment is cleared of product and/or packaging consumables in preparation for cleaning.</p> <p>1.3. Equipment is rendered safe to clean.</p>
2. Clean and sanitise equipment to meet workplace requirements	<p>2.1. Equipment is cleaned and sanitized according to workplace procedure and requirements.</p> <p>2.2. Equipment is inspected effectively to confirm operating condition and cleanliness.</p> <p>2.3. Unacceptable equipment condition is identified and reported according to workplace procedures.</p> <p>2.4. Cleaning equipment and chemicals are stored according to workplace procedures.</p> <p>2.5. Waste from cleaning process is disposed of according to workplace procedures.</p> <p>2.6. Work is conducted in accordance with workplace environmental guidelines.</p> <p>2.7. Preparing /restoring equipments to operating order.</p>

Variable	Range
Cleaning and sanitising chemicals	<p>may be:</p> <ul style="list-style-type: none"> • pre-mixed or manually mixed
Services	<p>may include:</p> <ul style="list-style-type: none"> • power • water • steam • compressed and instrumentation air
Inspecting cleaning effectiveness	<p>involves:</p> <ul style="list-style-type: none"> • carrying out a visual inspection
Preparing/restoring equipment to operating order	<p>may involve:</p> <ul style="list-style-type: none"> • simple dismantling and reassembling of equipment parts • basic isolation • covering of motors and instrumentation

Workplace information	<p>may include:</p> <ul style="list-style-type: none"> • Standard Operating Procedures (SOPs) • specifications • production and cleaning schedules • labels and codes • safety signs and symbols • Materials Safety Data Sheets (MSDS) • standard forms and written or verbal instruction
Policies and procedures	<p>Work is carried out in accordance with company procedures, licensing requirements, legislative requirements, and industrial awards and agreements. When applied to the pharmaceutical industry, relevant Good Manufacturing Practice (GMP) codes apply and reference to food safety is replaced by GMP</p>

Evidence Guide	
Critical aspects of Competence	<p>Must demonstrate knowledge and skills competence to:</p> <ul style="list-style-type: none"> • prepare equipment for cleaning • prepare and use chemicals according to safe work requirements • clean and sanitise equipment to meet work standards • monitor cleaning and report or address any non-compliances • dispose of waste according to environmental guidelines • complete required documentation • apply safe work practices and identify OHS hazards and controls • apply food safety procedures.
Underpinning Knowledge and Attitudes	<p>Demonstrate knowledge of:</p> <ul style="list-style-type: none"> • the purpose of cleaning and sanitation and importance in maintaining food safety • functions of cleaners, sanitisers and related equipment • safe work procedures, including appropriate signage of cleaning activities, safe handling and storage of cleaners and sanitisers used, safety when using cleaning methods, such as hot water and steam hoses, and status and purpose of safety guards • purpose and limitations of protective clothing and equipment • cleaning and sanitation requirements relating to work responsibilities, including the need for different levels of cleaning where relevant • procedures for preparing cleaners and sanitizers as required • cleaning method/s to be followed relating to work responsibilities • other work areas/operators who need to be consulted/advised on timing of cleaning

	<ul style="list-style-type: none"> • methods used to render equipment safe to clean, including understanding the status and purpose of equipment guards, relevant lock out/tag out and isolation procedures and related equipment settings for both cleaning and operating as required • procedures for conducting cleaning and sanitising • types of waste generated by the cleaning process and related collection, treatment and disposal requirements • potential environmental impact of incorrect waste handling • inspection, cleaning and storage requirements of cleaning equipment used • inspection points and methods for confirming the effectiveness of cleaning and sanitation, including visual inspection, and where required, recording of cleaning conducted • inspection requirements to confirm equipment condition, including acceptable equipment condition, ability to identify faulty or unacceptable equipment and take required corrective action • recording requirements and responsibilities • routine maintenance procedures where relevant • sampling methods and test procedures where relevant
Underpinning Skills	<p>Demonstrate skills to:</p> <ul style="list-style-type: none"> • access workplace information, such as the cleaning schedule to identify cleaning requirements • select, fit and use personal protective clothing and/or equipment • confirm supply of necessary cleaning and sanitising equipment and services • select and prepare cleaners and sanitisers as required according to workplace procedures • prepare equipment for cleaning, such as rendering equipment safe to clean, clearing product and waste materials, covering motors and instrumentation where steam or water hoses are used, and simple dismantling of equipment parts • advise any affected work areas/operators of cleaning progress to coordinate timely completion with minimal disruption to production • clean and sanitise equipment as required according to workplace procedures and cleaning schedule • return equipment to operating order (this may involve basic assembly of equipment parts) • inspect equipment to identify equipment condition and cleanliness • locate emergency stop functions on equipment

	<ul style="list-style-type: none"> • report and/or correct unacceptable equipment condition • maintain housekeeping standards • prepare cleaners and sanitisers as required • store cleaners, sanitisers and related equipment as required • carry out relevant checks and inspections • maintain work area to meet housekeeping standards • conduct routine maintenance according to enterprise procedures • take samples and conduct tests according to enterprise procedures • record cleaning and sanitation information according to enterprise procedures • use oral communication skills/language competence to fulfil the job role as specified by the organisation, including questioning, active listening, asking for clarification and seeking advice from supervisor • work cooperatively within a culturally diverse workforce
Resources Implication	Access is required to real or appropriately simulated situations, including work areas, materials and equipment, and to information on workplace practices and OHS practices.
Methods of Assessment	Competence may be assessed through: <ul style="list-style-type: none"> • Interview / Written Test • Observation / Demonstration with Oral Questioning
Context of Assessment	Competence may be assessed in the work place or in a simulated work place setting.

Occupational Standard: Animal Feed Processing Level II	
Unit Title	Maintain Food Safety when Loading, Unloading and Transporting Food
Unit Code	IND AFP2 07 0613
Unit Descriptor	This unit of competency covers the skills and knowledge required to load and transport weather-sensitive ingredients and products.

Elements	Performance Criteria
1. Prepare to transport animal feeds	<p>1.1. Feed transporting vehicles and containers/receptacles are made appropriate for use.</p> <p>1.2. Feed transporting vehicles and containers/receptacles are prepared for use.</p> <p>1.3. Feed is loaded and secured as required to meet transportation and weather control requirements.</p> <p>1.4. Work is conducted in accordance with workplace environmental guidelines.</p>
2. Load, unload and transport animal feed safely	<p>2.1. Feed safety is maintained during transportation.</p> <p>2.2. Where feed safety control requirements are not met, the incident is promptly reported and corrective action is taken.</p> <p>2.3. Feed is unloaded as required according to transportation requirements.</p> <p>2.4. Feed safety information is recorded to meet workplace requirements.</p>

Variable	Range
Transport vehicles	are appropriate for the transportation of feed and capable of maintaining the required environment for the feed type transported
Feed safety controls	refer to the methods used to control feed safety hazards. Control methods, requirements and record keeping are specified in workplace feed safety procedures which typically form part of a workplace feed safety program
Workplace information	<p>may include:</p> <ul style="list-style-type: none"> • Standard Operating Procedures (SOPs) • feed safety program • product handling specifications • transport schedules and instructions • transport vehicle manufacturers' advice • standard forms and reports

Policies and procedures	Work is carried out according to company policies and procedures, licensing requirements, legislative requirements and industrial awards and agreements. When applied to the pharmaceutical industry, relevant Good Manufacturing Practice (GMP) codes apply and reference to food safety is replaced by GMP
Safe feed transport parameters	Depend on the type of feed transported. Industry guidelines and codes, such as Cold Chain guidelines should be used as a basis for setting these parameters where available
Confirming readiness for use of feed transport vehicle	can include: <ul style="list-style-type: none"> confirming that the vehicle is in good operating order and that containers/receptacles used to store feed meet the relevant cleaning and sanitation requirements bringing the food handling area and storage container/receptacle to within the required temperature range before loading/unloading and confirming that equipment required to maintain temperature is operational
Feed safety incidents	is a situation where the safe limits or parameters identified by the feed safety program are not met

Evidence Guide	
Critical aspects of Competence	Must demonstrate knowledge and skills competence to: <ul style="list-style-type: none"> ensure readiness of transport in accordance with product requirements identify risks associated with transporting food products identify and apply control measures for ensuring safety of food load and unload goods according to requirements identify and act on non-compliances complete workplace records as required apply safe work practices and identify OHS hazards and controls apply food safety procedures.
Underpinning Knowledge and Attitudes	Demonstrate knowledge of: <ul style="list-style-type: none"> food safety control points in the loading/unloading and transportation of food materials and product and related methods of control characteristics of food transported and related transport environment requirements micro-biological, physical and chemical hazards that can occur when loading, transporting and unloading food, appropriate to nature and method of food transported, including the types of hazards likely to occur, the conditions under which they occur, and possible consequences

	<ul style="list-style-type: none"> • methods and procedures used to control food safety hazards (this depends on the type of controls and equipment used), including the purpose and operation of equipment, procedures in place to maintain food safety and workplace records, such as temperature control charts and cleaning and sanitation records • procedures used to confirm that transportation and related food safety equipment is appropriate for use and operational, such as equipment capacity to maintain a given temperature environment appropriate to the food product • cleaning and sanitation requirements for food containers where relevant • where contamination by osmosis is a possibility, the potential for cross-contamination resulting from location in proximity to other food or non-food items that are transported
Underpinning Skills	<p>Demonstrate skills to:</p> <ul style="list-style-type: none"> • access workplace information to determine food handling and transport requirements • select, fit and use personal protective clothing and/or equipment • confirm that the vehicle and associated equipment are appropriate and ready for use, including confirming that vehicle type is capable of maintaining the required temperature range for product • prepare transport containers (this will vary depending on the type of food and transport method), such as checking cleaning records, and where required, confirming product compatibility to ascertain that appropriate level of cleaning has occurred • prepare the storage/holding environment as required, including confirming that temperature parameters for the loading and unloading areas are met • follow procedures to load/unload food to ensure that materials/product is loaded/unloaded in correct sequence and configuration and that food cannot become contaminated by being located in proximity to other food or non-food items that can cause contamination (osmosis) • monitor temperature parameters and related food safety control points before, during and after transporting food and record information in the required format • take appropriate corrective action in response to failure to meet temperature parameters or other food safety requirements as required by workplace procedures • clean and sanitise food containers according to enterprise procedures

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

Occupational Standard: Animal Feed Processing Level II	
Unit Title	Despatch Stock
Unit Code	IND AFP2 08 0613
Unit Descriptor	This unit involves the skills and knowledge required to despatch stock in accordance with workplace requirements including analysing orders to identify work requirements, following workplace order picking processes to prepare goods for despatch, and completing despatch tasks in accordance with workplace procedures and schedules.

Elements	Performance Criteria
1 Analyse order to identify work requirements	1.1 Order request and consignment note documentation is interpreted. 1.2 Required schedules for despatch are identified. 1.3 Product(s) in order are identified. 1.4 Workplace and product knowledge is used to plan sequence of work. 1.5 Appropriate materials handling equipment is selected within required OHS regulations and timeframe for the despatch.
2 Follow workplace order picking processes to prepare goods for despatch	2.1 Goods for despatch are selected, checking against product knowledge, labels and other identification systems. 2.2 Products are sorted, assembled and consolidated. 2.3 Orders are secured and placed in storage/despatch zones, in accordance with schedule. 2.4 Order is checked against despatch schedule and order form.
3 Complete despatch following workplace procedures and schedules	3.1 Workplace records are completed, and labels and appropriate documentation attached. 3.2 Load labels and documentation are checked and loading is organised in accordance with workplace procedures and Code (where applicable). 3.3 Final check of load labels and documentation is completed in accordance with requirements. 3.4 Transportation requirements are described to driver where appropriate.

Variable	Range
Goods to be despatched	may involve: <ul style="list-style-type: none"> special handling, location, storage and/or packaging requirements, including temperature controlled goods, dangerous goods or hazardous substances

Documentation	<p>may include:</p> <ul style="list-style-type: none"> • goods identification numbers and codes • manifests, picking slips, merchandise transfers, stock requisitions and bar codes • manufacturers specifications for equipment/tools • workplace procedures and policies • supplier and/or client instructions • dangerous goods declarations and material safety data sheets (where applicable) • codes of practice including the National Standards for Manual Handling and the Industry Safety Code • relevant legislation, regulations and related documentation including the Code • award, enterprise bargaining agreement, other industrial arrangements • standards and certification requirements • quality assurance procedures • emergency procedures
Work	<p>may be conducted:</p> <ul style="list-style-type: none"> • in a range of work environments • by day or night • limited or restricted spaces • exposed conditions • controlled or open environments • large, medium or small worksites
Problems that may occur when despatching an order	<p>include:</p> <ul style="list-style-type: none"> • wrong stock is despatched • wrong carton for order • incorrect location • damaged stock • no stock at location • incorrect quantity • failing to meet a special order requirement • failing to meet customers delivery requirements
Special order requirements	<p>may include:</p> <ul style="list-style-type: none"> • pricing • special packing • specific size of carton • special categories of stock
Hazards in the work area	<p>may include:</p> <ul style="list-style-type: none"> • chemicals • dangerous or hazardous substances • movements of equipment, goods and materials • oil or water on floor • a fire or explosion

	<ul style="list-style-type: none"> • damaged packaging or pallets • debris on floor • faulty racking • poorly stacked pallets • faulty equipment
Communication in the work area	<p>may include:</p> <ul style="list-style-type: none"> • phone • Electronic Data Interchange (EDI) • fax • email • internet • RF communications • barcode readers • oral, aural or signed communications
Workplace procedures	<p>may include:</p> <ul style="list-style-type: none"> • company procedures • enterprise procedures • organisational procedures • established procedures
Personal protective equipment	<p>may include:</p> <ul style="list-style-type: none"> • gloves • safety headwear and footwear • safety glasses • two-way radios • high visibility clothing
Consultative processes	<p>may involve:</p> <ul style="list-style-type: none"> • workplace personnel • supervisors and managers • customers/clients • drivers and agents • contractors and official representatives

Evidence Guide

Underpinning Knowledge and Attitudes	<p>Demonstrate knowledge of:</p> <ul style="list-style-type: none"> • Regulations relevant to despatch operations, including the Ethiopian Dangerous Goods Code and relevant bond, quarantine or other legislative requirements • Relevant OHS and environmental protection procedures and guidelines • Workplace procedures and policies for the organising of despatch operations • Focus of operation of work systems, equipment, management and site operating systems for despatching goods • Problems that may occur when despatching goods and appropriate action that can be taken to resolve the problems
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	<ul style="list-style-type: none"> • Documentation and record requirements for despatch operations • Equipment used during despatch operations and the precautions and procedures that should be followed in its use • Housekeeping standards procedures required in the workplace • Site layout and obstacles
Underpinning Skills	<p>Demonstrate skills to:</p> <ul style="list-style-type: none"> • Communicate effectively with others when organising despatch operations • Read and comprehend simple statements in English • Read and interpret instructions, procedures and labels relevant to the organising of despatch operations • Complete documentation related to the organising of despatch operations • Work collaboratively with others when organising despatch operations • Adapt appropriately to cultural differences in the workplace, including modes of behaviour and interactions with others • Promptly report and/or rectify any identified problems that may occur when organising despatch operations in accordance with regulatory requirements and workplace procedures • Apply precautions and required action to minimise, control or eliminate hazards that may exist during work activities • Monitor work activities in terms of planned schedule • Modify activities depending on differing operational contingencies, risk situations and environments • Work systematically with required attention to detail without injury to self or others, or damage to goods or equipment • Operate and adapt to differences in goods and equipment in accordance with standard operating procedures • Select and use relevant equipment and communications technology when organising despatch operations • Select and use required personal protective equipment conforming to industry and OHS standards • Estimate the size, shape and special requirements of goods and loads
Resources Implication	Access is required to real or appropriately simulated situations, including work areas, materials and equipment, and to information on workplace practices and OHS practices.
Methods of Assessment	<p>Competence may be assessed through:</p> <ul style="list-style-type: none"> • Interview / Written Test • Observation / Demonstration with Oral Questioning
Context of Assessment	Competence may be assessed in the work place or in a simulated work place setting.

Occupational Standard: Animal Feed Processing Level II	
Unit Title	Work Effectively in the Food Processing Industry
Unit Code	IND AFP2 09 0613
Unit Descriptor	This unit of competency covers the skills and knowledge required to work effectively in the food processing industry by applying an understanding of the structure of the industry, workplace policies and procedures, and conditions relevant to their employment.

Elements	Performance Criteria
1. Overview the food processing industry	<p>1.1. Sectors of the food processing industry are identified.</p> <p>1.2. Key personnel sector representatives and their roles are identified.</p> <p>1.3. Relevant legislation and guidelines common to employment in the sector are identified.</p> <p>1.4. Types of employment in the food industries are identified and key responsibilities described.</p>
2. Identify key production processes and supply chains	<p>2.1. Raw materials used in the workplace and their source are identified.</p> <p>2.2. Range of products produced in the workplace are identified.</p> <p>2.3. Workplace production processes are identified for converting materials into products.</p> <p>2.4. Supply chains for products are identified.</p>
3. Carry out work responsibilities according to policies and procedures	<p>3.1. Information on conditions of employment, company policies and procedures is identified.</p> <p>3.2. Policies and procedures are applied when carrying out work role.</p> <p>3.3. Rights, responsibilities and legal obligations are identified.</p> <p>3.4. Key personnel and their roles are identified.</p> <p>3.5. Employability skills required for working effectively are identified and applied.</p> <p>3.6. Consequences of not following workplace environmental and safety policies and practices are identified.</p>
4. Take responsibility for own skill development	<p>4.1. Skills required for work role are identified and own ability assessed to determine learning needs.</p> <p>4.2. Opportunities for skill development are identified and participated.</p> <p>4.3. Responsibility is taken for own work tasks and role.</p>

	<p>4.4. Own work is monitored against workplace standards and areas for improvement identified and acted upon.</p> <p>4.5. Problem solving strategies are used to address problems, inconsistencies or concerns when fulfilling work role.</p>
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Variable	Range
Key personnel	<p>may include but are not limited to:</p> <ul style="list-style-type: none"> • human resource personnel responsible for recruitment, training, pay and conditions issues • relevant site and operations managers • supervisors/team leaders • industrial/work area representatives
Supply chains	<p>refer to:</p> <ul style="list-style-type: none"> • concept of product flow from raw materials to production, distribution, marketing and sales • customers and suppliers
Conditions of employment	<p>typically include:</p> <ul style="list-style-type: none"> • pay and conditions • leave arrangements • reporting and timekeeping responsibilities • terms of employment, including permanent, casual and probationary periods • disciplinary procedures • staff facilities and amenities
Company Policies and procedures	<p>They include:</p> <ul style="list-style-type: none"> • codes of practice and general employment policies and procedures in areas, such as sexual harassment
Employability skills	<p>include:</p> <ul style="list-style-type: none"> • ability to work in teams • ability to solve problems • ability to communicate in the workplace • using initiative and enterprise • using technology • ability to plan and organise and manage self • ability to learn work-related skills and knowledge
Problem solving strategies	<p>include:</p> <ul style="list-style-type: none"> • asking questions • reporting or referring to appropriate personnel • asking for help or support • referring to standard operating procedures • consideration of options • accessing information

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

	<ul style="list-style-type: none"> • explain the flow of product from receipt to sale in own workplace • explain the nature and role of work instructions and Standard Operating Procedures (SOPs) • explain the principles of Equal Employment Opportunity (EEO) and policies to prevent sexual harassment • follow relevant workplace policies • identify and explain the relevance of Occupational Health and Safety (OHS) and regulatory requirements for food industry employees • identify and explain workplace employment conditions • identify relevant workplace requirements, policies and procedures and explain their implications for trainees • list the markets where the company's products are distributed • name the products produced in own workplace • outline enterprise ethical standards and requirements for interacting with other employees and staff • relate to others in an effective and non-discriminatory way showing mutual respect • apply environmental practices • use oral communication skills/language competence to fulfil the job role as specified by the organisation, including questioning, active listening, asking for clarification and seeking advice from supervisor • work cooperatively within a culturally diverse workforce
Resources Implication	Access is required to real or appropriately simulated situations, including work areas, materials and equipment, and to information on workplace practices and OHS practices.
Methods of Assessment	Competence may be assessed through: <ul style="list-style-type: none"> • Interview / Written Test • Observation / Demonstration with Oral Questioning
Context of Assessment	Competence may be assessed in the work place or in a simulated work place setting.

Occupational Standard: Animal Feed Processing Level II	
Unit Title	Pre-process Raw Materials
Unit Code	IND AFP2 10 0613
Unit Descriptor	This is a specialist unit that has been developed for the animal feed processing sector. It covers preparation and pre-processing treatment of raw materials.

Elements	Performance Criteria
1 Prepare pre processing equipment for operation	<p>1.1.Type and quality of materials for pre-processing are confirmed to meet production requirements.</p> <p>1.2.Materials are transferred and loaded into pre-processing equipment as required.</p> <p>1.3. Services are confirmed as available and ready for operation.</p> <p>1.4.Equipment is checked to confirm readiness for use.</p> <p>1.5.The process is set to meet production requirements.</p>
2 Operate and pre-processing	<p>2.1 The process is started up according to company procedures.</p> <p>2.2 Pre-processed materials are made to meet specification.</p> <p>2.3 Equipment is monitored to confirm operating condition Out-of-specification.</p> <p>2.4 Product, process and equipment performance are identified, rectified and/or reported.</p>
3 Shut down the preprocessing Equipment	<p>3.1 The process is shut down according to company procedures.</p> <p>3.2 Waste is collected, treated and disposed or recycled according to company procedures.</p>
4. Record information	<p>4.1 Workplace information is recorded in the appropriate format.</p>

Variable	Range
Pre-processing	<ul style="list-style-type: none"> • Include raw material collection, receiving, inspection and delivery. • Roasting and crushing • Confirming equipment status involves checking that hygiene and sanitation standards are met, all safety guards are in place and equipment is operational
Services	<ul style="list-style-type: none"> • includes all accessory inputs and utilities like: <ul style="list-style-type: none"> ➤ power, compressed and instrumentation air
Control points (monitoring functions)	<ul style="list-style-type: none"> • include manual or involve the use of a process control • food safety (critical), quality and regulatory control points as well as inspection points

	<ul style="list-style-type: none"> the use of production data such as performance control charts
Workplace information	<ul style="list-style-type: none"> include Standard Operating Procedures (SOPs), specifications and production

Evidence Guide	
Critical aspects of Competence	<p>must confirm appropriate knowledge and skills to:</p> <ul style="list-style-type: none"> purpose of pre-processing link to related processes stages and changes which occur during preprocessing quality characteristics of pre-processed materials effect of quality characteristics of raw materials on the process deliver raw materials to pre-processing equipment confirm equipment status and condition conduct batch/product changeover set up and start up pre-processing equipment monitor the process and equipment operation
Underpinning Knowledge and Attitudes	<p>Demonstrate knowledge of:</p> <ul style="list-style-type: none"> pre-processing equipment purpose and principles of operation purpose of pre-processing quality characteristics of pre-processed materials effect of quality characteristics of raw materials on the process methods used to calculate yield process specifications, procedures, operating parameters and required services significance and method of monitoring control points within the processes link to related processes stages and changes which occur during preprocessing OHS hazards and controls Follow company procedures like: <ul style="list-style-type: none"> cleaning and sanitation sampling and testing routine maintenance responsibility for reporting problems environmental issues and controls shut down and cleaning requirements associated with changeovers and types of shut downs waste handling and recording requirements

Underpinning Skills	<p>Demonstrate skills to:</p> <ul style="list-style-type: none"> • access workplace information to identify production requirements • select, fit and use personal protective clothing and/or equipment • confirm supply of materials match production schedule • confirm equipment status and condition • conduct batch/product changeover • set up and start up pre-processing equipment • monitor the process and equipment operation to identify out-of-specification results • take corrective action in response to out-of specification results or non-compliance– record and or report corrective action as required • monitor supply and flow of materials to and from the process • sort, collect, treat, recycle or dispose of waste • shut down equipment in response to an emergency situation • shut down equipment in response to routine shut down requirements • prepare equipment for cleaning • maintain work area to meet housekeeping standards • record workplace information • clean and sanitize of equipment • take samples and conduct tests • carry out routine maintenance
Resources Implication	Access is required to real or appropriately simulated situations, including work areas, materials and equipment, and to information on workplace practices and OHS practices.
Methods of Assessment	<p>Competence may be assessed through:</p> <ul style="list-style-type: none"> • Interview / Written Test • Observation / Demonstration with Oral Questioning
Context of Assessment	Competence may be assessed in the work place or in a simulated work place setting.

Occupational Standard: Animal Feed Processing Level II	
Unit Title	Operate a Mixing or Blending Process
Unit Code	IND AFP2 11 0613
Unit Descriptor	This unit of competency covers the skills and knowledge required to combine ingredients and additives in the correct quantities and sequence and to operate and shut down mixing and blending equipment to achieve the required mix characteristics.

Elements	Performance Criteria
1. Prepare the mixing or blending equipment and process for operation	<ul style="list-style-type: none"> 1.1. Materials are confirmed and available to meet production requirements. 1.2. Pre-mixes are prepared as required. 1.3. Cleaning and maintenance requirements and status are identified and confirmed. 1.4. Machine components and related attachments are fitted and adjusted to meet operating requirements. 1.5. Processing or operating parameters are entered as required to meet production requirements. 1.6. Mixing or blending equipment performance is checked and adjusted as per the operating requirements. 1.7. Pre-start checks are carried out as required by workplace requirements.
2. Operate and monitor the mixing or blending process	<ul style="list-style-type: none"> 2.1. Ingredients and additives are delivered to the mixer in the required quantities and sequence to meet recipe specifications. 2.2. The mixing or blending process is started and operated according to workplace procedures. 2.3. Equipment is monitored to identify variation in operating conditions. 2.4. Variation in equipment operation is identified and maintenance requirements are reported according to workplace reporting requirements. 2.5. The mixing process is monitored to confirm that specifications are met. 2.6. Out-of-specification product or process outcomes are identified, rectified and/or reported to maintain the process within specification.

	<p>2.7. Mix is transferred to required production or storage location.</p> <p>2.8. The work area is maintained according to housekeeping standards.</p> <p>2.9. Work is conducted in accordance with workplace environmental guidelines.</p> <p>2.10. Workplace records are maintained according to workplace recording requirements.</p>
3. Shut down the mixing or blending process	<p>3.1. The appropriate shutdown procedure is identified.</p> <p>3.2. The process is shut down according to workplace procedures.</p> <p>3.3. Maintenance requirements are identified and reported.</p>

Variable	Range
Mixing or blending equipment	<p>May include but not limited to:</p> <ul style="list-style-type: none"> • measuring and weighing equipment, such as scales, load cells • dosing equipment • mixers • pumps • in-line homogenisers • conveyors • bulk materials transfer and materials handling equipment • storage facilities • Common mixer types include: • ribbon and vertical screw mixers/conveyors
Processes	<p>May include but not limited to:</p> <ul style="list-style-type: none"> • extruding • stamping and cutting
Mixes	<p>Mixes typically includes:</p> <ul style="list-style-type: none"> • concentrated pre-mixes • pastes and cocktails • bulk mixes/blends <p>Materials may include:</p> <ul style="list-style-type: none"> • bulk and non-bulk ingredients and additives
Shutdown procedures	<p>May include but not limited to:</p> <ul style="list-style-type: none"> • cleaning (in some cases cleaning may be carried out by a dedicated cleaning crew)
Policies and procedures	<p>May include but not limited to:</p> <ul style="list-style-type: none"> • Work is carried out according to company policies and procedures, regulatory and licensing requirements, legislative requirements, and industrial awards and agreements

Legislative requirements	May include but not limited to: <ul style="list-style-type: none"> the Food Standards Code, including labelling, weights and measures legislation legislation covering food safety, environmental management, OHS, anti-discrimination and equal opportunity
Workplace information	May include but not limited to: <ul style="list-style-type: none"> Standard Operating Procedures (SOPs) specifications production schedules and instructions manufacturers' advice consignment notes verification procedures standard forms and reports
Ingredient addition	May include but not limited to: <ul style="list-style-type: none"> automatic materials transfer equipment dosing equipment and/or be manually loaded
Operation of equipment and processes	May include but not limited to: <ul style="list-style-type: none"> the use of process control panels and systems
Services	May include but not limited to: <ul style="list-style-type: none"> power, steam, fuel, vacuum compressed and instrumentation air

Evidence Guide	
Critical Aspects of Competence	Demonstrate skills and knowledge of: <ul style="list-style-type: none"> prepare premixes for mixing or blending conduct pre-start checks on machinery used for mixing or blending start, operate, monitor and adjust process equipment to achieve required quality outcomes take corrective action in response to typical faults and inconsistencies complete workplace records as required apply safe work practices and identify OHS hazards and controls safely shut down equipment Apply food safety procedures.
Underpinning Knowledge and Attitudes	Demonstrate knowledge of: <ul style="list-style-type: none"> purpose and basic principles of preparing mixes and blends, including the characteristics and basic function of ingredients and additives used, method and sequence of ingredient addition required to achieve required blend characteristics, and where relevant, the purpose of conditioning, maturation or holding stages required prior to further processing of the mix

	<ul style="list-style-type: none"> • specific gravity and bulk density as appropriate for ingredients used • basic operating principles of mixing/blending equipment, including main equipment components, status and purpose of guards, equipment operating capacities and applications, the purpose and location of sensors and related feedback instrumentation, and awareness of calibration schedules for scales and related weighing/measuring equipment • services required and action to take if services are not available • the flow of the mixing process and the effect of mix preparation on downstream processes • procedures for requisitioning, receiving and returning ingredients from stores • ingredient handling requirements and shelf-life or coding • quality characteristics required of ingredients and additives and their effect on mixing process performance, including methods used to condition or prepare ingredients prior to addition • methods used to monitor the blending or mixing process, including inspecting, measuring, and testing as required by the process • inspection or test points (control points) in the process and the related procedures and recording requirements, such as: <ul style="list-style-type: none"> ➤ flow rates ➤ ingredient/additive addition sequence ➤ times/temperatures and agitator speeds ➤ required characteristics of blend, such as viscosity, appearance and temperature • required attributes of the mixed or blended output, such as chemical, texture and flavour profiles as required • the effect of the mixing or blending parameters, such as temperature and length of mix time on mixing outcome • contamination and food safety risks associated with the process and related control measures, including product compatibility and cross contamination risks and associated cleaning requirements, as well as common allergens used in mixes prepared • operating requirements and parameters and corrective action required where operation is outside specified operating parameters • typical equipment faults and related causes, including signs and symptoms of faulty equipment and early warning signs of potential problems • common causes of variation and corrective action required • Occupational Health and Safety (OHS) hazards and controls
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	<ul style="list-style-type: none"> • requirements of different shutdowns as appropriate to the blending or mixing process and workplace production requirements, including emergency and routine shutdowns and procedures to follow in the event of a power outage • product or process changeover procedures and responsibilities • isolation, lock out and tag out procedures and responsibilities • procedures and responsibility for reporting production and performance information • environmental issues and controls relevant to the mixing or blending process, including waste or rework collection and handling procedures related to the process • basic operating principles of process control, where relevant, including the relationship between control panels and systems and the physical equipment • characteristics of solutions, suspensions and emulsions where relevant • sampling and testing associated with process monitoring and control where relevant • product labelling and storage requirements where relevant • routine maintenance procedures where relevant • cleaning and sanitation procedures where relevant
Underpinning Skills	<p>Demonstrate skills to:</p> <ul style="list-style-type: none"> • access workplace information to identify mixing/blending requirements • select, fit and use personal protective clothing and/or equipment • confirm supply of necessary materials and services • conduct pre-start checks, such as inspecting equipment condition to identify any signs of wear, selecting appropriate settings and/or related parameters, cancelling isolation or lockouts as required, confirming that equipment is clean and correctly configured for processing requirements, positioning sensors and controls correctly, ensuring any scheduled maintenance has been carried out, and confirming that all safety guards are in place and operational • add/load materials in correct quantities and sequence, such as monitoring automatic ingredient addition and/or manual addition • start, monitor and adjust mixing or blending process equipment to achieve required outcomes, including monitoring flow rates/quantity, time or temperature and mix/blending settings • monitor control points and conduct inspections as required to confirm process remains within specification

	<ul style="list-style-type: none"> • monitor supply and flow of ingredients and additives to and from the mixing or blending process • pace mixing/blending to meet production requirements • take corrective action in response to out-of-specification results • respond to and/or report equipment failure within level of responsibility • locate emergency stop functions on equipment • follow isolation and lock out or tag out procedures as required to take process and related equipment off-line in preparation for cleaning and/or maintenance within level of responsibility • complete workplace records as required • demonstrate batch or product changeovers • maintain work area to meet housekeeping standards • use process control systems according to enterprise procedures • collect samples and conduct tests according to enterprise procedures • label and store pre-mixes and/or mixes according to enterprise procedures • conduct routine maintenance according to enterprise procedures • clean and sanitise equipment according to enterprise procedures • use oral communication skills/language competence to fulfil the job role as specified by the organisation, including questioning, active listening, asking for clarification and seeking advice from supervisor • work cooperatively within a culturally diverse workforce
Resources Implication	Access is required to real or appropriately simulated situations, including work areas, materials and equipment, and to information on workplace practices and OHS practices.
Methods of Assessment	Competence may be assessed through: <ul style="list-style-type: none"> • Interview / Written Test • Observation / Demonstration with Oral Questioning
Context of Assessment	Competence may be assessed in the work place or in a simulated work place setting.

Occupational Standard: Animal Feed Processing Level II	
Unit Title	Understand Mill Operations and Technologies
Unit Code	IND AFP2 12 0613
Unit Descriptor	This unit of competency covers the overall knowledge of grain milling operations an employee requires to operate safely and effectively in a grain mill.

Elements	Performance Criteria
1. Locate grain mill departments, walkways, storage and assembly areas	<p>1.1. Raw materials receivable and storage areas are located as per company procedures.</p> <p>1.2. Control rooms and other main operator stations are located as per operational requirements.</p> <p>1.3. Grain cleaning, conditioning, breaking, scalping and grading, scratching and sizing, grinding, purification, mixing and blending, extrusion, pressing, drying and cooling, quality checking, packaging areas are located as per company procedures.</p> <p>1.4. Additive storage is located as per company procedures.</p> <p>1.5. Support services, including maintenance, administration, laboratory and quality assurance, and information technology departments are located as per company procedures.</p> <p>1.6. Finished products storage and dispatch areas are located as per company procedures.</p> <p>1.7 Grain mill departments, walkways and emergency assembly areas are located as per company procedures.</p>
2. Describe flow of product through mill and purpose of each stage in the production process	<p>2.1. Main raw materials and sources are described.</p> <p>2.2. Grain receivable processes, including weighing, volume and quality checks are described as per company procedures.</p> <p>2.3. Grain milling processes are described.</p> <p>2.4. Batching and mixing processes, including recipe, micronutrients and additives are described.</p> <p>2.5. Post-mixing processes, including extrusion, pressing, drying and cooling processes are described.</p> <p>2.6. Labeling and packing operations are described.</p>
3. Describe range of grains, their purpose and target species	<p>3.1. Differences in grains are identified.</p> <p>3.2. Target user groups for grain mill products are identified.</p> <p>3.3. Benefits of different types of grains are described to producers.</p>

4. Describe main risks to grain milling operations	<p>4.1. Importance of dust control and dust control procedures is explained.</p> <p>4.2. Additives requiring special safety and handling procedures are identified.</p> <p>4.3. Typical pests are described and pest control procedures are explained.</p> <p>4.4. Main risks to quality, including contamination, incorrect recipe adherence, incorrect sequencing and product transference, incorrect labeling and packaging are described.</p> <p>4.5. Environmental procedures for mill operations are identified.</p>
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Variables	Range
Grain mill departments	<p>May include but not limited to:</p> <ul style="list-style-type: none"> • road and rail grain receivable, including weighbridges, general inwards goods receivable • bulk and packaged raw materials storage • grain cleaning, conditioning, breaking, scalping and grading, scratching and sizing, grinding, purification, mixing and blending, extrusion, pressing, drying and cooling, quality checking, packaging areas • maintenance • administration • laboratory and quality assurance • information technology • bulk and packaged finished products storage • road and rail despatch
Grain milling processes	<p>May include but not limited to:</p> <ul style="list-style-type: none"> • grain cleaning • grain conditioning • breaking • scalping and grading • scratching and sizing • grinding • purification • mixing and blending • extrusion • pressing, drying and cooling • quality checking • packaging
Target user groups	<p>May include but not limited to:</p> <ul style="list-style-type: none"> • human (of different age, religion, culture)

	<ul style="list-style-type: none"> • animals (cattle, poultry, horses, pigs, sheep, aquaculture)
Grain mill products	<p>May include but not limited to:</p> <ul style="list-style-type: none"> • flours of different types • flour products and • by products
Typical pests	<p>Typical pests include:</p> <ul style="list-style-type: none"> • rodents • birds • insects

Evidence Guide	
Critical aspects of competence	<p>A candidate must demonstrate the ability to:</p> <ul style="list-style-type: none"> • identify and locate departments, major walkways and assembly areas in the grain mill • describe the major steps in the grain production process • Describe grain products and purposes, including, flours of different types, flour products and by products, basic role of additives, typical target user groups. • Identify major risk factors including dust, pests, contamination and incorrect adherence to recipes.
Underpinning Knowledge	<p>Demonstrate Knowledge of:</p> <ul style="list-style-type: none"> • purpose and basic principles of each part of the grain production process, such as grain cleaning, grain conditioning, breaking, scalping and grading, scratching and sizing, grinding, purification, mixing and blending, extrusion • pressing, drying and cooling, quality checking, packaging and other additives, sequencing of production to minimize transference and cross-contamination, and traceability procedures • range of raw materials and typical sourcing • grain product range and target user groups • basic operating principles of equipment and main equipment components • basic operating principles of process control, including the relationship between control rooms and panels and the physical equipment • the flow of the grain production process • quality characteristics and uses of finished grain • operating requirements and parameters and corrective action required where operation is outside specified operating parameters • methods used to monitor the grain process, such as inspecting, measuring and testing as required by the process

	<ul style="list-style-type: none"> • contamination risks and related controls • OHS hazards and controls, including dust, contamination and materials requiring special handling procedures and emergency assembly areas
Underpinning Skills	<p>Demonstrate skills to:</p> <ul style="list-style-type: none"> • access workplace information to identify processing requirements • read diagrams and sketches • use oral communication skills/language competence to fulfil the job role as specified by the organisation, including questioning, active listening, asking for clarification and seeking advice from supervisor • work cooperatively within a culturally diverse workforce
Resources Implication	Access is required to real or appropriately simulated situations, including work areas, materials and equipment, and to information on workplace practices and OHS practices.
Methods of Assessment	<p>Competence may be assessed through:</p> <ul style="list-style-type: none"> • Interview / Written Test • Observation / Demonstration with Oral Questioning
Context of Assessment	Competence may be assessed in the work place or in a simulated work place setting.

Occupational Standard: Animal Feed Processing Level II	
Unit Title	Operate a Packaging Process
Unit Code	IND AFP2 13 0613
Unit Descriptor	This unit of competency covers the skills and knowledge required to set up, operate, adjust and shut down a packaging process or sub-system.

Elements	Performance Criteria
1. Prepare the equipment and process for operation	<p>1.1. Packaging components/consumables, materials and items to be packaged are confirmed and available to meet operating requirements.</p> <p>1.2. Cleaning and maintenance requirements and status are identified and confirmed.</p> <p>1.3. Machine components and related attachments are fitted and adjusted to meet operating requirements.</p> <p>1.4. Operating parameters are entered as required to meet safety and production requirements.</p> <p>1.5. Materials, product and packaging components or consumables are loaded or positioned as required to meet packaging requirements.</p> <p>1.6. Equipment performance is checked and adjusted as per the operating requirements.</p> <p>1.7. Pre-start checks are carried out as required by workplace requirements.</p>
2. Operate and monitor the process	<p>2.1. The process is started and operated according to workplace policies and procedures.</p> <p>2.2. Equipment is monitored to identify variation in operating conditions.</p> <p>2.3. Variation in equipment operation is identified and maintenance requirements are reported according to workplace reporting requirements.</p> <p>2.4. The process is monitored to confirm that specifications are met.</p> <p>2.5. Out-of-specification process outcomes are identified, rectified and/or reported to maintain the process within specification.</p> <p>2.6. The work area is maintained according to housekeeping standards.</p> <p>2.7. Work is conducted in accordance with workplace environmental guidelines.</p> <p>2.8. Workplace records are maintained according to workplace recording requirements.</p>

3. Shut down the process	<p>3.1. The appropriate shutdown procedure is identified.</p> <p>3.2. The process is shut down according to workplace procedures.</p> <p>3.3. Maintenance requirements are identified and reported according to workplace reporting requirements.</p>
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Variable	Range
Packaging	May include but not limited to: <ul style="list-style-type: none"> • vacuum packing • Modified Atmosphere Packaging (MAP) • blister packaging or over wrapping
Typical equipment	May include but not limited to: <ul style="list-style-type: none"> • conveyor systems • filling • sealing • wrapping • thermo-form equipment • case packers • bundlers • ink jet coders • labellers • palletisers • shrink wrappers • strappers
Policies and procedures	May include but not limited to: <ul style="list-style-type: none"> • Work is carried out according to company policies and procedures, regulatory and licensing requirements, legislative requirements, and industrial awards and agreements
Shutdown procedures	May include but not limited to: <ul style="list-style-type: none"> • cleaning (in some cases cleaning may be carried out by a dedicated cleaning crew)
Legislative requirements	May include but not limited to: <ul style="list-style-type: none"> • the Food Standards Code, including labelling, weights and measures legislation • legislation covering food safety, environmental management, OHS, anti-discrimination and equal opportunity
Workplace information	May include but not limited to: <ul style="list-style-type: none"> • Standard Operating Procedures (SOPs) • specifications • production schedules and instructions • manufacturers' advice • standard forms and reports

Operation of equipment and processes	<p>May include but not limited to:</p> <ul style="list-style-type: none"> the use of process control panels and systems
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Evidence Guide	
Critical Aspects of Competence	<p>Demonstrate skills and knowledge of:</p> <ul style="list-style-type: none"> conduct pre-start checks on machinery used for packing start, operate, monitor and adjust process equipment to achieve required quality outcomes take corrective action in response to typical faults and inconsistencies complete workplace records as required apply safe work practices and identify OHS hazards and controls safely shut down equipment Apply food safety procedures.
Underpinning Knowledge and Attitudes	<p>Demonstrate knowledge of:</p> <ul style="list-style-type: none"> purpose and basic principles of the packaging process, including the purpose and characteristics required of packaging materials used and the principles of the packaging process used (where methods involve vacuum or map packaging, it includes an understanding of the effect of modified atmosphere on product shelf-life) product and packaging coding requirements and related legal requirements, including product weight basic operating principles of equipment, such as main equipment components, status and purpose of guards, equipment operating capacities and applications, and the purpose and location of sensors and related feedback instrumentation services required and action to take if services are not available the flow of processes supplying the packaging process and the effect of outputs on downstream processes quality characteristics required of the packaging process, such as seal integrity requirements effect of variation in inputs, such as packaging components/consumables, materials and/or services, on process performance operating requirements and parameters and corrective action required where operation is outside specified operating parameters, including restart procedures following a crash or jam up typical equipment faults and related causes, including signs and symptoms of faulty equipment and early warning signs of potential problems

	<ul style="list-style-type: none"> • methods used to monitor the packaging process, such as visual inspecting, and measuring and testing as required by the process • inspection or test points (control points) in the process and the related procedures and recording requirements • contamination/food safety risks related to stages in the packaging process and related control measures • common causes of variation and corrective action required • Occupational Health and Safety (OHS) hazards and controls • requirements of different shutdowns as appropriate to the packaging process, including emergency and routine shutdowns and procedures to follow in the event of a power outage, and conducting basic equipment referencing where required • product/packaging changeover procedures and responsibilities • isolation, lock out and tag out procedures and responsibilities • procedures and responsibility for reporting production and performance information • environmental issues and controls relevant to the process, including waste/rework collection and handling procedures related to the process • basic operating principles of process control, where relevant, including the relationship between control panels and systems and the physical equipment • routine maintenance procedures where relevant • packaging integrity testing where relevant • cleaning and sanitation procedures where relevant
Underpinning Skills	<p>Demonstrate skills to:</p> <ul style="list-style-type: none"> • access workplace information to identify packaging requirements • select, fit and use personal protective clothing and/or equipment • confirm supply of necessary packaging components/consumables, materials and services • conduct pre-start checks, such as inspecting equipment condition to identify any signs of wear, setting coders and printers, selecting appropriate equipment settings and/or related parameters, cancelling isolation or lockouts as required, confirming that equipment is clean and correctly configured for packaging requirements, positioning sensors and controls correctly, ensuring any scheduled maintenance has been completed, and confirming that all safety guards are in place and operational

	<ul style="list-style-type: none"> • start, operate, monitor and adjust packaging equipment to achieve required outcomes., such as packaging components/consumables and/or product, and monitoring control points (e.g. weights, codes, placement, glue temperatures, alignment and appearance, configuration and seal integrity) as required to confirm process remains within specification • monitor supply and flow of materials to and from the process • take corrective action in response to out-of-specification results • respond to and/or report equipment failure within level of responsibility • locate emergency stop functions on equipment • follow isolation and lock out/tag out procedures as required to take packaging equipment off-line in preparation for cleaning and/or maintenance within level of responsibility • demonstrate batch/process changeovers • complete workplace records as required • maintain work area to meet housekeeping standards • use process control systems according to enterprise procedures • integrity testing of packaging according to enterprise procedures • carry out routine maintenance according to enterprise procedures • clean and sanitise equipment according to enterprise procedures • use oral communication skills/language competence to fulfil the job role as specified by the organisation, including questioning, active listening, asking for clarification and seeking advice from supervisor • work cooperatively within a culturally diverse workforce
Resources Implication	Access is required to real or appropriately simulated situations, including work areas, materials and equipment, and to information on workplace practices and OHS practices.
Methods of Assessment	Competence may be assessed through: <ul style="list-style-type: none"> • Interview / Written Test • Observation / Demonstration with Oral Questioning
Context of Assessment	Competency may be assessed in the work place or in a simulated work place setting.

Occupational Standard: Animal Feed Processing Level II	
Unit Title	Conduct Routine Maintenance
Unit Code	IND AFP2 14 0613
Unit Descriptor	This unit of competency covers the skills and knowledge required to inspect equipment and carry out routine maintenance and/or adjustment using a limited range of hand tools.

Elements	Performance Criteria
1. Conduct routine inspection of plant and equipment	1.1. Equipment is inspected to identify signs of wear. 1.2. Nature of maintenance requirement is assessed.
2. Prepare to conduct routine maintenance	2.1. Maintenance task is assessed to determine tools and services required. 2.2. Equipment is prepared for maintenance. 2.3. Hand tools are selected according to task requirements. 2.4. Tools are checked before use and unsafe and/or faulty items are reported within standard procedures. 2.5. Maintenance is planned and scheduled in consultation with affected work areas to minimize disruption to production.
3. Carry out routine maintenance	3.1. Routine maintenance on equipment is carried out according to workplace procedures. 3.2. Maintenance activities are reported according to workplace reporting requirements.
4. Complete maintenance tasks	4.1. Equipment is returned to operating order. 4.2. Tools and materials are stored according to workplace procedures. 4.3. Relevant personnel are notified of maintenance completion. 4.4. Housekeeping standards are maintained. 4.5. Work is conducted in accordance with workplace environmental guidelines.

Variable	Range
Routine maintenance	May include but not limited to: <ul style="list-style-type: none"> Routine maintenance is carried out according to company policies and procedures, licensing requirements, legislative requirements and industrial awards and agreements

Tools and materials	<p>May include but not limited to:</p> <ul style="list-style-type: none"> • a limited range of hand tools, such as spanners and screwdrivers, grease guns, Allen keys and measuring and alignment equipment • Materials may include: • lubricants and consumables for video inkjet printers
Workplace information	<p>May include but not limited to:</p> <ul style="list-style-type: none"> • Standard Operating Procedures (SOPs) • specifications • production log books • routine maintenance schedules • manufacturers' advice • condition monitoring information
Typical routine maintenance tasks	<p>May include but not limited to:</p> <ul style="list-style-type: none"> • replacement of consumable components, such as O-rings, hoses, filters and other 'bolt-on/bolt-off' equipment parts • lubrication of equipment and maintenance of fluid levels • simple adjustment, alignment or attachment of equipment components, parts, guides and sensors • clearing blocked nozzles, such as glue nozzles • positioning/attaching equipment components • carrying out basic maintenance on video inkjet machines
Inspections of equipment	<p>May include but not limited to:</p> <ul style="list-style-type: none"> • informally or as part of a structured program associated with proactive maintenance

Evidence Guide	
Critical Aspects of Competence	<p>Demonstrate skills and knowledge of:</p> <ul style="list-style-type: none"> • identify routine maintenance tasks for machine or equipment • monitor operation and identify need for maintenance tasks • schedule maintenance tasks and communicate requirements with affected personnel • select and use appropriate hand tools to undertake routine maintenance • assess readiness for returning machine or equipment to operation or referring for further attention • complete maintenance documentation • apply safe work practices and identify OHS hazards and controls
Underpinning Knowledge and Attitudes	<p>Demonstrate knowledge of:</p> <ul style="list-style-type: none"> • system in place to manage maintenance of plant and equipment in the workplace, including programs, such as responsive, preventative and proactive maintenance as appropriate

	<ul style="list-style-type: none"> • responsibilities for participating in the maintenance program, including scope of operator responsibilities, roles of others involved in plant and equipment maintenance and procedures for raising maintenance orders where requirements are outside operator role • basic operating principles of equipment to be maintained • signs and symptoms of faulty equipment and early warning signs of potential problems • basic checks used to confirm the nature of maintenance requirements, including distinguishing between mechanical and electrical faults and identifying probable causes or conditions that may increase maintenance requirements of equipment used • procedures for issuing, maintaining and storing tools used • safe use of hand tools and measuring instrumentation relevant to maintenance responsibilities • lubrication requirements, including requirements to use food grade lubricants as required and consequences of using incorrect type or amount of lubricants • safe work procedures, including appropriate signage of maintenance activities as required, use of appropriate personal protective clothing and equipment, and awareness of safety hazards and controls relating to maintenance tasks • methods used to render equipment safe to work on or clean including lock out/tag out and isolation procedures (in some cases this may involve liaising with other maintenance operators) • procedures and inspections to be carried out to confirm that equipment is in operating order and all parts are accounted for food safety risks arising from poor personal hygiene, cleaning and housekeeping practices and procedures associated with routine maintenance • maintenance planning, scheduling and recording procedures
Underpinning Skills	<p>Demonstrate skills to:</p> <ul style="list-style-type: none"> • access workplace information such as the equipment history, faults or difficulties • select, fit and use personal protective clothing and/or equipment • inspect equipment for signs of wear, such as visual inspections to detect leaks, listening for unusual noises and/or vibrations • describe maintenance requirements, including the ability to assess the urgency of the maintenance issue, recognise common types of maintenance requirements and run basic checks according to workplace procedures to confirm the need for and type of maintenance support required

	<ul style="list-style-type: none"> • take action to address maintenance requirements, such as carrying out routine maintenance within level of skill and responsibility and/or reporting outstanding maintenance to appropriate personnel using the required forms or request system • plan and schedule maintenance within level of responsibility, such as consulting affected personnel and/or work areas on timing and notifying of maintenance progress • prepare equipment and work area for routine maintenance, including cleaning equipment prior to carrying out maintenance and confirming that equipment is safe to work on, and simple isolation or tag out of equipment as required by workplace procedure • select and use hand tools as required to carry out maintenance task • select relevant parts and materials as required to carry out maintenance task • carry out routine maintenance tasks according to workplace procedures • on completion of maintenance tasks, return equipment to operational order, including confirming that all equipment parts, nuts and bolts are accounted for and correctly tightened, and where required, cleaning and sanitising equipment • store tools in designated location, including basic tool maintenance, such as oiling • complete records of maintenance as required • maintain work area to meet housekeeping standards • use oral communication skills/language competence to fulfil the job role as specified by the organisation, including questioning, active listening, asking for clarification and seeking advice from supervisor • work cooperatively within a culturally diverse workforce
Resources Implication	Access is required to real or appropriately simulated situations, including work areas, materials and equipment, and to information on workplace practices and OHS practices.
Methods of Assessment	Competence may be assessed through: <ul style="list-style-type: none"> • Interview / Written Test • Observation / Demonstration with Oral Questioning
Context of Assessment	Competency may be assessed in the work place or in a simulated work place setting.

Occupational Standard: Animal Feed Processing Level II	
Unit Title	Work With Temperature Controlled Stock
Unit Code	<u>IND AFP2 15 0613</u>
Unit Descriptor	This unit of competency covers the skills and knowledge required to store and retrieve temperature controlled stock from appropriate storage facilities.

Elements	Performance Criteria
1. Store stock to meet temperature control requirements	1.1. Goods requiring temperature control are identified as per operational requirements. 1.2. Goods are located in correct storage areas to meet storage temperature, stores handling and stock rotation requirements. 1.3. Stores information is recorded according to workplace requirements.
2. Monitor and maintain temperature of stock within specifications	2.1. Stock temperature is monitored to confirm temperature is within specified limits. 2.2. Temperature controlled storage facilities are monitored to confirm temperature is within storage zone limits. 2.3. Residence time in temperature controlled stores is monitored to meet stock control requirements. 2.4. Out-of-specification storage temperatures are identified and corrective action is taken.
3. Transfer temperature controlled stock	3.1. Goods are handled and transferred to maintain temperature control and meet stock rotation requirements. 3.2. Stores transfer information is recorded according to workplace reporting requirements. 3.3. Work is conducted in accordance with workplace environmental guidelines.

Variable	Range
Temperature controlled storage facilities	May include but not limited to: <ul style="list-style-type: none"> any controlled temperature environment
Policies and procedures	May include but not limited to: <ul style="list-style-type: none"> Work is carried out according to company policies and procedures, regulatory and licensing requirements, legislative requirements, and industrial awards and agreements

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Legislative requirements	<p>May include but not limited to:</p> <ul style="list-style-type: none"> the Food Standards Code, including labelling, weights and measures legislation legislation covering food safety, environmental management, OHS, anti-discrimination and equal opportunity
Workplace information	<p>May include but not limited to:</p> <ul style="list-style-type: none"> Standard Operating Procedures (SOPs) specifications production schedules and instructions manufacturers' advice standard forms and reports
Temperature controlled stock	<p>May include but not limited to:</p> <ul style="list-style-type: none"> stock to be stored at a constant temperature and at different temperatures for given durations

Evidence Guide	
Critical Aspects of Competence	<p>Demonstrate skills and knowledge of:</p> <ul style="list-style-type: none"> identify storage requirements of temperature controlled stock monitor temperature of storage area and stock to ensure standards are maintained handle and transfer stock to maintain required conditions identify and act on non-conformances complete workplace documentation Apply food safety procedures.
Underpinning Knowledge and Attitudes	<p>Demonstrate knowledge of:</p> <ul style="list-style-type: none"> Occupational Health and Safety (OHS) hazards and controls, including the purpose and limitations of protective clothing and equipment temperature controlled storage facilities and capacities available in the work area, such as temperature zones within a single store and concepts (e.g. the Cold Chain compliance) as relevant to work requirements temperature control requirements of stock handled in the work area, including acceptable temperature ranges and consequences of failing to meet these ranges, and where required requirements for gradual temperature change stock handling procedures for receiving and locating stock within a store, including stock rotation and procedures for identifying, segregating, and disposing of damaged or potentially unsafe stock stock handling procedures for transferring temperature controlled stock from a temperature controlled environment, including maximum duration stock can be held outside a controlled environment food safety and quality consequences of stock temperature control requirements not being met

	<ul style="list-style-type: none"> • monitoring procedures and instrumentation, including use of thermometers or other temperature measuring instrumentation • notification, recording and reporting requirements • operating procedures for goods handling equipment as required • housekeeping requirements for work area • recording requirements and procedures
Underpinning Skills	<p>Demonstrate skills to:</p> <ul style="list-style-type: none"> • access workplace information to determine product handling and storage requirements • identify storage requirements including temperature limits, minimum duration at given temperatures, and segregation and co-storage requirements • identify temperature controlled storage facilities and temperature zones available • select, fit and use personal protective clothing and/or equipment • use materials handling equipment in a temperature controlled environment as required to undertake work functions • follow procedures to measure temperature of product, such as use of instrumentation as required to take core and surface temperatures • read instrumentation, such as temperature gauges, to monitor stores and zone temperatures • identify and report out-of-specification temperatures in product and storage facilities • take corrective action in response to out-of-specification temperatures including implementation of procedures to segregate damaged or potentially unsafe product • complete records of stock receipt and transfer as required • maintain work area to meet housekeeping standards • use oral communication skills/language competence to fulfil the job role as specified by the organisation, including questioning, active listening, asking for clarification and seeking advice from supervisor • work cooperatively within a culturally diverse workforce
Resources Implication	Access is required to real or appropriately simulated situations, including work areas, materials and equipment, and to information on workplace practices and OHS practices.
Methods of Assessment	<p>Competence may be assessed through:</p> <ul style="list-style-type: none"> • Interview / Written Test • Observation / Demonstration with Oral Questioning
Context of Assessment	Competency may be assessed in the work place or in a simulated work place setting.

Occupational Standard: Animal Feed Processing Level II	
Unit Title	Prepare Grain Storages
Unit Code	<u>ND AFP2 16 0613</u>
Unit Descriptor	This unit covers the process of safely preparing storages, surrounding areas and equipment in readiness for receiving grain at an acceptable level of hygiene, and defines the standard required to: prepare the storage area for access by grain carriers; comply with Occupational Health and Safety (OHS) requirements for working in confined spaces; prepare grain storages by removing all residues and checking structures; erect simple temporary bulk material storages; prepare and test grain handling machinery and perform routine safety, servicing and maintenance procedures on tools, equipment and machinery.

Elements	Performance Criteria
1. Prepare to work in bulk material storage area	<p>1.1. Work to be undertaken is interpreted from work program where necessary, and confirmed with supervisor.</p> <p>1.2. OHS hazards are identified, risk assessed and suitable controls implemented.</p> <p>1.3. Suitable personal protective equipment is selected, used and maintained.</p> <p>1.4. Tools and equipment suitable for the work to be undertaken are selected, checked and maintained, if necessary.</p> <p>1.5. Environmental implications of undertaking work in the bulk material storage area are identified, likely outcomes assessed and, if necessary, responsible action taken.</p>
2. Prepare storage area	<p>2.1. Storage site is cleaned of weeds, dust and spillage to organization requirements.</p> <p>2.2. Refuse is disposed of according to regulatory requirements.</p> <p>2.3. Site is maintained in a clean and tidy condition according to organizational requirements.</p> <p>2.4. Storage site is prepared to meet OHS standards.</p>
3. Prepare storages	<p>3.1. Bulk material storages are prepared according to OHS standards.</p> <p>3.2. Bulk material storages are cleaned of all residues according to organization requirements.</p> <p>3.3. Bulk material storages are checked for structural safety, damage or deterioration, and repaired or reported as required according to organization requirements.</p>

	3.4. Temporary storages are prepared and erected to meet the needs of the organization according to OHS standards.
4. Prepare bulk material handling machinery	<p>4.1. Bulk material handling machinery is cleaned free of contamination and residues according to organization requirements.</p> <p>4.2. Bulk material handling equipment is adjusted and set according to organization requirements.</p> <p>4.3. Bulk material handling equipment is prepared ready for use according to manufacturer's instructions and OHS standards.</p>
5. Complete maintenance operation	<p>5.1. Workplace information is recorded clearly and accurately in the format and at the time required by the organization.</p> <p>5.2. Waste is collected and disposed of or recycled to minimize damage to the external environment as per regulatory requirements.</p> <p>5.3. Tools and equipment are cleaned and stored according to organization work procedures.</p>

Variable	Range
Storage areas	<p>May include but not limited to:</p> <ul style="list-style-type: none"> • permanent and/or temporary storages • the surrounding areas • Entry, exit and site roads.
Bulk material handling equipment	<p>May include but not limited to:</p> <ul style="list-style-type: none"> • Fixed and/or portable grain handling equipment.

Evidence Guide	
Critical Aspects of Competence	<p>Demonstrate skills and knowledge to:</p> <ul style="list-style-type: none"> • prepare the storage area for access by grain carriers • comply with OHS requirements for working in confined spaces • prepare grain storages by removing all residues and checking structure • erect simple temporary bulk material storages • prepare and test grain handling machinery • Perform routine safety, service and maintenance procedures on tools, equipment and machinery.
Underpinning Knowledge and Attitudes	<p>Demonstrate knowledge of:</p> <ul style="list-style-type: none"> • range of construction methods, potential hazards, safety and structural requirements for storage • erection/dismantling for types of temporary storage used by organisation

	<ul style="list-style-type: none"> • organisation and commodity quality requirements for grain storage • organisation hygiene requirements • typical signs of structural damage to be documented and reported • pre-operational and safety checks, servicing and maintenance procedures for tools and equipment • general machine maintenance procedures • machinery operating principles and operating methods • machinery storage and protection methods • cleaning and storage of machinery, equipment and materials • environmental impacts associated with the operation of machinery and equipment • appropriate action in contingency situations • organisation requirements for protective equipment and safe practices in relation to OHS • potential hazards associated with the operation of basic tools and equipment • relevant legislation, regulations and codes of practice with regard to workplace OHS, environment and the use and control of machinery and equipment • appropriate legislative requirements, manufacturer's instructions and organisation procedures/ instructions • personal protective clothing and equipment and when and how it should be used • Organizational recording and reporting procedures.
Underpinning Skills	<p>Demonstrate skills to:</p> <ul style="list-style-type: none"> • identify hazards and follow safe work procedures • erect simple temporary bulk material storages • check equipment and storage facilities, and identify current or impending faults • handle and manoeuvre equipment • complete pre-operational checks on basic tools and equipment • perform routine safety, service and maintenance procedures on tools, equipment and machinery • operate hand and independently powered tools and cleaning equipment to industry standards • clean, secure and store machinery and equipment • perform basic trouble shooting • recognise and rectify minor operational faults • handle hazardous substances (fuels) safely • work in confined spaces • use communication systems

	<ul style="list-style-type: none"> • Interpret and apply task instructions, communicate with work team and supervisor, and record and report faults, workplace hazards and accidents. • Read and interpret manufacturer's specifications, work and maintenance plans, and Material Safety Data Sheets.
Resources Implication	Access is required to real or appropriately simulated situations, including work areas, materials and equipment, and to information on workplace practices and OHS practices.
Methods of Assessment	Competence may be assessed through: <ul style="list-style-type: none"> • Interview / Written Test • Observation / Demonstration with Oral Questioning
Context of Assessment	Competency may be assessed in the work place or in a simulated work place setting.

Occupational Standard: Animal Feed Processing Level II	
Unit Title	Operate a Scalping and Grading Process
Unit Code	IND AFP2 17 0613
Unit Descriptor	This unit of competency covers the skills and knowledge required to set up, operate, adjust and shut down a production process for the separation of the break stock (chop) into appropriate flows to the next break, purifiers and sizing rolls.

Elements	Performance Criteria
1. Prepare the scalping and grading equipment and process for operation	<p>1.1. Material stock is confirmed and available to meet operating requirements.</p> <p>1.2. Cleaning and maintenance requirements and status are identified and confirmed.</p> <p>1.3. Machine components and related attachments are fitted and adjusted to meet operating requirements.</p> <p>1.4. Processing/operating parameters are entered as required to meet safety and production requirements.</p> <p>1.5. Scalping and grading equipment performance is checked and adjusted as per the operating requirements.</p> <p>1.6. Pre-start checks are carried out as required by workplace requirements.</p>
2. Operate and monitor the scalping and grading process	<p>2.1. The process is started and operated according to workplace policies and procedures.</p> <p>2.2. Equipment is monitored to identify variation in operating conditions as per the operating requirements.</p> <p>2.3. Variation in equipment operation is identified and maintenance requirements are reported according to workplace reporting requirements.</p> <p>2.4. The process is monitored to confirm that particle size of stock meets specifications.</p> <p>2.5. Out-of-specification product/process outcomes are identified, rectified and/or reported to maintain the process within specification.</p> <p>2.6. The work area is maintained according to housekeeping standards.</p> <p>2.7. Work is conducted in accordance with workplace environmental guidelines.</p> <p>2.8. Workplace records are maintained according to workplace recording requirements.</p>

3. Shut down the scalping and grading process	<p>3.1. The appropriate shutdown procedure is identified.</p> <p>3.2. The process is shut down according to workplace procedures.</p> <p>3.3. Maintenance requirements are identified and reported according to workplace reporting requirements.</p>
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Variables	Range
Stock	May include but not limited to: <ul style="list-style-type: none"> • Stock from break rolls of reduction rolls supplies the scalping and grading process
Scalping and grading equipment	May include but not limited to: <ul style="list-style-type: none"> • plain sifters and accessories • mechanical/pneumatic stock transfer equipment Supporting systems may include: <ul style="list-style-type: none"> • compressors • aspirators • filtrates
Policies and procedures	May include but not limited to: <ul style="list-style-type: none"> • Work is carried out according to company policies and procedures, regulatory and licensing requirements, legislative requirements, and industrial awards and agreements
Shutdown procedures	May include but not limited to: <ul style="list-style-type: none"> • cleaning (in some cases cleaning may be carried out by a dedicated cleaning crew)
Legislative requirements	May include but not limited to: <ul style="list-style-type: none"> • the Food Standards Code, including labelling, weights and measures legislation • legislation covering food safety, environmental management, OHS, anti-discrimination and equal opportunity
Workplace information	May include but not limited to: <ul style="list-style-type: none"> • Standard Operating Procedures (SOPs) • specifications • production schedules and instructions • manufacturers' advice • standard forms and reports
Operation of equipment and processes	May include but not limited to: <ul style="list-style-type: none"> • the use of process control panels and systems
Services	May include but not limited to: <ul style="list-style-type: none"> • power • vacuum • compressed and instrumentation air

Evidence Guide			
Critical aspects of competence	<p>A candidate must demonstrate the ability to:</p> <ul style="list-style-type: none"> • conduct pre-start checks on machinery and equipment used for scalping and grading • start, operate, monitor and adjust process equipment to achieve required quality outcomes • take corrective action in response to typical faults and inconsistencies • complete workplace records as required • apply safe work practices and identify OHS hazards and controls • safely shut down equipment • Apply food safety procedures to work practices. 		
Underpinning Knowledge	<p>Demonstrate Knowledge of:</p> <ul style="list-style-type: none"> • purpose and basic principles of the scalping and grading process • basic operating principles of equipment, such as main equipment components, status and purpose of guards, equipment operating capacities and applications, and the purpose and location of sensors and related feedback instrumentation. • services required and action to take if services are not available • the flow of the scalping and grading process and the effect of outputs on downstream flour milling processes • quality characteristics to be achieved by the scalping and grading process • quality requirements of materials and effect of variation on scalping and grading process performance • operating requirements and parameters and corrective action required where operation is outside specified operating parameters • typical equipment faults and related causes, including signs and symptoms of faulty equipment and early warning signs of potential problems • methods used to monitor the scalping and grading production process, such as inspecting, measuring and testing as required by the process • inspection or test points (control points) in the scalping and grading process and the related procedures and recording requirements • contamination/food safety risks associated with the scalping and grading process and related control measures • common causes of variation and corrective action required • Occupational Health and Safety (OHS) hazards and controls 		
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	<ul style="list-style-type: none"> • requirements of different shutdowns as appropriate to the scalping and grading process and workplace production requirements, including emergency and routine shutdowns and procedures to follow in the event of a power outage • isolation, lock out and tag out procedures and responsibilities • product/process changeover procedures and responsibilities • procedures and responsibility for reporting production and performance information • environmental issues and controls relevant to the scalping and grading process, including waste/rework collection and handling procedures related to the process • basic operating principles of process control, where relevant, including the relationship between control panels and systems and the physical equipment • sampling and testing associated with process monitoring and control where relevant • routine maintenance procedures where relevant • cleaning and sanitation procedures where relevant
Underpinning Skills	<p>Demonstrate skills to:</p> <ul style="list-style-type: none"> • access workplace information to identify scalping and grading process requirements • select, fit and use personal protective clothing and/or equipment • confirm supply of necessary materials and services • conduct pre-start checks, such as inspecting equipment condition to identify any signs of wear, selecting appropriate settings and/or related parameters, cancelling isolation or lock outs as required, confirming that related equipment is clean and correctly configured for scalping and grading process requirements, positioning sensors and controls correctly, ensuring any scheduled maintenance has been carried out, and confirming that all safety guards are in place and operational • start, operate, monitor and adjust scalping and grading process equipment to achieve required outcomes, such as monitoring control points and conducting inspections as required to confirm process remains within specification, including regular inspection of collection points and sifter outlets to confirm process efficiency and visual inspection of product samples to confirm particle size • monitor supply and flow of materials to and from the scalping and grading process • adjust and clean screens • take corrective action in response to out-of-specification results

	<ul style="list-style-type: none"> • respond to and/or report equipment failure within level of responsibility • locate emergency stop functions on equipment • demonstrate batch/product changeovers • follow isolation and lock out/tag out procedures as required to take scalping and grading process and related equipment off-line in preparation for cleaning and/or maintenance within level of responsibility • complete workplace records as required • maintain work area to meet housekeeping standards • use process control systems according to enterprise procedures • collect samples and conduct tests according to enterprise procedures • conduct routine maintenance according to enterprise procedures • clean and sanitise equipment according to enterprise procedures • use oral communication skills/language competence to fulfil the job role as specified by the organisation, including questioning, active listening, asking for clarification and seeking advice from supervisor • work cooperatively within a culturally diverse workforce
Resources Implication	Access is required to real or appropriately simulated situations, including work areas, materials and equipment, and to information on workplace practices and OHS practices.
Methods of Assessment	Competence may be assessed through: <ul style="list-style-type: none"> • Interview / Written Test • Observation / Demonstration with Oral Questioning
Context of Assessment	Competence may be assessed in the work place or in a simulated work place setting.

Occupational Standard: Animal Feed Processing Level II	
Unit Title	Operate a Grain Cleaning Process
Unit Code	IND AFP2 18 0613
Unit Descriptor	This unit of competency covers the skills and knowledge required to set up, operate, adjust and shut down a cleaning process to screen impurities from the grist prior to the conditioning process.

Elements	Performance Criteria
1. Prepare the grain cleaning equipment and process for operation	<p>1.1. Raw materials are confirmed and available to meet operating requirements.</p> <p>1.2. Cleaning and maintenance requirements and status are identified and confirmed to meet operational requirements.</p> <p>1.3. Machine components and related attachments are fitted and adjusted to meet operating requirements.</p> <p>1.4. Processing/operating parameters are entered as required to meet safety and production requirements.</p> <p>1.5. The bin system is setup to meet production requirements.</p> <p>1.6. Grain cleaning equipment performance is checked and adjusted as per the operating requirements.</p> <p>1.7. Pre-start checks are carried out as required by workplace requirements.</p>
2. Operate and monitor the grain cleaning process	<p>2.1. The process is started and operated according to workplace policies and procedures.</p> <p>2.2. Equipment is monitored to identify variation in operating conditions.</p> <p>2.3. Variation in equipment operation is identified and maintenance requirements are reported according to workplace reporting requirements.</p> <p>2.4. The process is monitored to confirm that stock meets grist specifications.</p> <p>2.5. The process is monitored to confirm that impurity removal rate meets specifications.</p> <p>2.6. Out-of-specification product/process outcomes are identified, rectified and/or reported to maintain the process within specification.</p> <p>2.7. The work area is maintained according to housekeeping standards.</p>

	<p>2.8. Work is conducted in accordance with workplace environmental guidelines.</p> <p>2.9. Workplace records are maintained according to workplace recording requirements.</p>
3. Shut down the grain cleaning process	<p>3.1. The appropriate shutdown procedure is identified.</p> <p>3.2. The process is shut down according to workplace procedures.</p> <p>3.3. Maintenance requirements are identified and reported according to workplace reporting requirements.</p>

Variables	Range
Raw materials	<p>May include but not limited to:</p> <ul style="list-style-type: none"> grist previously cleaned or dirty grain which has been accepted by the mill
Policies and procedures	<p>May include but not limited to:</p> <ul style="list-style-type: none"> Work is carried out according to company policies and procedures, regulatory and licensing requirements, legislative requirements, and industrial awards and agreements
Shutdown procedures	<p>May include but not limited to:</p> <ul style="list-style-type: none"> cleaning (in some cases cleaning may be carried out by a dedicated cleaning crew)
Legislative requirements	<p>May include but not limited to:</p> <ul style="list-style-type: none"> the Food Standards Code, including labelling, weights and measures legislation legislation covering food safety, environmental management, occupational health and safety, anti-discrimination and equal opportunity
Workplace information	<p>May include but not limited to:</p> <ul style="list-style-type: none"> Standard Operating Procedures (SOPs) specifications production schedules and instructions manufacturers' advice standard forms and reports
Grain cleaning equipment	<p>May include but not limited to:</p> <ul style="list-style-type: none"> intake equipment day bins screens separators aspirators extractors/destoners scourers scales

	<ul style="list-style-type: none"> dampers, measurers/mixers, impact grinders and materials handling equipment
Operation of equipment and processes	<p>Operation of equipment and processes may require:</p> <ul style="list-style-type: none"> the use of process control panels and systems
Services	<p>May include but not limited to:</p> <ul style="list-style-type: none"> power, vacuum, compressed and instrumentation air

Evidence Guide	
Critical aspects of competence	<p>A candidate must demonstrate the ability to:</p> <ul style="list-style-type: none"> conduct pre-start checks on machinery and equipment used for grain cleaning start, operate, monitor and adjust process equipment to achieve required quality outcomes take corrective action in response to typical faults and inconsistencies complete workplace records as required apply safe work practices and identify OHS hazards and controls safely shut down equipment Apply food safety procedures to work practices.
Underpinning Knowledge	<p>Demonstrate Knowledge of:</p> <ul style="list-style-type: none"> purpose and basic principles of the grain cleaning process basic operating principles of equipment, such as main equipment components, status and purpose of guards, equipment operating capacities and applications, and the purpose and location of sensors and related feedback instrumentation services required and action to take if services are not available the flow of the grain cleaning process and the effect of outputs on downstream processes quality characteristics to be achieved by the grain cleaning process quality requirements of materials and effect of variation on grain cleaning process performance how and why various kinds of grain are blended to make grist purpose of the break rolls how and why the separation of endosperm takes place operating requirements and parameters and corrective action required where operation is outside specified operating parameters typical equipment faults and related causes, including signs and symptoms of faulty equipment and early warning signs of potential problems

	<ul style="list-style-type: none"> • methods used to monitor the grain cleaning process, such as inspecting, measuring and testing as required by the process • inspection or test points (control points) in the grain cleaning process and the related procedures and recording requirements • contamination/food safety risks associated with the grain cleaning process and related control measures • common causes of variation and corrective action required • OHS hazards and controls, including the limitations of protective clothing and equipment relevant to the work process • requirements of different shutdowns as appropriate to the grain cleaning process and workplace production requirements, including emergency and routine shutdowns and procedures to follow in the event of a power outage • isolation, lock out and tag out procedures and responsibilities • product/process changeover procedures and responsibilities • procedures and responsibility for reporting production and performance information • environmental issues and controls relevant to the grain cleaning process, including waste/rework collection and handling procedures related to the process • basic operating principles of process control, where relevant, including the relationship between control panels and systems and the physical equipment • sampling and testing associated with process monitoring and control where relevant • routine maintenance procedures where relevant • cleaning and sanitation procedures where relevant
Underpinning Skills	<p>Demonstrate skills to:</p> <ul style="list-style-type: none"> • access workplace information to identify grain cleaning process requirements • select, fit and use personal protective clothing and/or equipment • confirm supply of necessary materials and services • conduct pre-start checks, such as inspecting equipment condition to identify any signs of wear, selecting appropriate settings and/or related parameters, cancelling isolation or lock outs as required, confirming that required screens are fitted and related equipment is clean and correctly configured for grain cleaning process requirements, positioning sensors and controls correctly, ensuring any scheduled maintenance has been carried out, and confirming that all safety guards are in place and operational

	<ul style="list-style-type: none"> • start, operate, monitor and adjust grain cleaning process equipment to achieve required outcomes, including visual inspection and regular checking of collection points (filters and screens) and over tail bags • carry out process adjustments to maintain efficient removal of impurities with minimal removal of product • monitor supply and flow of materials to and from the grain cleaning process • take corrective action in response to out-of-specification results • respond to and/or report equipment failure within level of responsibility • locate emergency stop functions on equipment • follow isolation and lock out/tag out procedures as required to take grain cleaning process and related equipment off-line in preparation for cleaning and/or maintenance within level of responsibility • demonstrate batch/product changeovers • complete workplace records as required • maintain work area to meet housekeeping standards • use process control systems according to enterprise procedures • collect samples and conduct tests according to enterprise procedures • conduct routine maintenance according to enterprise procedures • clean and sanitise equipment according to enterprise procedures • use oral communication skills/language competence to fulfil the job role as specified by the organisation, including questioning, active listening, asking for clarification and seeking advice from supervisor • work cooperatively within a culturally diverse workforce
Resources Implication	Access is required to real or appropriately simulated situations, including work areas, materials and equipment, and to information on workplace practices and OHS practices.
Methods of Assessment	Competence may be assessed through: <ul style="list-style-type: none"> • Interview / Written Test • Observation / Demonstration with Oral Questioning
Context of Assessment	Competence may be assessed in the work place or in a simulated work place setting.

Occupational Standard: Animal feed processing Level II	
Unit Title	Inspect and Sort Materials and Product
Unit Code	IND AFP2 19 0613
Unit Descriptor	This unit of competency covers the skills and knowledge required to inspect and sort product and incoming materials ready for processing.

Elements	Performance Criteria
1. Inspect materials to confirm fitness for use	1.1. Type and quality requirements of materials are confirmed. 1.2. Materials are transferred or conveyed to required locations.
2. Sort materials	2.1. Materials and products inspection and sorting are confirmed the quality according to the policy and procedures of the company. 2.2. Materials are sorted as required to meet production requirements. 2.3. Unacceptable quality is identified and reported according to workplace reporting requirements. 2.4. The work area is maintained according to housekeeping standards. 2.5. Work is conducted in accordance with workplace environmental guidelines.

Variables	Range
Materials transfer equipment	may include: <ul style="list-style-type: none"> conveyors flumes pumped systems
Product inspection and sorting	may include: <ul style="list-style-type: none"> sizing quality inspection sorting/grading automated or done using equipment, such as sieves trimming or removal of unacceptable product
Policies and procedures	Work is carried out according to company policies and procedures, regulatory and licensing requirements, legislative requirements, and industrial awards and agreements
Workplace information	may include: <ul style="list-style-type: none"> work instructions Standard Operating Procedures (SOPs) specifications

	<ul style="list-style-type: none"> • production schedules • labels and codes • safety signs and symbols • photos or other visual representations of acceptable quality • standard forms • verbal messages • requests or instructions
Related processes	<p>may include:</p> <ul style="list-style-type: none"> • washing/cleaning product

Evidence Guide	
Critical aspects of competence	<p>A candidate must demonstrate the ability to:</p> <ul style="list-style-type: none"> • recognise and act on materials or product that does not comply with quality standards • apply safe work practices and identify OHS hazards and controls • apply food safety procedures.
Underpinning Knowledge	<p>Demonstrate Knowledge of:</p> <ul style="list-style-type: none"> • purpose and standards to be met by the inspection and sorting process, including criteria and specifications as they apply to inspection and sorting requirements • the relationship between visual inspection and sorting and other inspection procedures, such as those that may be conducted by a laboratory or at subsequent processing stages • typical causes of unacceptable or out-of-specification product, including causes of product damage that can occur prior to arrival at the plant and as part of the handling process • the stages that occur in the inspection and sorting process and their effect on product, such as in-line cleaning or conditioning and product or materials transfer stages • typical equipment faults and related causes, including signs and symptoms of faulty equipment and early warning signs of potential problems • contamination/food safety risks associated with the sorting process and related control measures • Occupational Health and Safety (OHS) hazards and controls, including the limitations of protective clothing and equipment relevant to the work process • procedures and responsibility for reporting production and performance information • environmental issues and controls relevant to equipment operation, including waste collection and handling procedures related to the process

	<ul style="list-style-type: none"> • basic operating principles of equipment used, where relevant, including main equipment components, status and purpose of guards, emergency stop, isolation and lockout controls, equipment operating capacities and applications • services required and action to take if services are not available • recording procedures and responsibilities where relevant • washing/cleaning requirements and standards where relevant
Underpinning Skills	<p>Demonstrate skills to:</p> <ul style="list-style-type: none"> • access workplace information on materials specification/quality requirements • select, fit and use personal protective clothing and/or equipment • inspect quality of materials to confirm compliance with quality specifications, such as: <ul style="list-style-type: none"> ➢ product type and quantity ➢ product condition, such as identifying any bruising, discolouration or other damage, confirming product is clean, and checking size and weight • identify out-of-specification or non-conforming product and follow procedures to separate unacceptable product • respond to and/or report equipment failure within level of responsibility • maintain work area to meet housekeeping standards • complete workplace records as required according to enterprise procedures • demonstrate procedures for operating materials transfer equipment as required according to enterprise procedures • wash/clean raw materials or product according to enterprise procedures • use oral communication skills/language competence to fulfil the job role as specified by the organisation, including questioning, active listening, asking for clarification and seeking advice from supervisor • work cooperatively within a culturally diverse workforce
Resource implications	Access is required to real or appropriately simulated situations, including work areas, materials and equipment, and to information on workplace practices and OHS practices.
Methods of Assessment	Competence may be assessed through: <ul style="list-style-type: none"> • Interview / Written Test • Observation / Demonstration with Oral Questioning
Context of Assessment	Competency may be assessed in the work place or in a simulated work place setting

Occupational Standard: Animal Feed Processing Level II	
Unit Title	Operate a Pelleting Process
Unit Code	IND AFP2 20 0613
Unit Descriptor	This unit of competency covers the skills and knowledge required to set up, operate, adjust and shut down process equipment to compress mash into pellets and to finish pellets.

Elements	Performance Criteria
1. Prepare the pelleting equipment and process for operation	<p>1.1. Materials are confirmed and available to meet operating requirements within the policies and procedures.</p> <p>1.2. Cleaning and maintenance requirements and status are identified and confirmed.</p> <p>1.3. Machine components and related attachments are fitted and adjusted to meet operating requirements.</p> <p>1.4. Operation of equipment process parameters are entered as required maintaining production safety.</p> <p>1.5. Equipment performance is checked and adjusted as required.</p> <p>1.6. Pre-start checks are carried out as required by workplace requirements.</p>
2. Operate and monitor the pelleting and pellet finishing process	<p>2.1. Operating and monitoring the pelleting and pellet finishing are processed according to workplace procedures.</p> <p>2.2. Equipment is monitored to identify variation in operating conditions.</p> <p>2.3. Variation in equipment operation is identified and maintenance requirements are reported according to workplace reporting requirements.</p> <p>2.4. The process is monitored to confirm that specifications are met.</p> <p>2.5. Out-of-specification product/process outcomes are identified, rectified and/or reported to maintain the process within specification.</p> <p>2.6. The work area is maintained according to housekeeping standards.</p> <p>2.7. Work is conducted in accordance with workplace environmental guidelines.</p> <p>2.8. Workplace records are maintained according to workplace recording requirements.</p>

3. Shut down the process	<p>3.1. The appropriate shutdown procedure is identified.</p> <p>3.2. The process is shut down according to workplace procedures.</p> <p>3.3. Maintenance requirements are identified and reported according to workplace reporting requirements.</p>
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Variables	Range
Policies and procedures	Work is carried out according to company policies and procedures, regulatory and licensing requirements, legislative requirements, and industrial awards and agreements
Legislative requirements	<p>includes:</p> <ul style="list-style-type: none"> • the Food Standards Code, including labelling, weights and measures legislation • legislation covering food safety, environmental management, OHS, anti-discrimination and equal opportunity
Workplace information	<p>may include:</p> <ul style="list-style-type: none"> • Standard Operating Procedures (SOPs) • specifications • production schedules and instructions • manufacturers' advice • standard forms and reports
Pelleting process and finishing equipment	<p>typically includes:</p> <ul style="list-style-type: none"> • volumetric feeding • steam conditioning of mash • pellet formation and cooling • crumbling and sieving • a post-pellet mixing stage for liquid addition • feed screws and related feed transfer equipment • steam conditioners • expanders • pellet presses • coolers • crumble rolls • screens • sieves • shakers • post-pellet mixers
Shutdown procedures	<p>may include:</p> <ul style="list-style-type: none"> • cleaning (in some cases cleaning may be carried out by a dedicated cleaning crew)
Operation of equipment and processes	<p>may require:</p> <ul style="list-style-type: none"> • the use of process control panels and systems

Services	<p>Typical examples include:</p> <ul style="list-style-type: none"> • power • steam • water • vacuum • compressed and instrumentation air
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Evidence Guide	
Critical aspects of competence	<p>A candidate must demonstrate the ability to:</p> <ul style="list-style-type: none"> • conduct pre-start checks on machinery used for pelleting • start, operate, monitor and adjust process equipment to achieve required quality outcomes • take corrective action in response to typical faults and inconsistencies • complete workplace records as required • apply safe work practices and identify OHS hazards and controls • safely shut down equipment • apply food safety procedures to work practices.
Underpinning Knowledge	<p>Demonstrate Knowledge of:</p> <ul style="list-style-type: none"> • purpose and basic principles of each part of the process, such as volumetric metering, steam conditioning, pellet formation, cooling, crumbling and sieving and post-pelleting liquid addition • basic operating principles of equipment, such as main equipment components, status and purpose of guards, equipment operating capacities and applications, and the purpose and location of sensors and related feedback instrumentation • services required and action to take if services are not available • basic operating principles of process control, including the relationship between control panels and systems and the physical equipment • the flow of the pelleting process and the effect of outputs on downstream processes • quality characteristics and uses of finished pellets • effect of variation in inputs and/or services on process performance • operating requirements and parameters and corrective action required where operation is outside specified operating parameters • the effect on final product of variation in variables, such as: <ul style="list-style-type: none"> ➤ pellet diameter to length ratios ➤ oil and fat content

	<ul style="list-style-type: none"> ➤ retention time and temperatures for steam conditioning, including consequences of temperatures that are too high and too low on chemical composition ➤ retention time and temperature for liquid addition • typical equipment faults and related causes, including signs and symptoms of faulty equipment and early warning signs of potential problems • methods used to monitor the pelleting process, such as inspecting, measuring and testing as required by the process • inspection or test points (control points) in the process and the related procedures and recording requirements • common causes of variation and corrective action required • contamination risks related to the pelleting and pellet finishing process and related controls • Occupational Health and Safety (OHS) hazards and controls, including the limitations of protective clothing and equipment relevant to the work process • requirements of different shutdowns as appropriate to the process and workplace pelleting requirements, including emergency and routine shutdowns and procedures to follow in the event of a power outage • product/process changeover procedures and responsibilities • isolation, lock out and tag out procedures and responsibilities • procedures and responsibility for reporting production and performance information • environmental issues and controls relevant to the process, including waste/rework collection and handling procedures related to the process • sampling and testing associated with process monitoring and control where relevant • routine maintenance procedures where relevant • cleaning and sanitation procedures where relevant
Underpinning Skills	<p>Demonstrate skills to:</p> <ul style="list-style-type: none"> • access workplace information to identify processing requirements • select, fit and use personal protective clothing and/or equipment • confirm supply of necessary feed, liquid ingredients and services • conduct pre-start checks, such as inspecting equipment condition to identify any signs of wear, selecting appropriate dies and/or roll settings where required, setting processing parameters, cancelling isolation or lock outs as required, confirming that equipment is clean and correctly configured

	<p>for processing requirements, positioning sensors and controls correctly, ensuring any scheduled maintenance has been carried out, and confirming that all safety guards are in place and operational</p> <ul style="list-style-type: none"> • start, operate, monitor and adjust process equipment to achieve required outcomes, including monitoring control points and conducting inspections as required at each stage of the pelleting and pellet finishing process to confirm process remains within specification • monitor supply of feed to and from the pellet forming process • monitor supply of liquid ingredients to post-mixing process • take corrective action in response to out-of-specification results • respond to and/or report equipment failure within level of responsibility • locate emergency stop functions on equipment • follow isolation and lock out/tag out procedures as required to take process and related equipment off-line in preparation for cleaning and/or maintenance within level of responsibility • demonstrate batch/product changeovers • complete workplace records as required • maintain work area to meet housekeeping standards • collect samples and conduct tests according to enterprise procedures • conduct routine maintenance according to enterprise procedures • clean and sanitise equipment according to enterprise procedures • use oral communication skills/language competence to fulfil the job role as specified by the organisation, including questioning, active listening, asking for clarification and seeking advice from supervisor • work cooperatively within a culturally diverse workforce
Resources Implication	Access is required to real or appropriately simulated situations, including work areas, materials and equipment, and to information on workplace practices and OHS practices.
Methods of Assessment	Competence may be assessed through: <ul style="list-style-type: none"> • Interview / Written Test • Observation / Demonstration with Oral Questioning
Context of Assessment	Competence may be assessed in the work place or in a simulated work place setting.

Occupational Standard: Animal Feed Processing Level II	
Unit Title	Implement the Food Safety Program and Procedures
Unit Code	IND AFP2 21 0613
Unit Descriptor	This unit of competency covers the skills and knowledge required for maintaining personal hygiene and to conduct food handling, housekeeping and waste disposal related to work tasks and responsibilities where work involves operation of production and/or packaging equipment and processes.

Elements	Performance Criteria
1. Implement the food safety program	<p>1.1. Feed handling requirements are identified.</p> <p>1.2. Feed handling is carried out according to the feed safety program.</p> <p>1.3. Feed safety hazards are controlled as required by the feed safety program.</p> <p>1.4. Where feed safety control requirements are not met, the incident is promptly reported and corrective action is taken.</p> <p>1.5. Feed safety information is recorded to meet requirements of the feed safety program.</p> <p>1.6. The workplace is maintained in a clean and tidy order to meet workplace standards.</p> <p>1.7. Work is conducted in accordance with workplace environmental guidelines.</p>
2. Participate in maintaining and improving food safety	<p>2.1. Work area, materials, equipment and product are routinely monitored to ensure compliance with food safety requirements.</p> <p>2.2. Processes, practices or conditions which could result in a feed safety breach are identified and reported according to workplace reporting requirements.</p> <p>2.3. Corrective action is taken in accordance with the feed safety program.</p> <p>2.4. Feed safety issues are raised with designated personnel.</p>
3. Comply with personal hygiene standards	<p>3.1. Personal hygiene is used to meet the requirements of the feed safety program.</p> <p>3.2. Health conditions and/or illness are reported as required by the feed safety program.</p> <p>3.3. Clothing and footwear worn are made appropriate for the feed handling task and meets the requirements of the feed safety program.</p> <p>3.4. Movement around the workplace is complied with the feed safety program.</p>

Variable	Range
Feed handling	May include but not limited to: <ul style="list-style-type: none"> • food receipt and storage • food preparation • cooking, holding, cooling, chilling and reheating • packaging, disposal
A feed safety program	Is a written document that specifies how a business will control all food safety hazards that may be reasonably expected to occur in all food handling operations of the food business. The food safety program and related procedures must comply with legal requirements of the food safety standards and must be communicated to all food handlers. Where no food safety program is in place, food safety requirements may be specified in general operating procedures
Food safety hazard	add is a biological, chemical or physical agent in, or condition of, food that has the potential to cause an adverse health effect
Monitoring	May include but not limited to: <ul style="list-style-type: none"> • taking temperatures • collecting samples • conducting visual inspections • conducting other tests as required
Examples of a breach of food safety procedures	May include but not limited to: <ul style="list-style-type: none"> • failure to check delivery temperatures of potentially hazardous chilled food • failure to place temperature-sensitive food in temperature controlled storage conditions promptly • failure to wash hands when required • use of cloths for unsuitable purposes
Hygiene requirements	Minimum personal hygiene requirements are specified by the food safety program. At a minimum this must meet legal requirements as set out in state or territory legislation/regulations
Workplace information	May include but not limited to: <ul style="list-style-type: none"> • feed safety program • Standard Operating Procedures (SOPs) • specifications • log sheets • written or verbal instruction
Products/materials handled and stored	May include but not limited to: <ul style="list-style-type: none"> • raw materials • ingredients • consumables • part-processed product • finished product • cleaning materials

Responsibility for monitoring food safety	identifying breaches in food safety procedures and taking corrective action relates to own tasks and responsibilities and occurs in the context of the food safety program in the workplace
Reporting of health conditions and illnesses requirements	Elements are specified by the food safety program. At a minimum this must meet legal requirements as set out in state or territory legislation/regulations
Appropriate clothing and footwear	Depends on work requirements. It should be designed to ensure that the body and clothing itself does not contaminate food or surfaces likely to come into contact with food. Examples of clothing designed to prevent contamination by the body include: <ul style="list-style-type: none"> ➤ purpose designed overalls or uniforms ➤ hair-nets ➤ beard snoods ➤ gloves and overshoes

Evidence Guide	
Critical Aspects of Competence	Demonstrates skills and knowledge in: <ul style="list-style-type: none"> • identify own responsibilities with regard to food safety • identify food safety risks in the workplace and the control measures used to manage them • apply control measures in own work • monitor compliance with food safety standards • identify and act on non-compliances and participate in improving safety • maintain required standards of personal hygiene • complete workplace records as required • apply safe work practices and identify OHS hazards and controls • Apply food safety procedures.
Underpinning Knowledge and Attitudes	Demonstrates knowledge of: <ul style="list-style-type: none"> • sources of information and expertise on procedures and responsibilities for food safety relating to own work • basic concepts of HACCP-based food safety, including identification of hazards that are likely to occur, establishing appropriate methods of control and confirming that controls are met • food safety management arrangements in the workplace, including awareness of food safety legislation, workplace policies and procedures to implement responsibilities, understanding the relationship between the quality system and food safety program, personnel responsible for developing and implementing the food safety program, the role of internal and external auditors as appropriate, procedures followed to investigate contamination events, and performance improvement processes

	<ul style="list-style-type: none"> • awareness of common microbiological, physical and chemical hazards related to the foods handled in the work area, including the types of hazards likely to occur, the conditions under which they occur, possible consequences and control methods to prevent occurrence • basic understanding of the properties, handling and storage requirements of ingredients, materials and products handled and used • suitable standard for materials, measuring devices, equipment and utensils used in the work area • food safety requirements related to work responsibilities, including personal hygiene, requirements and procedures to report illness and safe food handling practices for own work • methods used to monitor that food safety is under control, including the purpose of sampling and taking measurements, such as temperature and pH, and conducting inspections and tests • action required in the event of non-compliance (corrective action is typically described in the food safety program and/or related workplace information) • purpose of keeping records and the recording requirements of the food safety program • methods used in the workplace to isolate or quarantine food which may be unsafe • product and ingredient traceability procedures, such as product recall where required by work responsibilities • clothing and footwear requirements for working in and/or moving between food handling areas • personal clothing maintenance, laundering and storage requirements • appropriate bandages and dressings to be used when undertaking food handling • housekeeping requirements and responsibilities relating to own work, and use and storage of housekeeping/cleaning equipment where relevant • procedures to follow in the event of pest sighting or discovery of infestation • purpose and importance of cleaning and sanitation procedures • waste collection, recycling and handling procedures relevant to own work responsibilities • cleaning and sanitation procedures where relevant • impact of rework handling/addition on food safety where relevant • sampling and test methods where relevant
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Resources Implication	Access is required to real or appropriately simulated situations, including work areas, materials and equipment, and to information on workplace practices and OHS practices.
Methods of Assessment	Competence may be assessed through: <ul style="list-style-type: none"> • Interview / Written Test • Observation / Demonstration with Oral Questioning
Context of Assessment	Competency may be assessed in the work place or in a simulated work place setting.

Occupational Standard: Animal Feed Processing Level II	
Unit Title	Participate in Workplace Communication
Unit Code	IND AFP2 22 0613
Unit Descriptor	This unit covers the knowledge, skills and attitudes required to gather, interpret and convey information in response to workplace requirements.

Elements	Performance Criteria
1. Obtain and convey workplace information	<p>1.1 Specific and relevant information is accessed from appropriate sources.</p> <p>1.2 Effective questioning, active listening and speaking skills are used to gather and convey information.</p> <p>1.3 Appropriate medium is used to transfer information and ideas.</p> <p>1.4 Appropriate non- verbal communication is used.</p> <p>1.5 Appropriate lines of communication with supervisors and colleagues are identified and followed.</p> <p>1.6 Defined workplace procedures for the location and storage of information are used.</p> <p>1.7 Personal interaction is carried out clearly and concisely.</p>
2. Participate in workplace meetings and discussions	<p>2.1 Team meetings are attended on time.</p> <p>2.2 Own opinions are clearly expressed and those of others are listened to without interruption.</p> <p>2.3 Meeting inputs are consistent with the meeting purpose and established protocols.</p> <p>2.4 Workplace interactions are conducted in a courteous manner.</p> <p>2.5 Questions about simple routine workplace procedures and matters concerning working conditions of employment are asked and responded to.</p> <p>2.6 Meetings outcomes are interpreted and implemented.</p>
3. Complete relevant work related documents	<p>3.1 Range of forms relating to conditions of employment is completed accurately and legibly.</p> <p>3.2 Workplace data is recorded on standard workplace forms and documents.</p> <p>3.3 Basic mathematical processes are used for routine calculations.</p>

	<p>3.4 Errors in recording information on forms/ documents are identified and properly acted upon.</p> <p>3.5 Reporting requirements to supervisor are completed according to organizational guidelines.</p>
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Variable	Range
Appropriate sources	<p>May include but not limited to:</p> <ul style="list-style-type: none"> • Team members • Suppliers • Trade personnel • Local government • Industry bodies
Medium	<p>May include but not limited to:</p> <ul style="list-style-type: none"> • Memorandum • Circular • Notice • Information discussion • Follow-up or verbal instructions • Face to face communication
Storage	<p>May include but not limited to:</p> <ul style="list-style-type: none"> • Manual filing system • Computer-based filing system
Protocols	<p>May include but not limited to:</p> <ul style="list-style-type: none"> • Observing meeting • Compliance with meeting decisions • Obeying meeting instructions
Workplace interactions	<p>May include but not limited to:</p> <ul style="list-style-type: none"> • Face to face • Telephone • Electronic and two way radio • Written including electronic, memos, instruction and forms, non-verbal including gestures, signals, signs and diagrams
Forms	<p>May include but not limited to:</p> <ul style="list-style-type: none"> • Personnel forms, telephone message forms, safety reports

Evidence Guide	
Critical Aspects of Competency	<p>Demonstrates skills and knowledge to:</p> <ul style="list-style-type: none"> • Prepare written communication following standard format of the organization • Access information using communication equipment • Make use of relevant terms as an aid to transfer information effectively • Convey information effectively adopting the formal or informal communication

Underpinning Knowledge and Attitudes	<p>Demonstrate knowledge of:</p> <ul style="list-style-type: none"> • Effective communication • Different modes of communication • Written communication • Organizational policies • Communication procedures and systems • Technology relevant to the enterprise and the individual's work responsibilities
Underpinning Skills	<p>Demonstrate skills to:</p> <ul style="list-style-type: none"> • Follow simple spoken language • Perform routine workplace duties following simple written notices • Participate in workplace meetings and discussions • Complete work related documents • Estimate, calculate and record routine workplace measures • Do basic mathematical processes of addition, subtraction, division and multiplication • relate to people of social range in the workplace • Gather and provide information in response to workplace Requirements
Resource Implications	<p>Access is required to real or appropriately simulated situations, including work areas, materials and equipment, and to information on workplace practices and OHS practices.</p>
Methods of Assessment	<p>Competence may be assessed through:</p> <ul style="list-style-type: none"> • Interview / Written Test • Observation / Demonstration with Oral Questioning
Context of Assessment	<p>Competence may be assessed in the work place or in a simulated work place setting.</p>

Occupational Standard: Animal Feed Processing Level II	
Unit Title	Work in Team Environment
Unit Code	IND AFP2 23 0613
Unit Descriptor	This unit covers the skills, knowledge and attitudes to identify role and responsibility as a member of a team.

Elements	Performance Criteria
1. Describe team role and scope	<p>1.1 The role and objective of the team are identified from available sources of information.</p> <p>1.2 Team parameters, reporting relationships and responsibilities are identified from team discussions and appropriate external sources.</p>
2. Identify own role and responsibility within team	<p>2.1 Individual role and responsibilities within the team environment are identified.</p> <p>2.2 Roles and responsibility of other team members are identified and recognized.</p> <p>2.3 Reporting relationships within team and external to team are identified.</p>
3. Work as a team member	<p>3.1 Effective and appropriate forms of communications used and interactions undertaken with team members who contribute to known team activities and objectives.</p> <p>3.2 Effective and appropriate contributions are made to complement team activities and objectives, based on individual skills and competencies and workplace context.</p> <p>3.3 Protocols are observed in reporting using standard operating procedures.</p> <p>3.4 Contribute to the development of team work plans based on an understanding of team's role and objectives and individual competencies of the members.</p>

Variable	Range
Role and objective of team	<p>May include but not limited to:</p> <ul style="list-style-type: none"> • Work activities in a team environment with enterprise or specific sector • Limited discretion, initiative and judgment maybe demonstrated on the job, either individually or in a team environment
Sources of information	<p>May include but not limited to:</p> <ul style="list-style-type: none"> • Standard operating and/or other workplace procedures • Job procedures • Machine/equipment manufacturer's specifications and instructions

	<ul style="list-style-type: none"> • Organizational or external personnel • Client/supplier instructions • Quality standards • OHS and environmental standards
Workplace context	<p>May include but not limited to:</p> <ul style="list-style-type: none"> • Work procedures and practices • Conditions of work environments • Legislation and industrial agreements • Standard work practice including the storage, safe handling and disposal of chemicals • Safety, environmental, housekeeping and quality guidelines

Evidence Guide	
Critical aspects of competence	<p>Demonstrates skills and knowledge to:</p> <ul style="list-style-type: none"> • Operate in a team to complete workplace activity • Work effectively with others • Convey information in written or oral form • Select and use appropriate workplace language • Follow designated work plan for the job • Report outcomes
Underpinning Knowledge and Attitude	<p>Demonstrate knowledge of:</p> <ul style="list-style-type: none"> • Communication process • Team structure • Team roles • Group planning and decision making
Underpinning Skills	<p>Demonstrate skills to:</p> <ul style="list-style-type: none"> • Communicate appropriately, consistent with the culture of the workplace
Resource Implications	<p>Access is required to real or appropriately simulated situations, including work areas, materials and equipment, and to information on workplace practices and OHS practices.</p>
Methods of Assessment	<p>Competence may be assessed through:</p> <ul style="list-style-type: none"> • Interview / Written Test • Observation / Demonstration with Oral Questioning
Context of Assessment	<p>Competence may be assessed in the work place or in a simulated work place setting.</p>

Occupational Standard: Animal Feed Processing Level II	
Unit Title	Develop Business Practice
Unit Code	IND AFP2 24 0613
Unit Descriptor	This unit specifies the outcomes required to establish a business operation from a planned concept. It includes researching the feasibility of establishing a business operation, planning the setting up of the business, implementing the plan and reviewing operations once commenced.

Elements	Performance Criteria
1. Identify business opportunity	<p>1.1 Business opportunities are investigated and identified.</p> <p>1.2 Feasibility study is undertaken to determine likely business viability.</p> <p>1.3 Market research on product or service is undertaken.</p> <p>1.4 Assistance with feasibility study of specialist and relevant parties is sought as required.</p> <p>1.5 Impact of emerging or changing technology including e-commerce, on business operations is evaluated.</p> <p>1.6 Practicability of business opportunity is assessed in line with perceived risks, returns sought and resources available.</p> <p>1.7 Business plan is completed for operation.</p>
2. Identify personal business skills	<p>2.1 Financial and business skills available are identified and taken into account when business opportunities are researched.</p> <p>2.2 Personal skills/attributes are assessed and matched against those perceived as necessary for a particular business opportunity.</p> <p>2.3 Business risks are identified and assessed according to resources available and personal preferences.</p>
3. Plan for establishment of business operation	<p>3.1 Business structure and operations are determined and documented.</p> <p>3.2 Procedures are developed and documented to guide operations.</p> <p>3.3 Financial backing is secured for business operation.</p> <p>3.4 Business legal and regulatory requirements are identified and complied.</p> <p>3.5 Human and physical resources required to commence business operation are determined.</p> <p>3.6 Recruitment strategies are developed and implemented.</p>

4. Implement establishment plan	<p>4.1 Marketing of business operation is undertaken.</p> <p>4.2 Physical and human resources are obtained to implement business operation.</p> <p>4.3 Operational unit is established to support and coordinate business operation.</p> <p>4.4 Monitoring process is developed and implemented for managing operation.</p> <p>4.5 Legal documents are carefully maintained and relevant records are kept and updated to ensure validity and accessibility.</p> <p>4.6 Contractual procurement rights for goods and services including contracts with relevant people are negotiated and secured as required in accordance with the business plan.</p> <p>4.7 Options for leasing/ownership of business premises identified and contractual arrangements are completed in accordance with the business plan.</p>
5. Review implementation process	<p>5.1 Process for implementation of business operation is developed and implemented.</p> <p>5.2 Improvements in business operation and associated management process are identified.</p> <p>5.3 Improvements are implemented and monitored for effectiveness.</p>

Variable	Range
Business opportunities	<p>May include but not limited to:</p> <ul style="list-style-type: none"> • expected financial viability • skills of operator • amount and types of finance available • returns expected or required by owners • likely return on investment • finance required and lifestyle issues
Business viability	<p>May include but not limited to:</p> <ul style="list-style-type: none"> • opportunities available • market competition • timing/ cyclical considerations • skills available • resources available • location and/ or premises available • risk related to a particular business opportunity, especially • in regard to Occupational Health and Safety and • environmental considerations

Specialist and relevant parties	<p>May include but not limited to:</p> <ul style="list-style-type: none"> • Chamber of commerce • Financial planners and financial institution representatives, business planning specialists and marketing specialists • accountants • lawyers and providers of legal advice • government agencies • industry/trade associations • online gateways • business brokers/business consultants
Personal skills/attributes	<p>May include but not limited to:</p> <ul style="list-style-type: none"> • technical and/ or specialist skills • business knowledge and skills • entrepreneurship • willingness to take risks
Business risks	<p>May include but not limited to:</p> <ul style="list-style-type: none"> • occupational health and safety and environmental considerations • relevant legislative requirements • security of investment • market competition • security of premises/ location • supply and demand • resources available
Human and physical resources	<p>May include but not limited to:</p> <ul style="list-style-type: none"> • software and hardware • office premises • communications equipment • specialist services through outsourcing, contracting and consultancy • staff • vehicles
Operational unit	<p>May include but not limited to:</p> <ul style="list-style-type: none"> • office location staffed with required personnel and equipped to service and support business • home-based site or other location such as leased or owned property
Legal documents	<p>May include but not limited to:</p> <ul style="list-style-type: none"> • partnership agreements, constitution documents, statutory books for companies (Register of Members, Register of Directors and Minute Books), Certificate of Incorporation, Franchise Agreements and financial documentation, appropriate software for financial records • recordkeeping including personnel, financial, taxation, OHS and environmental

Contracts with relevant people	<p>May include but not limited to:</p> <ul style="list-style-type: none"> • owners, suppliers, employees, landlords, agents, distributors, customers or any person with whom the business has, or seeks to have, a performance-based relationship
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Evidence Guide	
Critical Aspects of Competence	<p>Demonstrates skills and knowledge in:</p> <ul style="list-style-type: none"> • that a business operation has been planned and implemented from initial research into feasibility of the business and completion of the plan, through to implementing the plan and commencing operations • the ability to evaluate the results of research and assess the likely viability and practicability of a business opportunity, taking into account the current business/market climate and resources available
Underpinning Knowledge and Attitudes	<p>Demonstrate knowledge of:</p> <ul style="list-style-type: none"> • Federal and regional government legislative requirements affecting business operations, especially in regard to Occupational Health and Safety (OHS), Equal Employment Opportunity (EEO), industrial relations and anti-discrimination • Technical or specialist skills relevant to the business operation • Financing options • Business systems and operations • Relevant marketing, management, sales and financial concepts • Methods for researching business opportunities • Principles of risk management relevant to the business • Methods of identifying relevant specialist services to complement the business • Forms and administrative systems • Services available and charges • Planning and control systems (sales, • Advertising and promotion, distribution and logistics • Financial recording systems • Legal rights and responsibilities • Record keeping duties • Operational factors relating to the business (provision of professional services, products)
Underpinning Skills	<p>Demonstrate skills of:</p> <ul style="list-style-type: none"> • Literacy skills to interpret legal requirements, company policies and procedures and immediate, day-to-day demands • Marketing skills • Business planning skills • Entrepreneurial skills • Problem-solving skills

	<ul style="list-style-type: none"> • OHS skills • Time management skills • Belief in services and products offered by the business • Communication skills including questioning, clarifying, reporting, and giving and receiving constructive feedback • Technical and analytical skills to interpret business documents, reports and financial statements and projections • Ability to relate to people from a range of social, cultural and ethnic backgrounds and physical and mental abilities • Problem solving skills to develop contingency plans • Using computers and software packages to record and manage data and to produce reports • Literacy skills to enable interpretation of business information, numeracy skills for data analysis to aid research • Research skills to identify a business opportunity and to conduct a feasibility study • Analytical skills to assess personal attributes and to identify business risks • Observation skills for identifying appropriate people, resources and to monitor work
Resource Implications	Access is required to real or appropriately simulated situations, including work areas, materials and equipment, and to information on workplace practices and OHS practices.
Methods of Assessment	Competence may be assessed through: <ul style="list-style-type: none"> • Interview / Written Test • Observation / Demonstration with Oral Questioning
Context of Assessment	Competence may be assessed in the work place or in a simulated work place setting.

Occupational Standard: Animal Feed Processing Level II	
Unit Title	Standardize and Sustain 3S
Unit Code	IND AFP2 25 0613
Unit Descriptor	This unit of competence covers the knowledge, skills and attitudes required by worker to standardize and sustain 3S to his/her workplace. It covers responsibility for the day- to-day operations of the workplace and ensuring that continuous improvements of Kaizen elements are initiated and institutionalized.

Elements	Performance Criteria
1. Prepare for work.	<p>1.1 Work instructions are used to determine job requirements, including method, material and equipment.</p> <p>1.2 Job specifications are read and interpreted following working manual.</p> <p>1.3 OHS requirements, including dust and fume collection, breathing apparatus and eye and ear personal protection needs are observed throughout the work.</p> <p>1.4 Safety equipment and tools are identified and checked for safe and effective operation.</p> <p>1.5 Tools and equipment are prepared and used to implement 3S.</p>
2. Standardize 3S.	<p>2.1 Plan is prepared and used to standardize 3S activities.</p> <p>2.2 Tools and techniques to standardize 3S are prepared and implemented based on relevant procedures.</p> <p>2.3 Checklists are followed for standardize activities and reported to relevant personnel.</p> <p>2.4 The workplace is kept to the specified standard.</p> <p>2.5 Problems are avoided by standardizing activities.</p>
3. Sustain 3S.	<p>3.1 Plan is prepared and followed to standardize 3S activities.</p> <p>3.2 Tools and techniques to sustain 3S are discussed, prepared and implemented based on relevant procedures.</p> <p>3.3 Workplace is inspected regularly for compliance to specified standard and sustainability of 3S techniques.</p> <p>3.4 Workplace is cleaned up after completion of job and before commencing next job or end of shift.</p> <p>3.5 Situations are identified where compliance to standards is unlikely and actions specified in procedures are taken.</p>

	<p>3.6 Improvements are recommended to lift the level of compliance in the workplace.</p> <p>3.7 Checklists are followed to sustain activities and reported to relevant personnel.</p> <p>3.8 Problems are avoided by sustaining activities.</p>
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Variable	Range
OHS requirements	<p>May include but not limited to:</p> <ul style="list-style-type: none"> • Are to be in accordance with legislation/ regulations/codes of practice and enterprise safety policies and procedures. This may include protective clothing and equipment, use of tooling and equipment, workplace environment and safety, handling of material, use of fire fighting equipment, enterprise first aid, hazard control and hazardous materials and substances. • Personal protective equipment is to include that prescribed under legislation/regulations/codes of practice and workplace policies and practices. • Safe operating procedures are to include, but are not limited to the conduct of operational risk assessment and treatments associated with workplace organization. • Emergency procedures related to this unit are to include but may not be limited to emergency shutdown and stopping of equipment, extinguishing fires, enterprise first aid requirements and site evacuation.
Safety equipment and tools	<p>May include but not limited to:</p> <ul style="list-style-type: none"> • dust masks / goggles • glove • working cloth • first aid • safety shoes
Tools and equipment	<p>May include but not limited to:</p> <ul style="list-style-type: none"> • paint • hook • sticker • signboard • nails • shelves • chip wood • sponge • broom • pencil • shadow board/ tools board

Tools and techniques	<p>May include but not limited to:</p> <ul style="list-style-type: none"> • 5S Job Cycle Charts • Visual 5S • The Five Minute 5S • Standardization level checklist • 5S checklist • The five Whys and one How approach(5W1H) • Suspension • Incorporation • Use Elimination
Relevant procedures	<p>May include but not limited to:</p> <ul style="list-style-type: none"> • Assign 3S responsibilities • Integrate 3S duties into regular work duties • Check on 3S maintenance level • OHS measures such as signage, symbols / coding and labeling of workplace and equipment • Creating conditions to sustain your plans • Roles in implementation
Reporting	<p>May include but not limited to:</p> <ul style="list-style-type: none"> • verbal responses • data entry into enterprise database • brief written reports using enterprise report formats
Relevant personnel	<p>May include but not limited to:</p> <ul style="list-style-type: none"> • supervisors, managers and quality managers • administrative, laboratory and production personnel • internal/external contractors, customers and suppliers
Tools and techniques	<p>May include but not limited to:</p> <ul style="list-style-type: none"> • 5S slogans • 5S posters • 5S photo exhibits and storyboards • 5S newsletter • 5S maps • 5S pocket manuals • 5S department/benchmarking tours • 5S months • 5S audit • Awarding system • Big cleaning day • Patrolling system may include: <ul style="list-style-type: none"> ➤ Top management Patrol ➤ 5S Committee members and Promotion office Patrol ➤ Mutual patrol ➤ Self-patrol ➤ Checklist patrol ➤ Camera patrol

Evidence Guide	
Critical Aspects of Competence	Demonstrates skills and knowledge to: <ul style="list-style-type: none"> • Discuss the relationship between Kaizen elements. • Standardize and sustain 3S activities by applying appropriate tools and techniques.
Underpinning Knowledge and Attitudes	Demonstrates knowledge of: <ul style="list-style-type: none"> • Elements of Kaizen • Ways to improve Kaizen elements • Benefits of improving kaizen elements • Relationship between Kaizen elements • The fourth pillar of 5S • Benefits of standardizing and sustaining 3S • Procedures for standardizing and sustaining 3S activities • Tools and techniques to sustain 3S • Relevant OHS and environment requirements • Plan and report • Method of communication
Underpinning Skills	Demonstrates skills of: <ul style="list-style-type: none"> • improving Kaizen elements by applying 5S • standardizing and sustaining procedures and techniques to avoid problems • technical drawing • procedures to standardizing 3S activities • analyzing and preparing shop layout of the workplace • standardizing and sustaining checklists • preparing and implementing tools and techniques to sustain 3S • working with others • reading and interpreting documents • observing situations • solving problems by applying 5S • communication skills • preparing labels, slogans, etc. • gathering evidence by using different means • using Kaizen board properly in accordance the procedure • reporting activities and results using report formats
Resources Implication	Access is required to real or appropriately simulated situations, including work areas, materials and equipment, and to information on workplace practices and OHS practices.
Methods of Assessment	Competence may be assessed through: <ul style="list-style-type: none"> • Interview / Written Test • Observation / Demonstration with Oral Questioning
Context of Assessment	Competence may be assessed in the work place or in a simulated work place setting.

NTQF Level III

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Occupational Standard: Animal Feed Processing Level III	
Unit Title	Monitor the Implementation of Quality and Food Safety Programs
Unit Code	<u>IND AFP3 01 0613</u>
Unit Descriptor	This unit of competency covers the skills and knowledge required to provide a leadership role in supporting day-to-day implementation of the food safety/quality programs in a work area. It also involves supporting others to implement the requirements of the food safety/quality procedures.

Elements	Performance Criteria
1. Ensure others in the work area are able to meet quality and food safety requirements	<p>1.1. Hazard control and clothing and equipment appropriate to work requirements are made available, functional and correctly fitted.</p> <p>1.2. Information on food safety/quality responsibilities and procedures is made current, accessible and communicated to others in the work area.</p> <p>1.3. Information about identified hazards and the outcomes of risk assessment and risk control procedures is made accessible and communicated to others in the work area.</p> <p>1.4. Food safety/quality hazards and control measures used in the work area can be identified by those in the work area.</p> <p>1.5. Mentoring and coaching support is available to support individuals/groups to implement quality and safe food handling procedures.</p> <p>1.6. Training needs are identified and addressed within level of responsibility.</p>
2. Monitor observance of quality standards and food safety programs in the work area	<p>2.1. Work procedures in the work area are clearly defined, documented and followed.</p> <p>2.2. Deviation from identified procedures is identified, reported and addressed within level of responsibility.</p> <p>2.3. Personal behavior is made consistent with workplace policies and procedures that support food safety and quality.</p> <p>2.4. Food safety and/or quality hazards are identified and reported according to workplace procedures.</p> <p>2.5. Food safety and quality information is recorded to meet workplace reporting requirements.</p> <p>2.6. The work area is maintained according to housekeeping standards.</p> <p>2.7. Work is conducted in accordance with workplace environmental guidelines.</p>

3. Take corrective action in response to quality and food safety non-compliance	<p>3.1. Workplace procedures are promptly implemented for responding to quality and food safety non-compliance.</p> <p>3.2. Hazardous events are investigated to identify cause.</p> <p>3.3. Control measures are implemented to prevent recurrence and minimize risks of hazardous events.</p>
4. Maintain and improve quality and food safety in the work area	<p>4.1. Processes or conditions which could result in a breach of food safety procedures or quality specifications are identified, assessed, removed or and/reported within level of responsibility and according to workplace procedures.</p> <p>4.2. Risk assessments are conducted and appropriate control measures are identified and implemented in the work area.</p> <p>4.3. Recommendations arising from risk assessments are implemented within level of responsibility.</p> <p>4.4. Inadequacies in control measures are identified and reported according to company reporting requirements.</p> <p>4.5. Matters raised relating to quality/food safety are promptly resolved and/or referred to appropriate personnel.</p> <p>4.6. The work group is consulted and advised of quality/food safety matters relevant to work role.</p> <p>4.7. Opportunities for improving food safety and quality are identified and raised with relevant personnel.</p> <p>4.8. Procedures are developed or revised to support effective control of quality and food safety hazards.</p> <p>4.9. Quality/food safety records are reviewed to ensure they are complete and meet the quality system, food safety program and legal requirements.</p>

Variables	Range
Work responsibilities	may include formal or informal responsibility for modelling appropriate quality/food safety policies and procedures and providing a support role to others in the work area
Food safety program	is a written document that specifies how a business will control all food safety hazards that may be reasonably expected to occur in all food handling operations of the food business. The food safety program and related procedures must comply with legal requirements of the food safety standards and must be communicated to all food handlers. Where no food safety program is in place, food safety requirements may be specified in general operating procedures
Quality systems	may be externally accredited, such as an ISO system, or internally designed and managed

Workplace information	<p>may be provided in:</p> <ul style="list-style-type: none"> • food safety and quality policies and programs • Standard Operating Procedures (SOPs) • specifications • log sheets • written or verbal instruction incorporating food safety and quality requirements
Incidents	<p>incident is:</p> <ul style="list-style-type: none"> • a situation where the safe limits or parameters identified by the food safety program are not met • a situation where the quality limits or parameters identified in specifications or processing instructions are not met
Monitoring	<p>such as:</p> <ul style="list-style-type: none"> • taking temperatures • collecting samples • conducting visual inspections & additional testing as required
Responsibility for identifying breaches of food safety procedures	and taking corrective action occurs in the context of the food safety program and within scope of responsibility
Responsibility for identifying non-compliance against quality standards	occurs within the context of defined standards or specifications and relates to work area
Personal hygiene requirements	Minimum personal hygiene requirements are specified by the food safety program.
Reporting of health conditions and illnesses	requirements are specified by the food safety program
Operator responsibilities	<p>The operator at this level may not have direct responsibility for overseeing the training/development of team members. At a minimum they must be able to identify development needs of others in the work area and refer this information to the relevant personnel.</p> <p>The operator at this level may not have responsibility for independently assessing risks and determining the effectiveness of control measures. However, they would be expected to observe day-to-day effectiveness and participate in assessment and review processes. Responsibilities at this level may include facilitating consultation processes within level of responsibility</p>
Record keeping	complies with customer, legal and food safety program requirements

Evidence Guide

Critical aspects of competence	A candidate must demonstrate the ability to:
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	<ul style="list-style-type: none"> • describe quality and food safety program, risks and control measures of the work area • confirm that control measures are in place and that personnel in the work area are equipped and informed to implement programs • identify, address and follow up on non-compliances • identify causes of non compliances • conduct risk assessments and recommend responsive action • provide support to others to implement the programs • complete and maintain documentation
Underpinning Knowledge	<p>Demonstrate Knowledge of:</p> <ul style="list-style-type: none"> • sources of information and expertise on procedures and responsibilities for food safety relevant to the workplace • principles of a HACCP-based approach to managing food safety, including identifying hazards that are likely to occur, establishing appropriate methods of control and confirming that controls are met • basic concepts of quality assurance including hazards, risk assessment and control methods • company programs and systems in place to manage and support quality and food safety in the workplace, which may involve separate or integrated programs, including systems for maintaining and updating documents, such as operating procedures and specifications • clothing and footwear requirements for working in and/or moving between food handling areas, including personal clothing maintenance, laundering and storage requirements • appropriate bandages and dressings to be used when undertaking food handling • housekeeping requirements and responsibilities relating to own work, where relevant this includes use and storage of housekeeping/cleaning equipment • procedures to follow in the event of pest sighting or discovery of infestation • purpose and importance of cleaning and sanitation procedures • legal obligations for food safety and quality, including an awareness of government legislation and customer requirements • food safety and quality responsibilities and requirements relating to the work area • awareness of common micro biological, physical and chemical hazards related to the foods handled in the work area, including the types of hazards likely to occur, the conditions under which they occur, possible consequences and control methods to prevent occurrence

	<ul style="list-style-type: none"> • suitable standard for materials, measuring devices, equipment and utensils used in the work area • properties of food and ingredients used that affect food safety, including an understanding of related storage, processing and handling requirements • current technical and process knowledge required to participate in investigations of food safety/quality hazards, risks and incidents within level of responsibility, including an understanding of common micro biological, physical and chemical hazards, related control methods and the way changes in equipment and/or processing methods can affect food safety and quality outcomes • procedures for identifying unsafe and/or non-conforming product, including control points and evidence of out-of-specification product or materials • sampling procedures, test methods and inspections • options for responding to non-compliance, including legal responsibility, risk management and cost/implications of different responses and level of responsibility for decision making • methods used in the workplace to isolate or quarantine food which may be unsafe • waste collection, recycling, handling and disposal, including handling/disposal requirements for different types of waste, such as hazardous waste where relevant • traceability and recall procedures within level of responsibility • documentation system and procedures, including record keeping to meet both company and legal requirements, procedures for developing and/or reviewing workplace procedures, and document control systems used in the workplace • auditing arrangements, roles and responsibilities as they relate to own work responsibilities, such as internal and external audit processes • appropriate communication skills and techniques to convey information on quality and food safety requirements to others in the workplace • cleaning and sanitation procedures where relevant • impact of rework handling/addition on food safety where relevant • sampling and test methods where relevant • facilitation and consultation techniques where relevant
Underpinning Skills	<p>Demonstrate skills to:</p> <ul style="list-style-type: none"> • access, interpret and communicate information about the food safety program, quality requirements and related procedures to others in the work area

- demonstrate two-way communication, including active listening and responding constructively to feedback
- provide access to and maintain current food safety/quality documentation
- model safe food handling and quality practices and procedures to achieve required outcomes, including demonstrating:
 - work procedures that meet the requirements of quality and food safety
 - cleaning and sanitising equipment
 - sampling and testing as appropriate according to quality and food safety requirements
 - maintaining personal hygiene
 - wearing appropriate clothing and footwear as required by the work task
 - following procedures when moving within and between work areas
 - reporting health conditions and illnesses according to workplace procedures
 - handling, cleaning and storing equipment, utensils and packaging materials as appropriate
- identify control points in the work area and demonstrate monitoring techniques used (control points include critical, quality and regulatory control points)
- support others to meet quality standards and follow food safety procedures by ensuring that all personnel in the work area receive the information required and have the necessary skills and equipment to carry out their responsibilities
- identify, report and/or address food safety/quality non-compliance in an appropriate and timely manner within level of responsibility
- determine when and how to make adjustments to maintain output within level of responsibility
- identify, report and/or address food safety/quality training and development needs of others in the work area
- ensure that appropriate and timely action is taken in response to non-compliance
- handle and dispose of out-of-specification or contaminated food, waste and recyclable material according to food safety program as this requirement relates to own work responsibility
- participate in investigations of non-compliance and risk assessment processes
- participate in consultation processes to improve quality and food safety outcomes in the workplace

	<ul style="list-style-type: none"> • review practice and procedures to implement recommendations arising from risk assessments and/or improvement proposals within level of responsibility, such as collecting and analysing food safety/quality records, reviewing operating procedures and communicating changes to others in the work area • ensure that housekeeping standards are maintained and that equipment is in operational order, such as participating in the management of equipment calibration • monitor the recording of quality and food safety information to confirm that records accurately reflect performance and meet the requirements of the food safety and quality programs • participate in food recall procedures as required, within level of responsibility • facilitate consultation processes according to enterprise procedures • lead investigations of quality and food safety incidents according to enterprise procedures • work cooperatively within a culturally diverse workforce
Resources Implication	Access is required to real or appropriately simulated situations, including work areas, materials and equipment, and to information on workplace practices and OHS practices.
Methods of Assessment	Competence may be assessed through: <ul style="list-style-type: none"> • Interview / Written Test • Observation / Demonstration with Oral Questioning
Context of Assessment	Competence may be assessed in the work place or in a simulated work place setting.

Occupational Standard: Animal Feed Processing Level III	
Unit Title	Demonstrate Knowledge of Animal Nutrition Principles
Unit Code	IND AFP3 02 0613
Unit Descriptor	This unit of competency covers the animal nutrition knowledge required by stockfeed milling operators who are required to liaise with nutritionists, other technical and professional staff and customers.

Elements	Performance Criteria
1. Identify nutrition purpose of stockfeed product	1.1. Target species , animal type and phase of animal growth supported by stock feed product are identified. 1.2. Production purpose of animal rising and range of desired products is identified. 1.3. Particle size, pellet quality and other factors affecting palatability for target animals are identified. 1.4. Impact of stock feed on animal performance is identified.
2. Identify key quality factors affecting stockfeed performance	2.1. Feed safety requirements for target species and phase of animal production are identified. 2.2. Type and proportion of raw materials in stock feed and their effect on animal performance are identified. 2.3. The purpose of additives on animal performance and stock feed quality are identified. 2.4. Effects of processing on stock feed nutrition quality and animal performance are identified. 2.5. Substitution guidelines, including the effect of substitution on stock feed performance, are understood.

Variable	Range
Target species	may include: <ul style="list-style-type: none"> • land and marine animals raised commercially for meat, skin products and milk
Stockfeed production	Commercially produced by enterprises as well as customer provided formulations as: <ul style="list-style-type: none"> • pellets • liquids • mashes • blocks

Evidence Guide	
Critical aspects of Competence	Must demonstrate knowledge and skills competence to: <ul style="list-style-type: none"> • identify and interpret customer requirements from stockfeed

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	<ul style="list-style-type: none"> • relate stockfeed type to animal nutrition and production requirements • liaise with nutritionist and other professional and technical staff on animal nutrition requirements of stockfeed.
Underpinning Knowledge and Attitudes	<p>Demonstrate knowledge of:</p> <ul style="list-style-type: none"> • typical nutrition requirements of animals supported by stockfeed, including horses, beef cattle, dairy cattle, pigs, sheep, poultry (both meat and egg production) and marine animals (aquaculture). Knowledge would be restricted to standard daily requirements of main food groups (proteins, carbohydrates etc), typical daily volume of feed required and type of feed (e.g. solid, liquid, plant or animal based) • how nutritional needs of target animal may vary according to species, gender, health, pregnancy, lactation, age, season, geography, production purpose and form of production and feeding, e.g. feedlot, free range, use of stock feed for supplementary or full feeding • factors affecting animal acceptance of stockfeed, including palatability and presentation • range of raw materials typically used in stockfeed, including grains, molasses/liquids, proteins (vegetables and animal), additives (vitamins, minerals and medications) and fibre • impact of operator controlled factors on stockfeed quality, including temperatures, moisture, sizing, sieving and liquid additions • impacts of stockfeed on animal performance, including positive effects on animal performance and effects of incorrect feed on animal safety, animal performance and export contamination
Underpinning Skills	<p>Demonstrate skills to:</p> <ul style="list-style-type: none"> • access and interpret workplace information, including Standard Operating Procedures (SOPs), labels, recipes, customer supplied information and material data safety sheets (MSDS) • use and application of workplace terminology • sequence information against production processes • assess quality standards • identify resources in the enterprise for further information, including nutritionists, other technical and professional specialist and reference materials
Resources Implication	Access is required to real or appropriately simulated situations, including work areas, materials and equipment, and to information on workplace practices and OHS practices.
Methods of Assessment	<p>Competence may be assessed through:</p> <ul style="list-style-type: none"> • Interview / Written Test • Observation / Demonstration with Oral Questioning
Context of Assessment	Competence may be assessed in the work place or in a simulated work place setting.

Occupational Standard: Animal Feed Processing Level III	
Unit Title	Control Mill Processes and Performance
Unit Code	IND AFP3 03 0613
Unit Descriptor	This Unit covers the skills required by a shift miller to control by-product production in a flour mill. The Unit also includes equipment setting as well as setting equipment and process requirements that must be implemented by other employees. The Unit includes the setting of all breaks, scratch, sizing, reduction and other milling related processes as well as the supervision of feed millers condition.

Elements	Performance Criteria
1. Prepare or interpret mill flow sheet	1.1 All breaking, reduction and dressing stages in <i>mill</i> are identified. 1.2 Destinations for all stock separations are shown. 1.3 All optional and ancillary equipment is identified. 1.4 All bins, silos, chutes, conveyors and exhausts are identified. 1.5 Mill flow diagram showing all equipment and stock flow is maintained.
2. Prepare for flour and by product production	2.1 Customer requirements are established for shift or production period. 2.2 recipes required to meet desired production quality and quantity targets is followed. 2.3 Availability of required wheat stock is checked. 2.4 If any changes to grist stock will be required and plan for changes to settings are determined.
3. Determine break system settings	3.1 Break rolls for desired percentage release are adjusted. 3.2 Visual inspection and test sieving are conducted where required monitoring release percentage. 3.3 Break roll passages are monitored to avoid saturation of later stages. 3.4 Performance of break system is monitored to ensure system is free from semolina.
4. Determine settings for purifiers where fitted	4.1 sieves covers are maintained and monitored. 4.2 Wheat feed rate is monitored to purifiers. 4.3 Horizontal and vertical movement of sieve covers is monitored. 4.4 Air pressure is set and monitored for each aspiration section.

	<p>4.5 Destinations are selected for throughs and lifted bran and other particles.</p> <p>4.6 Purifier stock is ensured to be free from flour.</p>
5. Determine settings for scratch or sizing system	<p>5.1 Scratch equipment or sizing rolls is/are set.</p> <p>5.2 Performance of scratch and sizing rolls is monitored.</p>
6. Determine settings for reduction passages	<p>6.1 Each set of reduction rolls are set for desired flour and capacity of succeeding reduction passages.</p> <p>6.2 Covers on sifters are monitored for effective dressing from each reduction roll.</p> <p>6.3 Flake disrupters and impact detachers are monitored where fitted.</p> <p>6.4 Reduction settings are set and monitored to achieve required starch damage.</p> <p>6.5 Collection conveyors and bins for each flour stream are specified.</p>
7. Determine settings for final production stages	<p>7.1 Use of flour is specified to divide for blends.</p> <p>7.2 Redressing optional equipment is monitored.</p> <p>7.3 Weighing, infestation destroying and metal removal equipment are monitored.</p> <p>7.4 Finished flour is sent to packing or storage.</p>
8. Monitor mill equipment	<p>8.1 Flutes and rolls are checked for wear and defects.</p> <p>8.2 Temperature of reduction rolls and performance of water cooling are monitored if used.</p> <p>8.3 Automatic roll adjustment and protection mechanisms are checked for working correctly.</p> <p>8.4 Mill settings are adjusted when required for effect of breakdowns and urgent maintenance.</p>
9. Monitor mill performance	<p>9.1 Ensure all grain and flour tests are carried out to required schedule and procedures.</p> <p>9.2 Settings are adjusted where required for variation in grain, grist and atmospheric conditions.</p> <p>9.3 Milling and invisible loss is monitored per production period.</p>

Variable	Range
Mill	The term mill is used to refer to the whole mill site including the actual milling equipment, equipment used for associated processes, and transport, warehouse, maintenance, testing and administration facilities.

Mill flow diagram	is a representation of the flow of products through the mill process.
Wheat feed	By product of the milling process including bran of varying sizes and varying amounts of attached endosperm.
Optional equipment	Examples include: <ul style="list-style-type: none"> • bran finishers/brushes • germ production machines • bran rolls • bran grinding rolls • micro-detachers.
Roll adjustment	gaps may be done manually or through computerised.
Extraction rate	is the number of parts by weight of flour obtained from a hundred parts of grain.
Grain acceptance specifications	may include: <ul style="list-style-type: none"> • weight • protein • moisture • odour • foreign object criteria • pests and pest treatment residues.
Mill balance	refers to achieving settings where each passage in the grain breaking and reduction process ensures that other passages and equipment operate on optimum quantity and quality of stock. It also refers to ensuring that the overall surface area (available contact area for product) is appropriate for that stage or passage and the mill as a whole.
Scalping	is the separation of coarse over tails after grinding
Grinding can	refer to: <ul style="list-style-type: none"> • the break system which is the process of opening up the grain and scraping away the endosperm • the reduction system which is the process of reducing the endosperm until it can be classified as flour.

Evidence Guide	
Critical aspects of Competence	Must demonstrate knowledge and skills competence to: <ul style="list-style-type: none"> • interpret mill flow diagrams and production requirements • set and monitor break and reduction system equipment • achieve flour recipes through correct use of grist and mill settings • adjust mill settings for breakdowns and other contingencies.
Underpinning Knowledge and Attitudes	Demonstrate knowledge of: <ul style="list-style-type: none"> • alternative and historical milling techniques including: <ul style="list-style-type: none"> ➢ stone grinding ➢ "low" or one pass through grinding ➢ use of small manual or electric milling machines ➢ semolina process vs traditional flour milling process

	<ul style="list-style-type: none"> • conventions and techniques in drawing mill flow diagrams • characteristics of different grists and their milling requirements • purpose design and steps in the break process including: <ul style="list-style-type: none"> ➤ overall aim of removing bran from endosperm in large pieces while minimising bran powder and flour ➤ roller design ➤ flute design ➤ roller speed ➤ number of passages ➤ destinations of product from each break roll • purpose, design and principles of the purification process including: <ul style="list-style-type: none"> ➤ sieve design ➤ role of sifting, shaking, gravity and aspiration (upward air) ➤ screening decks ➤ exhaust ports and chambers ➤ collection of throughs ➤ over tails ➤ relationship of purification to later reduction stages • scratch equipment and process to remove small pieces of bran and germ from endosperm after sizing or purification • relationship of particle size to reduction roller efficiency • reduction which grinds flour into required fineness while controlling damage to starch granules and minimising abrasion to any bran and germ particles present • features and performance characteristics of milling equipment as specified in manufacturers reference material • relationship between total dressing surface ratio to mill capacity • calculation of break roll percentages • mill balance requirements and techniques including: <ul style="list-style-type: none"> ➤ ensuring that stock does not return to immediate preceding passage or equipment ➤ feed to first break at a constant rate ➤ evenness of feed into rolls ➤ maintenance of conveyor and air settings to achieve constant feed • calculation of mill performance including: <ul style="list-style-type: none"> ➤ invisible loss rate ➤ theoretical and actual milling loss rate.
Underpinning Skills	<p>Demonstrate skills to:</p> <ul style="list-style-type: none"> • interpret mill flow diagrams • perform contingency planning for equipment breakdown including failure mode effects analysis • balance dressing surfaces across break and reduction stages • adjust break rolls to take into account:

	<ul style="list-style-type: none"> ➤ number of break stages ➤ grist composition ➤ specification of finished product • estimate break roll percentages through visual examination, hand stratification and test sieving.
Resources Implication	Access is required to real or appropriately simulated situations, including work areas, materials and equipment, and to information on workplace practices and OHS practices.
Methods of Assessment	Competence may be assessed through: <ul style="list-style-type: none"> • Interview / Written Test • Observation / Demonstration with Oral Questioning
Context of Assessment	Competence may be assessed in the work place or in a simulated work place setting.

Occupational Standard: Animal Feed Processing Level III	
Unit Title	Set up a Production or Packaging Line for Operation
Unit Code	IND AFP3 04 0613
Unit Descriptor	This unit of competency covers the skills and knowledge required to set up multiple production or packaging processes and/or conduct multiple process changeovers for operation by others.

Element	Performance Criteria
1. Prepare for line setup	<p>1.1. Materials are confirmed and available to meet production requirements.</p> <p>1.2. Equipment and related accessories are confirmed, available and fit for use to meet production requirements.</p> <p>1.3. Tools and equipment required for line setup are available, operational and fit for use.</p> <p>1.4. Processing parameters and settings are identified to meet production or packaging requirements.</p>
2. Set up the line for operation	<p>2.1. Cleaning and maintenance requirements and status are identified and confirmed.</p> <p>2.2. Equipment is inspected to confirm condition.</p> <p>2.3. Machine settings are selected or adjusted as required to meet safety and production requirements.</p> <p>2.4. Processing or packaging parameters are entered as required to meet production requirements.</p> <p>2.5. Equipment performance is checked and adjusted as required.</p> <p>2.6. Pre-start checks are carried out as required by workplace requirements.</p> <p>2.7. Line setup is completed to match production or packaging schedule and operating requirements.</p> <p>2.8. The line is ready and safe to operate and any maintenance requirements are reported according to workplace reporting requirements.</p> <p>2.9. Work is conducted in accordance with workplace environmental guidelines.</p> <p>2.10. Relevant personnel are notified of setup completion.</p>

Variables	Range
Confirming cleaning requirements and status	<p>may involve:</p> <ul style="list-style-type: none"> accessing cleaning records

Equipment adjustment	<p>may include:</p> <ul style="list-style-type: none"> limited use of hand tools, such as Allen keys and screwdrivers, within level of responsibility
Legislative requirements	<p>includes:</p> <ul style="list-style-type: none"> the Food Standards Code, including labelling, weights and measures legislation legislation covering food safety, environmental management, OHS, anti-discrimination and equal opportunity When applied to the pharmaceutical industry, relevant Good Manufacturing Practice (GMP) codes apply in place of the Food Standards Code and reference to food safety is replaced by GMP
Workplace information	<p>may include:</p> <ul style="list-style-type: none"> Standard Operating Procedures (SOPs), specifications, production schedules and instructions, and standard forms and reports
Policies and procedures	Work is carried out according to company procedures, regulatory and licensing requirements, legislative requirements, and industrial awards and agreements

Evidence Guide	
Critical aspects of competence	<p>A candidate must demonstrate the ability to:</p> <ul style="list-style-type: none"> conduct pre-start checks on machinery used for production to determine cleaning, maintenance and operation readiness determine production parameters and requirements set up line according to production requirements take corrective action in response to typical faults and inconsistencies complete workplace records and communicate line status with other personnel as required apply safe work practices and identify OHS hazards and controls safely shut down equipment & apply food safety procedures.
Underpinning Knowledge	<p>Demonstrate Knowledge of:</p> <ul style="list-style-type: none"> basic operating principles of equipment and related accessories, including equipment adjustment points, range and location/alignment requirements of sensors and related feedback instruments, and status and purpose of guards operating capacities of equipment used in the work area, such as different types of equipment and/or components as required by processing operations nature of setup/changeover requirements, such as product compatibility and related cleaning requirements, impact of variation in materials or product on setup requirements, equipment and/or attachment changeovers related to given products

	<ul style="list-style-type: none"> • typical equipment faults and related causes, including signs and symptoms of faulty equipment and early warning signs of potential problems • pre-start checks required by setup/changeover • related processes and personnel dependent on line setup, and communication responsibilities • isolation, lock out and tag out procedures and responsibilities • Occupational Health and Safety (OHS) hazards and controls • procedures and responsibility for reporting equipment performance information • basic operating principles of process control, where relevant, including the relationship between control panels and systems and the physical equipment • routine maintenance requirements and procedures where relevant
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Underpinning Skills	<p>Demonstrate skills to:</p> <ul style="list-style-type: none"> • access production/packing schedule and related information to identify line setup/changeover requirements, such as checking product sequencing and compatibility, confirming that the required cleaning and/or sanitation has occurred and required packaging components and consumables are available as appropriate • select, fit and use personal protective clothing and/or equipment • confirm supply of necessary equipment and related attachments, materials and services for production • confirm supply of necessary equipment and services to carry out setup operations • set and/or adjust equipment to meet production/packaging requirements, including selecting the required parameters or equipment settings, and changing processing set points as required • position safety guards and cancel isolation/lockouts ready for operation • confirm that sensors and related feedback instruments are correctly positioned and operational • operate equipment to confirm equipment setup and make final adjustments as required • time setup activities to meet production requirements • advise affected work areas/personnel of completion of setup • maintain work area to meet housekeeping standards • load and/or position materials/ingredients/product and/or packaging consumables according to enterprise procedures • use the control panel/system to set and adjust equipment components according to enterprise procedures
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	<ul style="list-style-type: none"> • conduct routine maintenance according to enterprise procedures • use oral communication skills/language competence to fulfil the job role as specified by the organisation, including questioning, active listening, asking for clarification and seeking advice from supervisor • work cooperatively within a culturally diverse workforce
Resource Implications	Access is required to real or appropriately simulated situations, including work areas, materials and equipment, and to information on workplace practices and OHS practices.
Methods of Assessment	Competence may be assessed through: <ul style="list-style-type: none"> • Interview / Written Test • Observation / Demonstration with Oral Questioning
Context of Assessment	Competence may be assessed in the work place or in a simulated work place setting.

Occupational Standard: Animal Feed Processing Level III	
Unit Title	Participate in Improvement Processes
Unit Code	<u>IND AFP3 05 0613</u>
Unit Descriptor	This unit of competency covers to skills and knowledge required to participate in performance improvement processes that involve systematic analysis of performance to identify and propose opportunities for improvement.

Elements	Performance Criteria
1. Identify opportunities for improvement	1.1. Barriers to good practice or optimal performance are identified 1.2. Scope of issue or problem to be addressed is clearly defined
2. Identify information requirements	2.1. Data required to investigate improvement opportunity is identified 2.2. Appropriate data analysis and collection methods are selected 2.3. Additional resources available to support investigation are identified
3. Analyze the issue or problem	3.1. Techniques required to investigate nature of issue or problem are selected and applied 3.2. A detailed description of the issue or problem is developed 3.3. Possible causes are identified and tested 3.4. Options are identified and assessed for process improvement
4. Recommend options for improvement	4.1. Preferred options are identified and described 4.2. Recommendations are presented in formats appropriate to the issue and the audience 4.3. Recommendations consistent with data are collected and analysed
5. Participate in implementing improvement proposals	5.1. Improvement trials are supported 5.2. Improvement proposals are evaluated and refined 5.3. Operating procedures are updated and communicated to reflect implementation of improved practices 5.4. Improvement in performance is monitored

Variable	Range
Data analysis	typically involves: <ul style="list-style-type: none"> • use of computer programs but may also be carried out manually

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Process improvement	is typically investigated and developed in consultation with others
Problem solving tools	can include but are not limited to: <ul style="list-style-type: none"> • fishbone diagrams/cause and effect diagrams • workflow analysis • Pareto diagrams • SWOT analysis

Evidence Guide	
Critical Aspects of Competence	Demonstrates skills and knowledge to: <ul style="list-style-type: none"> • identify opportunities for improvement and develop objectives and parameters for investigation • plan study and data collection methods • collect and analyse data and evidence to test ideas • present improvement plans with evidence to support rationale • implement and monitor improvement processes • apply safe work practices and identify OHS hazards and controls • ensure improvement plans reflect overall organizational objectives.
Underpinning Knowledge and Attitudes	Demonstrates knowledge of: <ul style="list-style-type: none"> • objectives to be addressed by improvement proposals, such as quality, Occupational Health and Safety (OHS), environmental management, cost, efficiency and job satisfaction • the context in which improvement occurs, including capital expenditure and labour budgets, equipment capacity and production targets • workplace approach to structuring improvement processes • resources available to the workplace to support improvement processes, including both internal and external resources • data collection and analysis techniques appropriate to the nature of the improvement opportunity and the workplace • communication techniques to support data collection, consultation and teamwork required to participate in improvement processes • documentation management systems to support changes in work practices to reflect improvement processes
Underpinning Skills	Demonstrates skills to: <ul style="list-style-type: none"> • identify nature and scope of improvement opportunity • consult others to confirm improvement opportunity definition • determine data collection requirements and appropriate collection methods

	<ul style="list-style-type: none"> • identify resources requirements to support investigation, such as negotiating access to resources as required, and where required, identifying expertise or improvement team members • collect data, such as collecting samples and taking measurements • determine and apply appropriate data analysis techniques • draw conclusions based on the data collected and analysed • communicate findings in forms appropriate to the nature of the issue and the audience • receive and take account of feedback • participate in related trials and/or changes to work practices arising from improvement proposals • monitor and document results of trials/implementation and participate in modifying change to support ongoing improvement • use oral communication skills/language competence to fulfil the job role as specified by the organisation, including questioning, active listening, asking for clarification and seeking advice from supervisor • work cooperatively within a culturally diverse workforce
Resources Implication	Access is required to real or appropriately simulated situations, including work areas, materials and equipment, and to information on workplace practices and OHS practices.
Methods of Assessment	Competence may be assessed through: <ul style="list-style-type: none"> • Interview / Written Test • Observation / Demonstration with Oral Questioning
Context of Assessment	Competence may be assessed in the work place or in a simulated work place setting.

Occupational Standard: Animal Feed Processing Level III	
Unit Title	Report on Workplace Performance
Unit Code	IND AFP3 06 0613
Unit Descriptor	This unit of competency covers the skills and knowledge required to collate and maintain workplace records to enable the monitoring and reporting of workplace performance.

Elements	Performance Criteria
1. Identify recording and reporting requirements	1.1. The purpose of recording performance-related information is identified 1.2. Recording and reporting responsibilities are identified 1.3. Recording and reporting systems and formats are identified
2. Maintain workplace information	2.1. Records are complete, timely and accurate 2.2. Performance information is recorded in required format to meet workplace reporting requirements 2.3. Errors or discrepancies in recording are identified and corrected or notified to appropriate personnel 2.4. Variances are identified, investigated and reported according to workplace procedure 2.5. Requests for information are assessed, prioritized and addressed to meet required timelines
3. Maintain security of workplace information	3.1. Access levels and authorities are identified 3.2. Security of workplace records and reports is maintained 3.3. Security breaches are identified and reported to appropriate personnel

Variables	Range
Information recorded and reported	may include but is not limited to: <ul style="list-style-type: none"> collation of information recorded by others, such as timesheets, log sheets, recipes/specifications, operating procedures, production statistics, downtime, labour and materials usage levels
Recording systems	may: <ul style="list-style-type: none"> be carried out manually or involve the use of use of planning and systems control software,
Policies and procedures	Work is carried out in accordance with company policies, procedures, regulatory and licensing requirements, legislative requirements and industrial awards and agreements

Evidence Guide	
Critical Aspects of Competence	<p>Evidence of ability to:</p> <ul style="list-style-type: none"> describe the reporting and recording systems and procedures for work area record information on work performance in accordance with reporting procedures report variances and inconsistencies Maintain security of work documentation.
Underpinning Knowledge and Attitudes	<p>Demonstrate knowledge of:</p> <ul style="list-style-type: none"> the purpose and responsibilities for the information records and reports to be maintained or produced, including accuracy levels and timeliness of recording and reporting techniques used to collate and assess information, including typical recording outcomes to identify unusual or incorrectly recorded information likely causes of variation and related reporting responsibilities information system access levels and codes, such as levels within software communication skills relevant to reporting role
Underpinning Skills	<p>Demonstrate skills of:</p> <ul style="list-style-type: none"> identify and use recording/reporting formats and systems identify information security requirements and procedures for responding to/reporting a security breach collect and collate information to be recorded as required assess information to confirm that it is complete and accurate and follow up inaccurate recording with relevant personnel identify significant performance variation, investigate and report cause/s prepare reports in required format to meet reporting timelines respond to information requests on a timely basis use oral communication skills/language competence to fulfil the job role as specified by the organisation, including questioning, active listening, asking for clarification and seeking advice from supervisor work cooperatively within a culturally diverse workforce
Resources Implication	<p>Access is required to real or appropriately simulated situations, including work areas, materials and equipment, and to information on workplace practices and OHS practices.</p>
Methods of Assessment	<p>Competence may be assessed through:</p> <ul style="list-style-type: none"> Interview / Written Test Observation / Demonstration with Oral Questioning
Context of Assessment	<p>Competence may be assessed in the work place or in a simulated work place setting.</p>

Occupational Standard: Animal Feed Processing Level III	
Unit Title	Participate in an Audit Process
Unit Code	IND AFP3 07 0613
Unit Descriptor	This unit of competency covers the skills and knowledge required to participate in an internal audit process and is appropriate where internal audit processes are conducted to support externally audited programs.

Elements	Performance Criteria
1. Participate in planning an audit	1.1. Roles and responsibilities for participating in the audit are identified. 1.2. The purpose and scope of the audit are identified. 1.3. Information and resources required to conduct the audit are identified and located.
2. Participate in conducting an audit	2.1. Information is collected that is adequate, representative and meets audit requirements. 2.2. Information is analyzed to assess adequacy of performance against program. 2.3. Records are reviewed to confirm compliance with the program. 2.4. Compliance with the program is observed in the workplace. 2.5. Areas requiring corrective action are identified.
3. Report and follow up audit outcomes	3.1. Situations presenting an imminent and serious risk to the program objectives are identified and reported immediately in accordance with reporting requirements. 3.2. Audit reports are prepared to address audit scope requirements. 3.3. The results of the audit are communicated according to audit purpose and requirements. 3.4. A corrective action plan is developed.

Variable	Range
Audits	may be conducted against workplace programs and/or legislative requirements. Audits may be undertaken for advisory or regulatory purposes and may be led by internal or external auditors
Information collection methods	include: <ul style="list-style-type: none"> interviews

	<ul style="list-style-type: none"> • observation • review of workplace records • accessing relevant technical information
Corrective action plans	identifies non-conformance, corrective actions, date by which action must be taken and any other follow up requirements

Evidence Guide	
Critical aspects of Competence	<p>Must demonstrate knowledge and skills competence to:</p> <ul style="list-style-type: none"> • identify the requirements and procedures for participating in the audit • identify the purpose and scope of the audit • collect, assess and provide information as required by the audit process • identify and act on inconsistencies or issues which may affect audit processes or outcomes • comply with audit requirements • follow up on audit outcomes.
Underpinning Knowledge and Attitudes	<p>Demonstrate knowledge of:</p> <ul style="list-style-type: none"> • the purpose and intent of the program being audited • personal roles and responsibilities in the audit process and related responsibilities of other members of the audit team • the purpose and stages involved in the audit process • workplace information and related information management systems • techniques for collecting information, including options, relevance and strengths and weaknesses of each method to ensure data is adequate and representative • data analysis methods relevant to the audit process • communication skills and techniques appropriate to the workplace • technical knowledge relevant to the program being audited in order to verify compliance and assess adequacy of existing control measures, including relevant industry standards • purpose and responsibilities for maintaining records
Underpinning Skills	<p>Demonstrate skills to:</p> <ul style="list-style-type: none"> • identify personal roles and responsibilities for participating in the audit process • identify audit purpose, scope, steps and timelines • identify and locate information required to conduct the audit • review workplace documentation to confirm that required information is available • prepare tools as required to collect information, such as checklists and interview schedules

	<ul style="list-style-type: none"> • identify any changes that have occurred in the workplace since initiating the program or since the last program audit that could affect program outcomes • apply appropriate questioning, observation and related communication skills to support information collection • review records, conduct interviews, observe workplace practice and collect other relevant information as required to assess compliance with program requirements • take immediate action to report non-conformities that present an imminent and serious risk to the program objectives within level of responsibility • identify, investigate and record evidence of non-conformance and judge significance • assess the adequacy of the program by analysing the information collected against the program objectives • form conclusions on audit outcomes based on an objective assessment of evidence collected • report the findings of the audit in appropriate format • communicate audit outcomes within level of responsibility using techniques and presentation styles appropriate to the audience • where findings indicate either a failure to comply with the program or inadequacy of the program, participate in investigation of causes of failure and identification of corrective action options • use oral communication skills/language competence to fulfil the job role as specified by the organisation, including questioning, active listening, asking for clarification and seeking advice from supervisor • work cooperatively within a culturally diverse workforce
Resources Implication	Access is required to real or appropriately simulated situations, including work areas, materials and equipment, and to information on workplace practices and OHS practices.
Methods of Assessment	Competence may be assessed through: <ul style="list-style-type: none"> • Interview / Written Test • Observation / Demonstration with Oral Questioning
Context of Assessment	Competence may be assessed in the work place or in a simulated work place setting.

Occupational Standard: Animal Feed Processing Level III	
Unit Title	Implement the Pest Prevention Program
Unit Code	<u>IND AFP3 08 0613</u>
Unit Descriptor	This unit of competency covers the skills and knowledge required to implement an existing pest management program. This unit has application in a food production environment. It typically targets the worker responsible for inspecting food products and implementing control procedures.

Elements	Performance Criteria
1. Monitor the implementation of pest prevention measures	1.1. Inspections are conducted to monitor the effectiveness of pest prevention measures. 1.2. Signs of pest infestation are identified, analysed and reported. 1.3. Hygiene standards are maintained to meet company requirements.
2. Implement pest elimination procedures	2.1. Control measures suited to infestation are selected. 2.2. Procedures are implemented for the elimination of pests 2.3. Records are maintained. 2.4. Waste is collected, treated and disposed of according to company procedures. 2.5. Work is conducted in accordance with workplace environmental guidelines.
3. Review pest control programs	3.1. Pest infestation is monitored to confirm effectiveness of treatment method. 3.2. The treatment program is modified within level of responsibility. 3.3. Changes to the treatment program are reported to the appropriate personnel.

Variable	Range
Pests	include: <ul style="list-style-type: none"> • vertebrates, such as birds, rats and mice • invertebrates, such as insects
Policies and procedures	Work is carried out in accordance with company procedures, regulatory and licensing requirements, legislative requirements and industrial awards and agreements
Workplace information	may include: <ul style="list-style-type: none"> • pest management program

	<ul style="list-style-type: none"> • pesticide labels • work instructions • Standard Operating Procedures (SOPs) • specifications • Materials Safety Data Sheets (MSDS) • manufacturers' advice, standard forms and reports
Hazardous substances	<p>may involve:</p> <ul style="list-style-type: none"> • exposure to chemicals and other hazardous substances and may require working in accordance with a permit to work
Pest control methods	<p>may include:</p> <ul style="list-style-type: none"> • fumigation • application of insecticides, dusts, gas and/or baits (using registered controlled and generally available substances) • Where use of pesticides include work conditions covered by National Occupational Health and Safety Commission and/or state and territory health and safety authorities, the assessment criteria and methods prescribed by these authorities must also be met
Selection of control measures	Selection of control measures occurs in the context of an existing program
Application equipment	<p>may include:</p> <ul style="list-style-type: none"> • automated reticulation systems • sprayers • misters and dosing equipment
Tests	<p>may include:</p> <ul style="list-style-type: none"> • testing the level of fumigant in the atmosphere and pressure testing
Records	Records are maintained to meet legal and company requirements

Evidence Guide

Critical Aspects of Competence	<p>Demonstrates skills and knowledge in:</p> <ul style="list-style-type: none"> • conduct pest inspections • identify pest infestations and select suitable control measures • implement pest control measures in accordance with procedure • monitor effectiveness of controls • assess control procedures and contribute to improvement of pest control • complete workplace records as required • apply safe work practices and identify OHS hazards and controls • apply food safety procedures
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Underpinning Knowledge and Attitudes	<p>Demonstrates knowledge of:</p> <ul style="list-style-type: none"> • basic principles of integrated pest management (IPM), including identification of pest hazards, establishment of pest elimination methods and monitoring the effectiveness of these measures • methods used to prevent pest invasion suited to workplace and typical pest invasion, including appropriate work area and storage design features to minimize the possibility of pest infestation through building access points, packaging materials/requirements to protect product from pests and other physical and mechanical control measures • housekeeping and cleaning standards to minimize conditions which attract pests • food safety issues relating to the use of pesticides in a food handling area • characteristics and behaviour of each type of pest at each life cycle stage • conditions required by pests for survival • methods and procedures used to minimize pest resistance to elimination methods • range of pesticides used in the workplace • legislation, codes of practice and procedures relating to the purchase, transport, storage, use and disposal of pesticides • safe procedures for handling, using and storing pesticides and dangerous goods, identifying identification of information provided on labels, and where required, handling of gas cylinders • purpose, application and limitations of protective clothing and equipment • test methods where relevant • basic maintenance procedures where relevant • contractor service arrangements where relevant
Underpinning Skills	<p>Demonstrates skills to:</p> <ul style="list-style-type: none"> • recognize indicators of pest invasion • select appropriate control method according to the control program in place • select, fit and use personal protective clothing and/or equipment • follow pest elimination procedures, such as preparing pesticides for use, applying pesticides according to company procedures and licensing arrangements, setting up and operating equipment, such as fumigation and other pesticide application equipment, and preparing and placing baits as required

	<ul style="list-style-type: none"> • follow procedures to measure and monitor pest populations, such as sampling, testing and recording data • review effectiveness of control methods and amend or recommend changes to program as required • safely dispose of pesticides, residues, empty containers and pests • monitor the implementation of housekeeping and cleaning standards • conduct tests according to enterprise procedures, such as using instrumentation to measure the presence of airborne pesticides • carry out basic maintenance required to support pest prevention measures according to enterprise procedures • liaise with external contractors according to enterprise procedures • use oral communication skills/language competence to fulfil the job role as specified by the organisation, including questioning, active listening, asking for clarification and seeking advice from supervisor • work cooperatively within a culturally diverse workforce
Resources Implication	Access is required to real or appropriately simulated situations, including work areas, materials and equipment, and to information on workplace practices and OHS practices.
Methods of Assessment	Competence may be assessed through: <ul style="list-style-type: none"> • Interview / Written Test • Observation / Demonstration with Oral Questioning
Context of Assessment	Competence may be assessed in the work place or in a simulated work place setting.

Occupational Standard: Animal Feed Processing Level III	
Unit Title	Apply Raw Materials, Ingredient and Process Knowledge to Production Problems
Unit Code	<u>IND AFP3 09 0613</u>
Unit Descriptor	<p>This unit of competency covers skills and knowledge required to apply knowledge of ingredients and processes to troubleshoot typical problems that occur in preparing, processing and/or packaging product.</p> <p>This unit applies where problem solving occurs over one or more processes and requires an understanding of the characteristics of raw materials and ingredients and processing methods used. It typically applies to the production operator where responsibility for solving problems relating to non-conforming raw materials, ingredients and processes.</p>

Elements	Performance Criteria
1. Identify and respond to non-conforming ingredients/raw materials	<p>1.1. Non-conformance in raw materials/ingredients is identified and reported according to workplace reporting requirements.</p> <p>1.2. Causes of non-conformance are investigated and reported according to workplace reporting requirements.</p> <p>1.3. Corrective action is determined and implemented within level of responsibility and workplace procedures.</p> <p>1.4. Action is taken to prevent recurrence of non-conformance.</p> <p>1.5. Action is reported according to workplace reporting requirements.</p>
2. Identify and respond to non-conforming product and processes	<p>2.1. Processing parameters, stages and changes which occur during processing are monitored.</p> <p>2.2. Non-conformance in processing, handling and/or storage is identified and corrective action taken according to workplace requirements.</p> <p>2.3. Causes of non-conformance relating to processing, handling and/or storage are investigated and reported according to workplace reporting requirements.</p> <p>2.4. Corrective action is determined and implemented within level of responsibility and workplace procedures.</p> <p>2.5. Action is taken to prevent recurrence of non-conformance.</p> <p>2.6. Action is reported according to workplace reporting requirements.</p> <p>2.7. Work is conducted in accordance with workplace environmental guidelines.</p>

Variable	Range
Ingredients/raw materials	<ul style="list-style-type: none"> are those used to manufacture product
Legislative requirements	<p>are typically reflected in procedures and specifications. Legislation relevant to this industry includes:</p> <ul style="list-style-type: none"> the Food Standards Code, including labelling, weights and measures legislation legislation covering food safety, environmental management, Occupational Health and Safety (OHS), anti-discrimination and equal opportunity When applied to the pharmaceutical industry, relevant Good Manufacturing Practice (GMP) codes apply in place of the Food Standards Code and reference to food safety is replaced by GMP
Policies and procedures	Work is carried out according to company procedures, regulatory and licensing requirements, legislative requirements, and industrial awards and agreements.
Typical processing and related techniques	<p>include but are not limited to:</p> <ul style="list-style-type: none"> raw materials/ingredient dispensing preparation mixing and blending conditioning primary and further processing wrapping packing and storage
Typical process parameters	<p>include but are not limited to:</p> <ul style="list-style-type: none"> temperature time pressure and flow rate
Typical reactions	<p>depend on processing method. Examples include but are not limited to:</p> <ul style="list-style-type: none"> gelatinisation and hydration
Problem minimization	Where recurrence of a problem cannot be prevented, procedures should be established to minimize the likelihood of recurrence and to identify any further incidents

Evidence Guide	
Critical Aspects of Competence	<p>Demonstrates skills and knowledge in:</p> <ul style="list-style-type: none"> describe required quality characteristics for raw materials and ingredients describe required processes to achieve production specifications identify common non-conforming materials and ingredients and causes

	<ul style="list-style-type: none"> • identify common non-conforming processes and causes • determine and undertake corrective action for non-conformances • complete workplace documentation and report non-conformances • apply food safety procedures.
Underpinning Knowledge and Attitudes	<p>Demonstrates knowledge of:</p> <ul style="list-style-type: none"> • basic composition and function of each main raw material/ingredient used, such as awareness of ingredient grades or types • common causes of contamination/unacceptable quality of raw materials/ ingredients • methods used to confirm quality standard, such as accessing information (e.g. certificates of analysis and/or laboratory clearance information) • the effect of variation in raw materials/ingredients on processing stages and final product outcome, including factors likely to cause variation, and scope to adjust or correct for variation at each processing stage • appropriate handling and storage requirements for raw materials/ingredients and final product, and the effect of failing to meet required storage conditions • the changes and reactions that occur through processing stages, including the signs and symptoms of poor/unacceptable processing or equipment operation • factors that affect the shelf-life of product • the inter-relationships between processing stages and the effect of variation in processing parameters on process outcome and on final product, including factors likely to cause variation, and scope to adjust or correct for variation at subsequent process stages • procedures for identifying and isolating non-conforming product • troubleshooting information and techniques • procedures and related documentation required to amend or introduce a new method or procedure, such as short term procedures for amending or updating specifications and processing parameters • reporting requirements and responsibilities • test methods to confirm raw material/ingredient and/or final product quality characteristics where relevant
Underpinning Skills	<p>Demonstrates skills to:</p> <ul style="list-style-type: none"> • identify requirements of ingredient/raw material characteristics within level of responsibility

	<ul style="list-style-type: none"> • follow procedures to identify, remove/isolate and report non-conforming ingredients/materials and/or product according to workplace reporting requirements • determine likely causes of non-conformance of ingredients/raw materials • recognise indicators of unacceptable or non-conforming processing, handling and/or storage outcomes • act promptly to identify, remove/isolate and report non-conforming product and/or processes • access and apply workplace information relating to process troubleshooting • investigate non-conformance to determine likely causes and report findings to appropriate personnel • identify action required to correct non-conformance and implement within level of responsibility • identify action required to prevent or minimise and control recurrence of non-conformance and implement within level of responsibility • complete workplace records, including reporting non-conformance and documenting corrective actions according to workplace recording procedures • conduct tests to confirm raw material/ingredient and/or final product quality characteristics according to enterprise procedures • use oral communication skills/language competence to fulfil the job role as specified by the organisation, including questioning, active listening, asking for clarification and seeking advice from supervisor • work cooperatively within a culturally diverse workforce
Resources Implication	Access is required to real or appropriately simulated situations, including work areas, materials and equipment, and to information on workplace practices and OHS practices.
Methods of Assessment	Competence may be assessed through: <ul style="list-style-type: none"> • Interview / Written Test • Observation / Demonstration with Oral Questioning
Context of Assessment	Competence may be assessed in the work place or in a simulated work place setting.

Occupational Standard: Animal Feed Processing Level III	
Unit Title	Use Inventory Systems to Organise Stock Control
Unit Code	<u>IND AFP3 10 0613</u>
Unit Descriptor	This unit involves the skills and knowledge required to use inventory systems to organise stock control in accordance with workplace requirements including identifying inventory and stock control systems in use in the workplace, using re-order procedures to maintain stock levels, organising cyclical stock counts, and reporting discrepancies or variances. Licensing, legislative, regulatory or certification requirements are applicable to this unit.

Elements	Performance Criteria
1 Identify inventory and stock control systems in use in the workplace	1.1 Workplace inventory and stock control equipment, software and systems are identified. 1.2 Reasons for common database approach to inventory records and documentation in the warehouse are explained. 1.3 Procedures for identification and reporting of discrepancies or variances are identified.
2 Use re-order procedures to maintain stock levels	2.1 Stock level maintenance checking is conducted. 2.2 Stock is re-ordered to meet stock level maintenance requirements in accordance with workplace policies and procedures. 2.3 Data is accurately entered and extracted from the inventory/records system using appropriate workplace procedures.
3 Organise cyclical stock counts and report discrepancies or variances	3.1 Process for cyclical stock count is planned and work allocated to team members. 3.2 Clear directions on tasks to be performed are given. 3.3 Stock take activities are conducted in accordance with workplace procedures. 3.4 Types and causes of records discrepancies are identified. 3.5 Procedures for noting and correcting minor discrepancies are used. 3.6 Major discrepancies are reported in accordance with workplace procedures. 3.7 Workplace documentation is completed.

4 Produce reports on record keeping and inventory functions	<p>4.1 Types of reports to be produced from inventory records systems are identified.</p> <p>4.2 Reports are produced in accordance with workplace procedures and relevant regulatory requirements.</p>
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Variable	Range
Inventory systems	may be: <ul style="list-style-type: none"> • automated • manual • paper-based • computerised • microfiche
Work	may be conducted: <ul style="list-style-type: none"> • in a range of work environments • by day or night • limited or restricted spaces • exposed conditions • controlled or open environments
Workplaces	may comprise: <ul style="list-style-type: none"> • large, medium or small worksites
Goods	may involve: <ul style="list-style-type: none"> • special handling, location, storage and/or packaging requirements, including temperature controlled goods and dangerous goods
Customers	may be: <ul style="list-style-type: none"> • internal or external
Categories or groups of products/stock	may include: <ul style="list-style-type: none"> • small parts • perishable goods • overseas export • dangerous goods • refrigerated products • temperature controlled stock • fragile goods
The characteristics of products/stock	may include: <ul style="list-style-type: none"> • small parts • toxicity • flammability • form • weight • size • state • perishability • fragility and security risk

Labelling systems	<p>may include:</p> <ul style="list-style-type: none"> • batch code • bar code • identification numbering systems • serial numbers • symbols for safe handling • and HAZCHEM Codes
Hazards in the work area	<p>may include:</p> <ul style="list-style-type: none"> • Chemicals • dangerous or hazardous substances • movements of equipment, goods and materials • oil or water on floor • a fire or explosion • damaged packaging or pallets • debris on floor • faulty racking • poorly stacked pallets • faulty equipment
Communication in the work area	<p>may include:</p> <ul style="list-style-type: none"> • phone • Electronic Data Interchange (EDI) • fax • email • internet • RF systems • oral, aural or signed communications
Depending on the type of organisation concerned and the local terminology used, workplace procedures	<p>may include:</p> <ul style="list-style-type: none"> • company procedures • enterprise procedures • organisational procedures • established procedures
Personal protective equipment	<p>may include:</p> <ul style="list-style-type: none"> • gloves • safety headwear and footwear • safety glasses • two-way radios • high visibility clothing
Consultative processes	<p>may involve:</p> <ul style="list-style-type: none"> • other employees and supervisors • suppliers, customers and clients • relevant authorities and institutions • management and union representatives • industrial relations and OHS specialists • other maintenance, professional or technical staff

Information/documents	<p>may include:</p> <ul style="list-style-type: none"> • goods identification numbers and codes • manifests, picking slips, merchandise transfers, stock requisitions and bar codes • codes of practice and regulations relevant to the identification, handling and stacking of goods • and international regulations and codes of practice for the handling, stacking and transport of dangerous goods and hazardous substances • operations manuals, job specifications and induction documentation • manufacturers specifications for equipment • workplace procedures and policies • supplier and/or client instructions • dangerous goods declarations and material safety data sheets (where applicable) • award, enterprise bargaining agreement, other industrial arrangements • relevant standards and certification requirements • quality assurance procedures • emergency procedures
Applicable regulations and legislation	<p>may include:</p> <ul style="list-style-type: none"> • relevant codes and regulations for the packaging of goods • and international regulations and codes of practice for the handling and transport of dangerous goods and hazardous substances, including: <ul style="list-style-type: none"> • licence, patent or copyright arrangements • water and road use and licence arrangements • export/import/quarantine/bond requirements • relevant OHS and environmental protection legislation • workplace relations regulations • workers compensation regulations

Evidence Guide	
Critical aspects of Competence	<p>Must demonstrate knowledge and skills competence to:</p> <ul style="list-style-type: none"> • The evidence required to demonstrate competency in this unit must be relevant to and satisfy all of the requirements of the elements and performance criteria of this unit and include demonstration of applying: <ul style="list-style-type: none"> • the underpinning knowledge and skills • relevant legislation and workplace procedures • other relevant aspects of the range statement
Underpinning Knowledge and Attitudes	<p>Demonstrate knowledge of:</p> <ul style="list-style-type: none"> • codes and regulations relevant to the organisation of stock control

	<ul style="list-style-type: none"> • Relevant OHS and environmental protection procedures and guidelines • Workplace procedures and policies for the use of inventory systems to organise stock control • Focus of operation of inventory systems, equipment, management and site operating systems for the control of stock • Principles of operation and functions of inventory systems • Applications of different types of inventory systems and stock management approaches • Workplace processes for records management and the production of inventory reports • Principles of operation and functions of inventory systems • Computer records and documentation requirements for stock control, including forms, checklists and inventory reports • Housekeeping standards procedures required in the workplace • Site layout and obstacles
Underpinning Skills	<p>Demonstrate skills to:</p> <ul style="list-style-type: none"> • Communicate effectively with others when using inventory systems to organise stock control • Read and comprehend simple statements in English • Read and interpret instructions, procedures and labels relevant to the use of inventory systems for the organisation of stock control • Complete documentation related to the use of inventory systems to organise stock control • Work collaboratively with others when using inventory systems to organise stock control • Adapt appropriately to cultural differences in the workplace, including modes of behaviour and interactions with others • Promptly report and/or rectify any identified problems when using inventory systems to organise stock control in accordance with regulatory requirements and workplace procedures • Implement contingency plans for unplanned events • Modify activities depending on differing operational contingencies, risk situations and environments • Work systematically with required attention to detail without injury to self or others, or damage to goods or equipment • Operate and adapt to differences in equipment in accordance with standard operating procedures • Select and use required personal protective equipment conforming to industry and OHS standards

	<ul style="list-style-type: none"> • Select and use relevant communications, computing and office equipment when using inventory systems to organise stock control
Resources Implication	Access is required to real or appropriately simulated situations, including work areas, materials and equipment, and to information on workplace practices and OHS practices.
Methods of Assessment	Competence may be assessed through: <ul style="list-style-type: none"> • Interview / Written Test • Observation / Demonstration with Oral Questioning
Context of Assessment	Competence may be assessed in the work place or in a simulated work place setting.

Occupational Standard: Animal Feed Processing Level III	
Unit Title	Monitor Storage Facilities
Unit Code	IND AFP3 11 0613
Unit Descriptor	This unit involves the skills and knowledge required to monitor storage facilities in accordance with workplace requirements including determining site functions and operations; monitoring storage operations in accordance with workplace procedures; and taking appropriate action in response to identified discrepancies, changes to storage requirements, or breaches in operational procedures.

Elements	Performance Criteria
1 Determine site functions and operations	<p>1.1 Layout of storage facilities, work flow and activities undertaken in each zone are identified.</p> <p>1.2 Type of storage facilities, their purpose and (any) associated risk factors are identified.</p> <p>1.3 Inventory lists are accessed through record management system.</p> <p>1.4 Storage separations and co-storage applications are identified.</p>
2 Monitor storage operations	<p>2.1 Inventory data is confirmed to match goods/freight and applicable storage requirements.</p> <p>2.2 Storage areas are supervised to ensure movement of personnel and goods/freight is in accordance with workplace procedures.</p> <p>2.3 Storage facilities are checked to ensure appropriate operational capacity.</p> <p>2.4 Integrity of goods/materials is monitored to ensure appropriate quality is maintained.</p> <p>2.5 Discrepancies/changes to storage requirements and/or inventory lists are noted and action undertaken in accordance with workplace procedures.</p> <p>2.6 Appropriate action(s) are initiated in response to breaches of operational procedures or to an emergency/incident.</p> <p>2.7 Operational actions and investigative outcomes are documented in accordance with workplace procedures.</p>

Variables	Range
Storage types	<p>may include but are not limited to:</p> <ul style="list-style-type: none"> bin/binning systems

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	<ul style="list-style-type: none"> • rack refrigeration/freezers/cold rooms • marked floor space • containers • racks and racking systems • block/stacks • pallets
Goods	<p>may involve:</p> <ul style="list-style-type: none"> • special handling, location, storage and/or packaging requirements, including temperature controlled goods and dangerous goods
Customers	<p>may be:</p> <ul style="list-style-type: none"> • internal or external
Workplaces	<p>may comprise:</p> <ul style="list-style-type: none"> • large, medium or small worksites
Requirements for work	<p>may include:</p> <ul style="list-style-type: none"> • restricted spaces • site restrictions and procedures • use of safety and personal protective equipment • communications equipment • specialised lifting and/or handling equipment • incident/accident breakdown procedures • additional gear and equipment • noise restrictions • hours of operations • authorities and permits
Work	<p>may be conducted:</p> <ul style="list-style-type: none"> • in a range of work environments • by day or night • restricted spaces • exposed conditions • controlled or open environments • environments involving the movement of equipment, goods, materials and/or vehicular traffic
Modes of transfer	<p>may be:</p> <ul style="list-style-type: none"> • manual or motorised
Inventory systems	<p>may be:</p> <ul style="list-style-type: none"> • automated • manual • paper-based • computerised • microfiche
Categories or groups of products/stock	<p>may include:</p> <ul style="list-style-type: none"> • small parts • perishable goods • overseas export

	<ul style="list-style-type: none"> • dangerous goods • refrigerated products • temperature controlled stock • fragile goods
The characteristics of products/stock	<p>may include:</p> <ul style="list-style-type: none"> • small parts • toxicity • flammability • form • weight • size • state • perishability • fragility • security risk
Labelling systems	<p>may include but are not limited to:</p> <ul style="list-style-type: none"> • batch code • bar code • identification numbering systems • serial numbers • symbols for safe handling • and HAZCHEM Codes
Hazards in the work area	<p>may include:</p> <ul style="list-style-type: none"> • hazardous or dangerous materials • contamination of, or from, materials being handled • noise, light, energy sources • stationary and moving machinery, parts or components • service lines • spills, leakages, ruptures • dust/vapours • oil or water on floor • a fire or explosion • damaged packaging or pallets • debris on floor • faulty racking • poorly stacked pallets and faulty equipment
Communication in the work area	<p>may include:</p> <ul style="list-style-type: none"> • phone • Electronic Data Interchange (EDI) • fax • email • internet • RF systems • oral, aural or signed communications

Depending on the type of organisation concerned and the local terminology used, workplace procedures	<p>may include:</p> <ul style="list-style-type: none"> • company procedures • enterprise procedures • organisational procedures • established procedures
Personal protective equipment	<p>may include:</p> <ul style="list-style-type: none"> • gloves • safety headwear and footwear • safety glasses • two-way radios • high visibility clothing
Consultative processes	<p>may involve:</p> <ul style="list-style-type: none"> • other employees and supervisors • suppliers, customers and clients • relevant authorities and institutions • management and union representatives • industrial relations and OHS specialists • other maintenance, professional or technical staff
Information/documents	<p>may include:</p> <ul style="list-style-type: none"> • goods identification numbers and codes • manifests, picking slips, merchandise transfers, stock requisitions and bar codes • codes of practice and regulations relevant to workplace operations • Ethiopian and international regulations and codes of practice for the handling, stacking and transport of dangerous goods and hazardous substances • operations manuals, job specifications and induction documentation • manufacturers specifications for equipment • workplace procedures and policies • supplier and/or client instructions • dangerous goods declarations and material safety data sheets (where applicable) • award, enterprise bargaining agreement, other industrial arrangements • relevant Ethiopian standards and certification requirements • quality assurance procedures • emergency procedures
Applicable regulations and legislation	<p>may include:</p> <ul style="list-style-type: none"> • codes and regulations relevant to the monitoring of storage facilities

	<ul style="list-style-type: none"> • Ethiopian and international regulations and codes of practice for the storage of dangerous goods and hazardous substances, including: • Ethiopian Dangerous Goods Code • Ethiopian Explosives Code • licence, patent or copyright arrangements • water and road use and licence arrangements • export/import/quarantine/bond requirements • marine orders • relevant OHS and environmental protection legislation • workplace relations regulations • workers compensation regulations
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Evidence Guide	
Critical Aspects of Competence	<p>Must demonstrate skills and knowledge of:</p> <ul style="list-style-type: none"> • The evidence required to demonstrate competency in this unit must be relevant to and satisfy all of the requirements of the elements and performance criteria of this unit and include demonstration of applying: • the underpinning knowledge and skills • relevant legislation and workplace procedures • other relevant aspects of the range statement
Underpinning Knowledge and Attitudes	<ul style="list-style-type: none"> • demonstrate knowledge of: • Communicate effectively with others when monitoring storage facilities • Read and interpret instructions, procedures, information and signs relevant to the monitoring of storage facilities • Complete documentation related to the monitoring of storage facilities • Work collaboratively with others when monitoring storage facilities • Adapt appropriately to cultural differences in the workplace, including modes of behaviour and interactions with others • Promptly report and/or rectify any identified problems, faults or malfunctions when monitoring storage facilities in accordance with regulatory requirements and workplace procedures • Implement contingency plans for unplanned events related to the monitoring of storage facilities • Apply precautions and required action to minimise, control or eliminate hazards that may exist during work activities • Modify activities depending on differing operational contingencies, risk situations and environments

	<ul style="list-style-type: none"> • Work systematically with required attention to detail without injury to self or others, or damage to goods or equipment • Operate and adapt to differences in equipment in accordance with standard operating procedures • Use information on products and stock to determine, plan and organise processes used for the monitoring of storage facilities • Select and use relevant communications, computing and office equipment when monitoring storage facilities • Monitor performance of equipment • Select and use required personal protective equipment conforming to industry and OHS standards
Underpinning Skills	<ul style="list-style-type: none"> • demonstrate skills of: • Ethiopian codes and regulations, permit and licence requirements relevant to the workplace activities • Relevant OHS and environmental protection procedures and guidelines • Workplace procedures and policies relevant to the monitoring of storage facilities • Focus of operation of work systems, equipment, management and site operating systems • Information on various categories or groups of products including their key characteristics and hazards and the special handling, stacking and storage requirements for each • Types of storage areas and related equipment appropriate for different types of goods including perishable, fragile, dangerous, composition/state goods • Equipment applications, capacities, configurations, safety hazards and control mechanisms • Requirements for workplace documentation reports and records • Problems that may occur when monitoring storage facilities and appropriate action that can be taken • Site layout • Housekeeping standards and procedures required in the workplace
Resources Implication	Access is required to real or appropriately simulated situations, including work areas, materials and equipment, and to information on workplace practices and OHS practices.
Methods of Assessment	Competence may be assessed through: <ul style="list-style-type: none"> • Interview / Written Test • Observation / Demonstration with Oral Questioning
Context of Assessment	Competence may be assessed in the work place or in a simulated work place setting.

Occupational Standard: Animal Feed Processing Level III	
Unit Title	Perform Basic Tests
Unit Code	IND AFP3 12 0613
Unit Descriptor	<p>This unit of competency covers the ability to perform tests and measurements using standard methods with access to readily available advice from supervisors.</p> <p>This unit of competency is applicable to laboratory/field assistants working in all industry sectors. In general, they do not calibrate equipment and make only limited adjustments to the controls. They do not interpret or analyse results or troubleshoot equipment problems.</p>

Elements	Performance Criteria
1. Interpret test requirements	<p>1.1. Test request is reviewed to identify samples to be tested, test method and equipment involved.</p> <p>1.2. Hazards and enterprise controls associated with the sample, preparation methods, reagents and/or equipment are identified.</p>
2. Prepare sample	<p>2.1. Sample description is recorded, and compared with specification, and discrepancies are recorded and reported.</p> <p>2.2. Prepare sample in accordance with appropriate standard methods.</p>
3. Check equipment before use	<p>3.1. Test equipment is set up in accordance with test method.</p> <p>3.2. Pre-use and safety checks are performed in accordance with enterprise procedures and manufacturer's instructions.</p> <p>3.3. Faulty or unsafe equipment is identified and reported to appropriate personnel.</p> <p>3.4. Calibration status of equipment is checked and any out of calibration items are reported to appropriate personnel.</p>
4. Perform tests on samples	<p>4.1. Sample and standards to be tested are identified, prepared and weighed or measured.</p> <p>4.2. Tests are conducted in accordance with enterprise procedures.</p> <p>4.3. Data is recorded in accordance with enterprise procedures.</p> <p>4.4. Calculations on data are performed as required.</p> <p>4.5. Out of specification or atypical results are identified and reported promptly to appropriate personnel.</p> <p>4.6. Equipment is shut down in accordance with operating procedures.</p>

5. Maintain a safe work environment	<p>5.1. Established safe work practices and personal protective equipment are used to ensure personal safety and that of other laboratory personnel.</p> <p>5.2. The generation of wastes and environmental impacts is minimised.</p> <p>5.3. Safe disposal of laboratory and hazardous wastes is ensured.</p> <p>5.4. Equipment and reagents are cleaned, cared for and stored as required.</p>
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Variable	Range
Enterprise controls to address hazards	<p>may include:</p> <ul style="list-style-type: none"> • use of MSDS • use of signage, barriers and service isolation tags • use of personal protective equipment, such as hard hats, hearing protection, sunscreen lotion, gloves, safety glasses, goggles, face guards, coveralls, gowns, body suits, respirators and safety boots • use of appropriate equipment, such as biohazard containers and cabinets and laminar flow cabinets • recognising and observing hazard warnings and safety signs • labelling of samples, reagents, aliquoted samples and hazardous materials • handling and storage of all hazardous materials and equipment in accordance with labelling, MSDS and manufacturer's instructions, and enterprise procedures and regulations • cleaning and decontaminating equipment and work areas regularly using recommended procedures • following established manual handling procedures for tasks involving manual handling
Preparation of samples	<p>may include:</p> <ul style="list-style-type: none"> • sub-sampling or splitting using procedures, such as riffing, coning and quartering, manual and mechanical splitters • diluting samples • physical treatments, such as ashing, dissolving, filtration, sieving, centrifugation and comminution • moulding, casting or cutting specimens
Hazards	<p>may include:</p> <ul style="list-style-type: none"> • electric shock • biohazards, such as microbiological organisms and agents associated with soil, air, water, blood and blood products, and human or animal tissue and fluids • solar radiation, dust and noise

	<ul style="list-style-type: none"> chemicals, such as sulphuric acid, fluorides and hydrocarbons aerosols sharps, broken glassware and hand tools flammable liquids dry ice and liquid nitrogen fluids under pressure sources of ignition occupational overuse syndrome, slips, trips and falls manual handling, working at heights and working in confined spaces crushing, entanglement and cuts associated with moving machinery or falling objects
Codes of practice	Where reference is made to industry codes of practice, and/or Ethiopian /international standards, it is expected the latest version will be used
Standards, codes, procedures and/or enterprise requirements	<p>may include:</p> <ul style="list-style-type: none"> Ethiopian code of good manufacturing practice for medicinal products (GMP) calibration and maintenance schedules enterprise recording and reporting procedures equipment manuals equipment start up, operation and shutdown procedures MSDS and safety procedures material, production and product specifications national measurement regulations and guidelines principles of good laboratory practice (GLP) production and laboratory schedules quality manuals Standard Operating Procedures (SOPs)
Concepts of metrology	<p>may include:</p> <ul style="list-style-type: none"> that all measurements are estimates measurements belong to a population of measurements of the measured parameters repeatability precision accuracy significant figures sources of error uncertainty traceability
Typical tests carried out by laboratory/field assistants	<p>may include:</p> <ul style="list-style-type: none"> visual/optical tests of appearance, colour, texture, identity, turbidity, refractive index (alcohol content and Baume/Brix) physical tests:

	<ul style="list-style-type: none"> ➤ density, specific gravity and compacted density ➤ moisture content and water activity ➤ particle size, particle shape and size distribution • chemical tests: <ul style="list-style-type: none"> ➤ gravimetric ➤ colorimetric ➤ electrical conductivity (EC) and pH ➤ specific ions using dipsticks and kits ➤ nutrients (e.g. nitrates and orthophosphates) using basic kits ➤ ashes, including sulphated ashes • biological/environmental tests: <ul style="list-style-type: none"> ➤ pH, oxygen reduction potential (ORP), dissolved oxygen (DO) and (EC) ➤ E coli using test kits ➤ surface hygiene/presence of microbes • packaging tests: <ul style="list-style-type: none"> ➤ tearing resistance, bursting strength and impact resistance ➤ permeability and/or leakage • mechanical tests: <ul style="list-style-type: none"> ➤ Emerson class ➤ concrete slump
Measurements	<p>may include:</p> <ul style="list-style-type: none"> • simple ground surveys • meteorological parameters, such as wind direction/strength, rainfall, maximum/minimum temperature, humidity and solar radiation • simple background radiation survey • production/process parameters, such as temperature, flow and pressure • gas levels in a confined space
Common measuring equipment	<p>may include:</p> <ul style="list-style-type: none"> • dimension apparatus • DO and EC • analogue and digital meters and charts/recorders • basic chemical and biological test kits • dipsticks and site test kits (e.g. HACK) • timing devices • temperature measuring devices, such as thermometers and thermocouples

Minimizing environmental impacts	<p>may involve:</p> <ul style="list-style-type: none"> • recycling of non-hazardous waste, such as chemicals, batteries, plastic, metals and glass • appropriate disposal of hazardous waste • correct disposal of excess sample/test material • correct storage and handling of hazardous chemicals
Occupational Health and Safety (OHS) and environmental management requirements	<p>requirements:</p> <ul style="list-style-type: none"> • all operations must comply with enterprise OHS and environmental management requirements, which may be imposed through state or federal legislation - these requirements must not be compromised at any time • all operations assume the potentially hazardous nature of samples and require standard precautions to be applied • where relevant, users should access and apply current industry understanding of infection control issued by the

Evidence Guide	
Critical Aspects of Competence	<p>Demonstrates skills and knowledge in:</p> <ul style="list-style-type: none"> • accurately interpret enterprise procedures or standard methods • complete all tests within the required timeline without sacrificing safety, accuracy or quality • demonstrate close attention to the accuracy and precision of measurements and the data obtained • maintain the security, integrity and traceability of all samples, data/results and documentation
Underpinning Knowledge and Attitudes	<p>Demonstrates knowledge of:</p> <ul style="list-style-type: none"> • concepts of metrology • the International System of units (SI) • purpose of test • principles of the standard method • pre-use equipment checks • relevant standards/specifications and their interpretation • sources of uncertainty in measurement and methods for control • enterprise and/or legal traceability requirements • interpretation and recording of test result, including simple calculations • procedures for recognition/reporting of unexpected or unusual results • relevant health, safety and environment requirements
Underpinning Skills	<p>Demonstrates skills to:</p> <ul style="list-style-type: none"> • interpreting enterprise procedure or standard methods accurately

	<ul style="list-style-type: none"> • using safety information, such as material safety data sheets (MSDS) and performing procedures safely • checking test equipment before use • completing all tests within required timeline without sacrificing safety, accuracy or quality • calculating, recording and presenting results accurately and legibly • maintaining security, integrity and traceability of all samples, data/results and documentation • cleaning and maintaining equipment
Resources Implication	Access is required to real or appropriately simulated situations, including work areas, materials and equipment, and to information on workplace practices and OHS practices.
Methods of Assessment	Competence may be assessed through: <ul style="list-style-type: none"> • Interview / Written Test • Observation / Demonstration with Oral Questioning
Context of Assessment	Competence may be assessed in the work place or in a simulated work place setting.

Occupational Standard: Animal Feed Processing Level III	
Unit Title	Complete Receivable/Dispatch Documentation
Unit Code	IND AFP3 13 0613
Unit Descriptor	This unit involves the skills and knowledge required to complete receivable/despatch documentation in accordance with regulatory and workplace requirements including analysing orders to identify work requirements to fill order, following workplace order documentation processes, and finalising documentation in accordance with workplace procedures and any relevant regulatory requirements.

Elements	Performance Criteria
1 Analyse order to identify work requirements to fill order	<p>1.1 Order request documentation is interpreted.</p> <p>1.2 Product(s) in order are noted and workplace location(s) are identified.</p> <p>1.3 Workplace and product knowledge is used to organise documentation.</p> <p>1.4 Required schedules for order movement are identified and noted where required.</p> <p>1.5 Special aspects of the order such as dangerous/hazardous goods or temperature controlled goods are identified and information on required documentation procedures and relevant regulatory requirements is identified, accessed and interpreted.</p>
2 Follow workplace order documentation processes	<p>2.1 Workplace procedures for documentation of an order are identified.</p> <p>2.2 Workplace documentation is completed in accordance with workplace procedures and any relevant regulatory requirements.</p>
3 Finalise documentation	<p>3.1 Order is checked against schedule and order form.</p> <p>3.2 Workplace records are completed, and labels and appropriate documentation are attached in accordance with workplace procedures and any relevant regulatory requirements.</p> <p>3.3 Special transportation requirements are identified and conveyed to appropriate personnel.</p> <p>3.4 Where applicable, all required documentation requirements for dangerous goods and hazardous materials are completed in accordance with the relevant regulations and codes.</p>

Variable	Range
Information/documents	may include: <ul style="list-style-type: none"> • goods identification numbers and codes • manifests, picking slips, merchandise transfers, stock requisitions and bar codes • codes of practice and regulations relevant to the receiving of goods • operations manuals, job specifications and induction documentation • manufacturers specifications for equipment • workplace procedures and policies • supplier and/or client instructions • dangerous goods declarations and material safety data sheets (where applicable) • award, enterprise bargaining agreement, other industrial arrangements • relevant standards and certification requirements • quality assurance procedures • emergency procedures
Workplaces	may comprise: <ul style="list-style-type: none"> • large, medium or small worksites
Problems that may occur when receiving/despatching goods	include: <ul style="list-style-type: none"> • damaged stock • damaged pallets or packaging • wrong stock • error in paperwork • poorly stacked stock • incorrect quantity
Aspects of goods to be checked when receiving/despatching goods	may include: <ul style="list-style-type: none"> • correct type • number • condition • quality • packaging • labelling • dangerous goods declarations and marking (where applicable)
Problems that may occur when receiving/despatching goods	include: <ul style="list-style-type: none"> • damaged stock • damaged pallets or packaging • wrong stock • error in paperwork • poorly stacked stock • incorrect quantity

Work	<p>may be conducted:</p> <ul style="list-style-type: none"> • in a range of work environments • by day or night • limited or restricted spaces • exposed conditions • controlled or open environments
Hazards in the work area	<p>may include exposure to:</p> <ul style="list-style-type: none"> • chemicals • dangerous or hazardous substances • movements of equipment, goods and materials • oil or water on floor • a fire or explosion • damaged packaging or pallets • debris on floor • poorly stacked pallets • faulty equipment
Received/despached goods	<p>may involve:</p> <ul style="list-style-type: none"> • special handling and storage requirements, including temperature controlled goods, dangerous goods, explosives and hazardous substances
Customers	<p>may be:</p> <ul style="list-style-type: none"> • internal or external
Consultative processes	<p>may involve:</p> <ul style="list-style-type: none"> • other employees and supervisors • suppliers, customers and clients • drivers and agents • relevant authorities and institutions • management and union representatives • industrial relations and OHS specialists • other maintenance, professional or technical staff
Communication in the work area	<p>may include:</p> <ul style="list-style-type: none"> • phone • Electronic Data Interchange (EDI) • fax • email • internet • RF systems • oral, aural or signed communications
Depending on the type of organisation concerned and the local terminology used, workplace procedures	<p>may include:</p> <ul style="list-style-type: none"> • company procedures • enterprise procedures • organisational procedures • established procedures

Personal protective equipment	<p>may include:</p> <ul style="list-style-type: none"> • gloves • safety headwear and footwear • safety glasses • two-way radios • high visibility clothing
Applicable regulations and legislation	<p>may include:</p> <ul style="list-style-type: none"> • relevant codes and regulations for the receiving of goods • licence, patent or copyright arrangements • water and road use and licence arrangements • export/import/quarantine/bond requirements • marine orders • relevant OHS and environmental protection legislation • workplace relations regulations • workers compensation regulations

Evidence Guide	
Critical aspects of Competence	<p>Must demonstrate knowledge and skills competence to:</p> <ul style="list-style-type: none"> • The evidence required to demonstrate competency in this unit must be relevant to and satisfy all of the requirements of the elements and performance criteria of this unit and include demonstration of applying: • the underpinning knowledge and skills • relevant legislation and workplace procedures • other relevant aspects of the range statement
Underpinning Knowledge and Attitudes	<p>Demonstrate knowledge of:</p> <ul style="list-style-type: none"> • and international codes and regulations relevant to the completion of receipt/despatch documentation, including the Code and relevant bond, quarantine or other legislative requirements • Relevant OHS and environmental protection procedures and guidelines • Workplace procedures and policies for the completion of receipt/despatch documentation • Focus of operation of work systems, equipment, management and site operating systems for the receiving and despatch of goods • Problems that may occur when completing receipt and despatch documentation and appropriate action that can be taken to resolve the problems • Specifications and standards for the checking and inspection of received and despatched goods • Documentation requirements for the receipt and despatch of goods

	<ul style="list-style-type: none"> • Housekeeping standards procedures required in the workplace • Site layout and obstacles
Underpinning Skills	<p>Demonstrate skills to:</p> <ul style="list-style-type: none"> • Communicate effectively with others when completing receipt and despatch documentation • Read and interpret instructions, procedures and labels relevant to the completion of receipt and despatch documentation • Complete receipt and despatch documentation • Identify containers and goods coding, and IMDG markings and where applicable emergency information panels • Work collaboratively with others when completing receipt and despatch documentation • Adapt appropriately to cultural differences in the workplace, including modes of behaviour and interactions with others • Promptly report and/or rectify any identified problems when completing receipt and despatch documentation in accordance with regulatory requirements and workplace procedures • Monitor work activities in terms of planned schedule • Work systematically with required attention to detail without injury to self or others, or damage to goods or equipment • Select and use relevant computer, communication and office equipment when completing receipt and despatch documentation • Estimate the size, shape and special requirements of goods and loads
Resources Implication	Access is required to real or appropriately simulated situations, including work areas, materials and equipment, and to information on workplace practices and OHS practices.
Methods of Assessment	<p>Competence may be assessed through:</p> <ul style="list-style-type: none"> • Interview / Written Test • Observation / Demonstration with Oral Questioning
Context of Assessment	Competence may be assessed in the work place or in a simulated work place setting.

Occupational Standard: Animal Feed Processing Level III	
Unit Title	Deliver and Monitor a Service to Customers
Unit Code	IND AFP3 14 0613
Unit Descriptor	This unit describes the performance outcomes, skills and knowledge required to identify customer needs and monitor service provided to customers. Operators may exercise discretion and judgement using appropriate theoretical knowledge of customer service to provide technical advice and support to customers over either a short or long term interaction.

Elements	Performance Criteria
1. Identify customer needs	<p>1.1 Appropriate interpersonal skills are used to accurately identify and clarify customer needs and expectations.</p> <p>1.2 Customer needs are assessed for urgency to determine priorities for service delivery according to organisational requirements.</p> <p>1.3 Effective communication is used to inform customers about available choices for meeting their needs and assist in the selection of preferred options.</p> <p>1.4 Limitations are identified in addressing customer needs and seek appropriate assistance from designated individuals.</p>
2. Deliver a service to customers	<p>2.1 Prompt service is provided to customers to meet identified needs in accordance with organisational requirements.</p> <p>2.2 Appropriate rapport is established and maintained with customers to ensure completion of quality service delivery.</p> <p>2.3 Customer complaints are sensitively and courteously handled in accordance with organisational requirements.</p> <p>2.4 Assistance is provided or responded to customers with specific needs according to organisational requirements.</p> <p>2.5 Available opportunities are identified and used to promote and enhance services and products to customers.</p>
3. Monitor and report on service delivery	<p>3.1 Customer satisfaction with service delivery is regularly reviewed using verifiable evidence according to organisational requirements.</p> <p>3.2 Opportunities are identified to enhance the quality of service and products, and pursue within organisational requirements.</p> <p>3.3 Procedural aspects of service delivery are monitored for effectiveness and suitability to customer requirements.</p>

	<p>3.4 Customer feedback is regularly sought and used to improve the provision of products and services.</p> <p>3.5 Reports are ensured to be clear, detailed and contain recommendations focused on critical aspects of service delivery.</p>
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Variable	Range
Appropriate interpersonal skills	<p>may include:</p> <ul style="list-style-type: none"> • listening actively to what the customer is communicating • providing an opportunity for the customer to confirm their request • questioning to clarify and confirm customer needs • seeking feedback from the customer to confirm understanding of needs • summarising and paraphrasing to check understanding of customer message • using appropriate body language.
Customers	<p>may include:</p> <ul style="list-style-type: none"> • corporate customers • individual members of the organisation • individual members of the public • internal or external • other agencies.
Customer needs and expectations	<p>may include:</p> <ul style="list-style-type: none"> • accuracy of information • advice or general information • complaints • fairness/politeness • further information • making an appointment • prices/value • purchasing organisation's products and services • returning organisation's products and services • specific information.
Organisational requirements	<p>may include:</p> <ul style="list-style-type: none"> • access and equity principles and practice • anti-discrimination and related policy • defined resource parameters • goals, objectives, plans, systems and processes • legal and organisational policies, guidelines and requirements • OHS policies, procedures and programs • payment and delivery options • pricing and discount policies

	<ul style="list-style-type: none"> • quality and continuous improvement processes and standards • quality assurance and/or procedures manuals • replacement and refund policy and procedures • who is responsible for products or services.
Effective communication	<p>may include:</p> <ul style="list-style-type: none"> • giving customers full attention • maintaining eye contact, except where eye contact may be culturally inappropriate • speaking clearly and concisely • using active listening techniques • using appropriate language and tone of voice • using clear written information/communication • using non-verbal communication e.g. body language, personal presentation (for face-to-face interactions) • using open and/or closed questions.
Designated individuals	<p>may include:</p> <ul style="list-style-type: none"> • colleagues • customers • line management • supervisor.
Customer complaints	<p>may include:</p> <ul style="list-style-type: none"> • administrative errors such as incorrect invoices or prices • customer satisfaction with service quality • damaged goods or goods not delivered • delivery errors • product not delivered on time • service errors • warehouse or store room errors such as incorrect product delivered.
Specific needs of customers	<p>may relate to:</p> <ul style="list-style-type: none"> • age • beliefs/values • culture • disability • gender • language • religious/spiritual observances.
Opportunities to promote and enhance services and products	<p>may include:</p> <ul style="list-style-type: none"> • extending time lines • packaging procedures • procedures for delivery of goods • returns policy • system for recording complaints • updating customer service charter.

Verifiable evidence	<p>may include:</p> <ul style="list-style-type: none"> • customer satisfaction questionnaires • audit documentation and reports • quality assurance data • returned goods • lapsed customers • service calls • complaints
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Evidence Guide	
Critical aspects of Competence	<p>Must demonstrate knowledge and skills competence of:</p> <ul style="list-style-type: none"> • identifying needs and priorities of customers • distinguishing between different levels of customer satisfaction • treating customers with courtesy and respect • responding to and reporting on, customer feedback • knowledge of organisational policy and procedures for customer service
Underpinning Knowledge and Attitudes	<p>Demonstrate knowledge of:</p> <ul style="list-style-type: none"> • key provisions of relevant legislation from all levels of government that may affect aspects of business operations, such as: <ul style="list-style-type: none"> ➢ anti-discriminations legislation ➢ ethical principles ➢ codes of practice ➢ privacy laws ➢ financial legislation ➢ Occupational Health and Safety (OHS) • organisational policy and procedures for customer service including handling customer complaints • service standards and best practice models • public relations and product promotion • techniques for dealing with customers, including customers with specific needs.
Underpinning Skills	<p>Demonstrate skills to:</p> <ul style="list-style-type: none"> • analytical skills to identify trends and positions of products and services • communication skills to monitor and advise on customer service strategies • literacy skills to: <ul style="list-style-type: none"> ➢ edit and proofread texts to ensure clarity of meaning and accuracy of grammar and punctuation ➢ prepare general information and papers according to target audience ➢ read and understand a variety of texts

	<ul style="list-style-type: none"> • problem- solving skills to deal with customer enquiries or complaints • technology skills to select and use technology appropriate to a task • self- management skills to: <ul style="list-style-type: none"> ➤ comply with policies and procedures ➤ consistently evaluate and monitor own performance ➤ seek learning opportunities.
Resources Implication	Access is required to real or appropriately simulated situations, including work areas, materials and equipment, and to information on workplace practices and OHS practices.
Methods of Assessment	Competence may be assessed through: <ul style="list-style-type: none"> • Interview / Written Test • Observation / Demonstration with Oral Questioning
Context of Assessment	Competence may be assessed in the work place or in a simulated work place setting.

Occupational Standard: Animal Feed Processing Level III	
Unit Title	Monitor Implementation of Work Plan/Activities
Unit Code	IND MPP3 15 0613
Unit Descriptor	This unit covers competence required to oversee and monitor the quality of work operations within an enterprise. This unit may be carried out by team leaders or supervisors.

Elements	Performance Criteria
1. Monitor and improve workplace operations	<p>1.1 Efficiency and service levels are monitored on an ongoing basis.</p> <p>1.2 Operations in the workplace support overall enterprise goals and quality assurance initiatives.</p> <p>1.3 Quality problems and issues are promptly identified and adjustments are made accordingly.</p> <p>1.4 Procedures and systems are changed in consultation with colleagues to improve efficiency and effectiveness.</p> <p>1.5 Colleagues are consulted about ways to improve efficiency and service levels.</p>
2. Plan and organise workflow	<p>2.1 Current workload of colleagues is accurately assessed.</p> <p>2.2 Work is scheduled in a manner which enhances efficiency and customer service quality.</p> <p>2.3 Work is delegated to appropriate people in accordance with principles of delegation.</p> <p>2.4 Workflow is assessed against agreed objectives and timelines and colleagues are assisted in prioritisation of workload.</p> <p>2.5 Input is provided to appropriate management regarding staffing needs.</p>
3. Maintain workplace records	<p>3.1 Workplace records are accurately completed and submitted within required timeframes.</p> <p>3.2 Where appropriate completion of records is delegated and monitored prior to submission.</p>
4. Solve problems and make decisions	<p>4.1 Workplace problems are promptly identified and considered from an operational and customer service perspective.</p> <p>4.2 Short term action is initiated to resolve the immediate problem where appropriate.</p> <p>4.3 Problems are analysed for any long term impact and potential solutions are assessed and actioned in consultation with relevant colleagues.</p>

	<p>4.4 Where problem is raised by a team member, they are encouraged to participate in solving the problem.</p> <p>4.5 Follow up action is taken to monitor the effectiveness of solutions in the workplace.</p>
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Variables	Range
Problems	May include but not limited to: <ul style="list-style-type: none"> • difficult customer service situations • equipment breakdown/technical failure • delays and time difficulties • competence
Workplace records	May include but is not limited to: <ul style="list-style-type: none"> • staff records and regular performance reports

Evidence Guide	
Critical Aspects of Competence	Demonstrates skills and knowledge in: <ul style="list-style-type: none"> • ability to effectively monitor and respond to a range of common operational and service issues in the workplace • understanding of the role of staff involved in workplace monitoring • knowledge of quality assurance, principles of workflow planning, delegation and problem solving
Underpinning Knowledge and Attitudes	Demonstrate knowledge of: <ul style="list-style-type: none"> • roles and responsibilities in monitoring work operations • overview of leadership and management responsibilities • principles of work planning and principles of delegation • typical work organization methods appropriate to the sector • quality assurance principles and time management • problem solving and decision making processes • industrial and/or legislative issues which affect short term work organization as appropriate to industry sector
Underpinning Skills	Demonstrate skills to: <ul style="list-style-type: none"> • monitor and improve workplace operations • plan and organize workflow • maintain workplace records
Resource Implications	Access is required to real or appropriately simulated situations, including work areas, materials and equipment, and to information on workplace practices and OHS practices.
Methods of Assessment	Competence may be assessed through: <ul style="list-style-type: none"> • Interview / Written Test • Observation / Demonstration with Oral Questioning
Context of Assessment	Competence may be assessed in the work place or in a simulated work place setting.

Occupational Standard: Animal Feed Processing Level III	
Unit Title	Apply Quality Control
Unit Code	IND MPP3 16 0613
Unit Descriptor	This unit covers the knowledge, attitudes and skills required in applying quality control in the workplace.

Elements	Performance Criteria
1. Implement quality standards	<p>1.1 Agreed quality standard and procedures are acquired and confirmed.</p> <p>1.2 Standard procedures are introduced to organizational staff/personnel.</p> <p>1.3 Quality standard and procedures documents are provided to employees in accordance with the organization policy.</p> <p>1.4 Standard procedures are revised / updated when necessary.</p>
2. Assess quality of service delivered	<p>2.1 Services delivered are quality checked against organization quality standards and specifications.</p> <p>2.2 Service delivered are evaluated using the appropriate evaluation quality parameters and in accordance with organization standards.</p> <p>2.3 Causes of any identified faults are identified and corrective actions are taken in accordance with organization policies and procedures.</p>
3. Record information	<p>3.1 Basic information on the quality performance is recorded in accordance with organization procedures.</p> <p>3.2 Records of work quality are maintained according to the requirements of the organization.</p>
4. Study causes of quality deviations	<p>4.1 Causes of deviations from final outputs or services are investigated and reported in accordance with organization procedures.</p> <p>4.2 Suitable preventive action is recommended based on organization quality standards and identified causes of deviation from specified quality standards of final service or output.</p>
5. Complete documentation	<p>5.1 Information on quality and other indicators of service performance is recorded.</p> <p>5.2 All service processes and outcomes are recorded.</p>

Variable	Range
Quality check	May include but not limited to: <ul style="list-style-type: none"> • Check against design / specifications • Visual inspection and Physical inspection
Quality standards	May include but not limited to: <ul style="list-style-type: none"> • Materials • Components • Process • Procedures
Quality parameters	May include but not limited to: <ul style="list-style-type: none"> • Standard Design / Specifications • Material Specification

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

Occupational Standard: Animal Feed Processing Level III	
Unit Title	Lead Workplace Communication
Unit Code	IND MPP3 17 0613
Unit Descriptor	This unit covers the knowledge, attitudes and skills needed to lead in the dissemination and discussion of information and issues in the workplace.

Elements	Performance Criteria
1. Communicate information about workplace processes	1.1 Appropriate communication method is selected. 1.2 Multiple operations involving several topics areas are communicated accordingly. 1.3 Questions are used to gain extra information. 1.4 Correct sources of information are identified. 1.5 Information is selected and organized correctly. 1.6 Verbal and written reporting is undertaken when required. 1.7 Communication skills are maintained in all situations.
2. Lead workplace discussion	2.1 Response to workplace issues is sought. 2.2 Response to workplace issues are provided immediately. 2.3 Constructive contributions are made to workplace discussions on such issues as production, quality and safety. 2.4 Goals/objectives and action plan undertaken in the workplace are communicated.
3. Identify and communicate issues arising in the workplace	3.1 Issues and problems are identified as they arise. 3.2 Information regarding problems and issues are organized coherently to ensure clear and effective communication. 3.3 Dialogue is initiated with appropriate staff/personnel. 3.4 Communication problems and issues are raised as they arise.

Variable	Range
Methods of communication	May include but not limited to: <ul style="list-style-type: none"> • Non-verbal gestures • Verbal • Face to face • Two-way radio • Speaking to groups

	<ul style="list-style-type: none"> • Using telephone • Written • Using Internet • Cell phone
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Evidence Guide	
Critical Aspects of Competence	Demonstrates skills and knowledge to: <ul style="list-style-type: none"> • Deal with a range of communication/information at one time • Make constructive contributions in workplace issues • Seek workplace issues effectively • Respond to workplace issues promptly • Present information clearly and effectively written form • Use appropriate sources of information • Ask appropriate questions • Provide accurate information
Underpinning Knowledge and Attitudes	Demonstrates knowledge of: <ul style="list-style-type: none"> • Organization requirements for written and electronic communication methods • Effective verbal communication methods
Underpinning Skills	Demonstrates skills to: <ul style="list-style-type: none"> • Organize information • Understand and convey intended meaning • Participate in variety of workplace discussions • Comply with organization requirements for the use of written and electronic communication methods
Resources Implication	Access is required to real or appropriately simulated situations, including work areas, materials and equipment, and to information on workplace practices and OHS practices.
Methods of Assessment	Competence may be assessed through: <ul style="list-style-type: none"> • Interview / Written Test • Observation / Demonstration with Oral Questioning
Context of Assessment	Competence may be assessed in the work place or in a simulated work place setting.

Occupational Standard: Animal Feed Processing Level III	
Unit Title	Lead Small Teams
Unit Code	IND MPP3 18 0613
Unit Descriptor	This unit covers the skills, knowledge and attitudes required to determine individual and team development needs and facilitate the development of the work group.

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

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

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

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

Occupational Standard: Animal Feed Processing Level III	
Unit Title	Improve Business Practice
Unit Code	IND MPP3 19 0613
Unit Descriptor	This unit covers the skills, knowledge and attitudes required in promoting, improving and growing business operations.

Elements	Performance Criteria
1. Diagnose the business	<p>1.1 Data required for diagnosis is determined and acquired.</p> <p>1.2 Competitive advantage of the business is determined from the data.</p> <p>1.3 SWOT analysis of the data is undertaken.</p>
2. Benchmark the business	<p>2.1 Sources of relevant benchmarking data are identified.</p> <p>2.2 Key indicators for benchmarking are selected in consultation with key stakeholders.</p> <p>2.3 Like indicators of own practice are compared with benchmark indicators.</p> <p>2.4 Areas for improvement are identified.</p>
3. Develop plans to improve business performance	<p>3.1 A consolidated list of required improvements is developed.</p> <p>3.2 Cost-benefit ratios for required improvements are determined.</p> <p>3.3 Work flow changes resulting from proposed improvements are determined.</p> <p>3.4 Proposed improvements are ranked according to agreed criteria.</p> <p>3.5 An action plan is developed and agreed to implement the top ranked improvements.</p> <p>3.6 Organizational structures are checked to ensure they are suitable.</p>
4. Develop marketing and promotional plans	<p>4.1 The practice vision statement is reviewed.</p> <p>4.2 Practice objectives are developed/ reviewed.</p> <p>4.3 Target markets are identified/ refined.</p> <p>4.4 Market research data is obtained.</p> <p>4.5 Competitor analysis is obtained.</p> <p>4.6 Market position is developed/ reviewed.</p> <p>4.7 Practice brand is developed.</p> <p>4.8 Benefits of practice/practice products/services are identified.</p> <p>4.9 Promotion tools are selected/ developed.</p>

5. Develop business growth plans	5.1 Plans are developed to increase <i>yield per existing client</i> . 5.2 Plans are developed to add new clients. 5.3 Proposed plans are ranked according to agreed criteria. 5.4 An action plan is developed and agreed to implement the top ranked plans. 5.5 Practice work practices are reviewed to ensure they support growth plans.
6. Implement and monitor plans	6.1 Implementation plan is developed in consultation with all relevant stakeholders. 6.2 Indicators of success of the plan are agreed. 6.3 Implementation is monitored against agreed indicators. 6.4 Implementation is adjusted as required.

Variable	Range
Data required	May include but not limited to: <ul style="list-style-type: none"> • organization capability • appropriate business structure • level of client service which can be provided • internal policies, procedures and practices • staff levels, capabilities and structure • market, market definition • market changes/market segmentation • market consolidation/fragmentation • revenue • level of commercial activity • expected revenue levels, short and long term • revenue growth rate • break even data • pricing policy • revenue assumptions • business environment • economic conditions • social factors • demographic factors • technological impacts • political/legislative/regulative impacts • competitors, competitor pricing and response to pricing • competitor marketing/branding • competitor products
Competitive advantage	May include but not limited to: <ul style="list-style-type: none"> • services/products

	<ul style="list-style-type: none"> • fees • location • timeframe
SWOT analysis	<p>May include but not limited to:</p> <ul style="list-style-type: none"> • internal strengths such as staff capability, recognized quality • internal weaknesses such as poor morale, under-capitalization, poor technology • external opportunities such as changing market and economic conditions • external threats such as industry fee structures, strategic alliances, competitor marketing
Key indicators	<p>May include but not limited to:</p> <ul style="list-style-type: none"> • salary cost and staffing • personnel productivity (particularly of principals) • profitability • fee structure • client base • size staff/principal • overhead/overhead control
Organizational structures	<p>May include but not limited to:</p> <ul style="list-style-type: none"> • Legal structure (partnership, Limited Liability Company, etc.) • organizational structure/hierarchy • reward schemes
Objectives should be 'SMART'	<p>May include but not limited to:</p> <ul style="list-style-type: none"> • S: Specific • M: Measurable • A: Achievable • R: Realistic • T: Time defined
Market research data	<p>May include but not limited to:</p> <ul style="list-style-type: none"> • data about existing clients • data about possible new clients • data from internal sources • data from external sources such as: <ul style="list-style-type: none"> ➤ trade associations/journals ➤ Yellow Pages small business surveys ➤ libraries ➤ Internet ➤ Chamber of Commerce ➤ client surveys ➤ industry reports and secondary market research • primary market research such as: <ul style="list-style-type: none"> ➤ telephone surveys ➤ personal interviews and mail surveys

Competitor analysis	<p>May include but not limited to:</p> <ul style="list-style-type: none"> • competitor offerings • competitor promotion strategies and activities • competitor profile in the market place
Market position should include data on:	<p>May include but not limited to:</p> <ul style="list-style-type: none"> • product • the good or service provided • product mix • the core product - what is bought • the tangible product - what is perceived • the augmented product - total package of consumer • features/benefits • product differentiation from competitive products • new/changed products • Price and pricing strategies (cost plus, supply/demand, ability to pay, etc.) • Pricing objectives (profit, market penetration, etc.) • cost components • market position • distribution strategies • marketing channels • promotion • promotional strategies • target audience • communication • promotion budget
Practice brand	<p>May include but not limited to:</p> <ul style="list-style-type: none"> • practice image • practice logo/letter head/signage • phone answering protocol • facility decor • slogans • templates for communication/invoicing • style guide • writing style • AIDA (Attention, Interest, Desire and Action)
Benefits	<p>May include but not limited to:</p> <ul style="list-style-type: none"> • features as perceived by the client • benefits as perceived by the client
Promotion tools	<p>May include but not limited to:</p> <ul style="list-style-type: none"> • networking and referrals • seminars • advertising • press releases • publicity and sponsorship

	<ul style="list-style-type: none"> • brochures • newsletters (print and/or electronic) • websites • direct mail • telemarketing/cold calling
Yield per existing client	<p>May include but not limited to:</p> <ul style="list-style-type: none"> • raising charge out rates/fees • packaging fees • reduce discounts • sell more services to existing clients

Evidence Guide	
Critical Aspects of Competence	<p>Demonstrates skills and knowledge in:</p> <ul style="list-style-type: none"> • ability to identify the key indicators of business performance • ability to identify the key market data for the business • knowledge of a wide range of available information sources • ability to acquire information not readily available within a business • ability to analyze data and determine areas of improvement • ability to negotiate required improvements to ensure implementation • ability to evaluate systems against practice requirements and form recommendations and/or make recommendations • ability to assess the accuracy and relevance of information
Underpinning Knowledge and Attitudes	<p>Demonstrates knowledge of:</p> <ul style="list-style-type: none"> • data analysis • communication skills • computer skills to manipulate data and present information • negotiation skills • problem solving • planning skills • marketing principles • ability to acquire and interpret relevant data • current product and marketing mix • use of market intelligence • development and implementation strategies of promotion and growth plans
Underpinning Skills	<p>Demonstrates skill in:</p> <ul style="list-style-type: none"> • data analysis and manipulation • ability to acquire and interpret required data, current practice systems and structures and sources of relevant benchmarking data • applying methods of selecting relevant key benchmarking indicators • communication skills

	<ul style="list-style-type: none"> • working and consulting with others when developing plans for the business • planning skills, negotiation skills and problem solving • using computers to manipulate, present and distribute information
Resources Implication	Access is required to real or appropriately simulated situations, including work areas, materials and equipment, and to information on workplace practices and OHS practices.
Methods of Assessment	Competence may be assessed through: <ul style="list-style-type: none"> • Interview / Written Test • Observation / Demonstration with Oral Questioning
Context of Assessment	Competence may be assessed in the work place or in a simulated work place setting.

Occupational Standard: Animal Feed Processing Level III	
Unit Title	Prevent and Eliminate MUDA
Unit Code	IND MPP3 20 0613
Unit Descriptor	This unit of competence covers the knowledge, skills and attitude required by a worker to prevent and eliminate MUDA/wastes in his/her their workplace. It covers responsibility for the day-to-day operation of the work and ensures Kaizen elements are continuously improved and institutionalized.

Elements	Performance Criteria
1. Prepare for work.	<p>1.1 Work instructions are used to determine job requirements, including method, material and equipment.</p> <p>1.2 Job specifications are read and interpreted following working manual.</p> <p>1.3 OHS requirements, including dust and fume collection, breathing apparatus and eye and ear personal protection needs are observed throughout the work.</p> <p>1.4 Appropriate material is selected for work.</p> <p>1.5 Safety equipment and tools are identified and checked for safe and effective operation.</p>
2. Identify MUDA.	<p>2.1 Plan of MUDA identification is prepared and implemented.</p> <p>2.2 Causes and effects of MUDA are discussed.</p> <p>2.3 Tools and techniques are used to draw and analyze current situation of the work place.</p> <p>2.4 Wastes/MUDA are identified and measured based on relevant procedures.</p> <p>2.5 Identified and measured wastes are reported to relevant personnel.</p>
3. Eliminate wastes/MUDA.	<p>3. 1. Plan of MUDA elimination is prepared and implemented.</p> <p>3. 2. Necessary attitude and the ten basic principles for improvement are adopted to eliminate waste/MUDA.</p> <p>3. 3. Tools and techniques are used to eliminate wastes/MUDA based on the procedures and OHS.</p> <p>3. 4. Wastes/MUDA are reduced and eliminated in accordance with OHS and organizational requirements.</p> <p>3. 5. Improvements gained by elimination of waste/MUDA are reported to relevant bodies.</p>

<p>4. Prevent occurrence of wastes/MUDA.</p>	<p>4.1 Plan of MUDA prevention is prepared and implemented.</p> <p>4.2 Standards required for machines, operations, defining normal and abnormal conditions, clerical procedures and procurement are discussed and prepared.</p> <p>4.3 Occurrences of wastes/MUDA are prevented by using visual and auditory control methods.</p> <p>4.4 Waste-free workplace is created using 5W and 1H sheet.</p> <p>4.5 The completion of required operation is done in accordance with standard procedures and practices.</p> <p>4.6 The updating of standard procedures and practices is facilitated.</p> <p>4.7 The capability of the work team that aligns with the requirements of the procedure is ensured.</p>
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Variable	Range
OHS requirements	<p>May include but not limited to:</p> <ul style="list-style-type: none"> • Are to be in accordance with legislation/ regulations/codes of practice and enterprise safety policies and procedures. This may include protective clothing and equipment, use of tooling and equipment, workplace environment and safety, handling of material, use of fire fighting equipment, enterprise first aid, hazard control and hazardous materials and substances. • Personal protective equipment is to include that prescribed under legislation/regulations/codes of practice and workplace policies and practices. • Safe operating procedures are to include, but are not limited to the conduct of operational risk assessment and treatments associated with workplace organization. • Emergency procedures related to this unit are to include but may not be limited to emergency shutdown and stopping of equipment, extinguishing fires, enterprise first aid requirements and site evacuation.
Safety equipment and tools	<p>May include but not limited to:</p> <ul style="list-style-type: none"> • dust masks / goggles • glove • working cloth • first aid • safety shoes
Tools and techniques	<p>May include but not limited to:</p> <ul style="list-style-type: none"> • Plant Layout • Process flow • Other Analysis tools

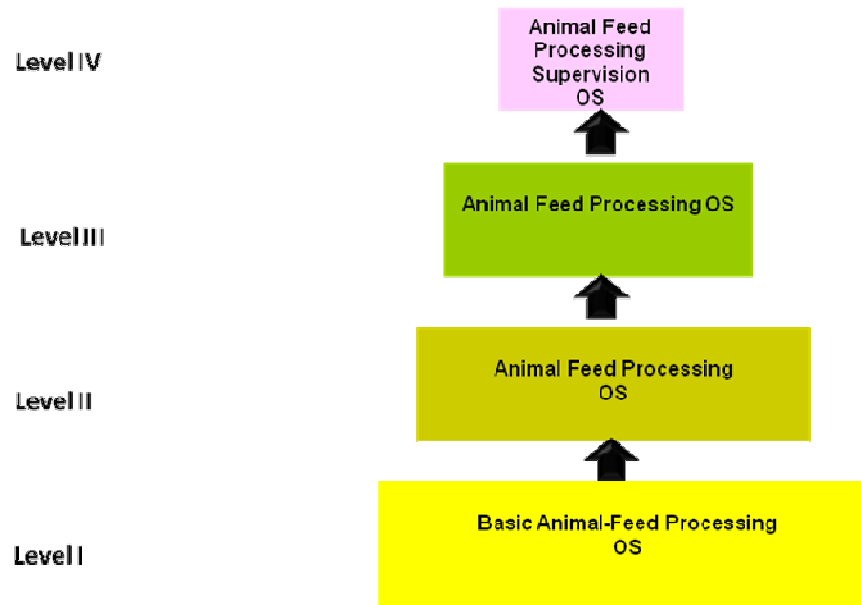
	<ul style="list-style-type: none"> • Do time study by work element • Measure Travel distance • Take a photo of workplace • Measure Total steps • Make list of items/products, who produces them and who uses them & those in warehouses, storages etc. • Focal points to Check and find out existing problems • 5S • Layout improvement • Brainstorming • Andon • U-line • In-lining • Unification • Multi-process handling & Multi-skilled operators • A.B. control (Two point control) • Cell production line • TPM (Total Productive Maintenance)
Relevant procedures	<p>May include but not limited to:</p> <ul style="list-style-type: none"> • Make waste visible • Be conscious of the waste • Be accountable for the waste. • Measure the waste.
The ten basic principles for improvement	<p>May include but not limited to:</p> <ul style="list-style-type: none"> • Throw out all of your fixed ideas about how to do things. • Think of how the new method will work- not how it won. • Don't accept excuses. Totally deny the status quo. • Don't seek perfection. A 50 percent implementation rate is fine as long as it's done on the spot. • Correct mistakes the moment they are found. • Don't spend a lot of money on improvements. • Problems give you a chance to use your brain. • Ask "why?" at least five times until you find the ultimate cause. • Ten people's ideas are better than one person's. • Improvement knows no limits.
Visual and auditory control methods	<p>May include but not limited to:</p> <ul style="list-style-type: none"> • Red Tagging • Sign boards • Outlining • Andons • Kanban, etc.
5W and 1H	<p>May include but not limited to:</p> <ul style="list-style-type: none"> • Who • What

	<ul style="list-style-type: none"> • Where • When • Why • How
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Evidence Guide	
Critical Aspects of Competence	<p>Demonstrates skills and knowledge to:</p> <ul style="list-style-type: none"> • discuss why wastes occur in the workplace • discuss causes and effects of wastes/MUDA in the workplace • analyze the current situation of the workplace by using appropriate tools and techniques • identify, measure, eliminate and prevent occurrence of wastes by using appropriate tools and techniques • use 5W and 1H sheet to prevent
Underpinning Knowledge and Attitudes	<p>Demonstrates knowledge of:</p> <ul style="list-style-type: none"> • Targets of customers and manufacturer/service provider • Traditional and kaizen thinking of price setting • Kaizen thinking in relation to targets of manufacturer/service provider and customer • value • The three categories of operations • the 3“MU” • waste/MUDA • wastes occur in the workplace • The 7 types of MUDA • The Benefits of identifying and eliminating waste • Causes and effects of 7 MUDA • Procedures to identify MUDA • Necessary attitude and the ten basic principles for improvement • Procedures to eliminate MUDA • Prevention of wastes • Methods of waste prevention • Definition and purpose of standardization • Standards required for machines, operations, defining normal and abnormal conditions, clerical procedures and procurement • Methods of visual and auditory control • TPM concept and its pillars. • Relevant Occupational Health and Safety (OHS) and environment requirements • Plan and report • Method of communication

Underpinning Skills	<p>Demonstrates skills to:</p> <ul style="list-style-type: none"> • draw & analyze current situation of the work place • use measurement apparatus (stop watch, tape, etc.) • calculate volume and area • use and follow checklists to identify, measure and eliminate wastes/MUDA • identify and measure wastes/MUDA in accordance with OHS and procedures • use tools and techniques to eliminate wastes/MUDA in accordance with OHS procedure • apply 5W and 1H sheet • update and use standard procedures for completion of required operation • work with others • read and interpret documents • observe situations • solve problems • communicate • gather evidence by using different means • report activities and results using report formats
Resources Implication	<p>Access is required to real or appropriately simulated situations, including work areas, materials and equipment, and to information on workplace practices and OHS practices.</p>
Methods of Assessment	<p>Competence may be assessed through:</p> <ul style="list-style-type: none"> • Interview / Written Test • Observation / Demonstration with Oral Questioning
Context of Assessment	<p>Competence may be assessed in the work place or in a simulated work place setting.</p>

Animal Feed Processing



Acknowledgement

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

COMMENT TEMPLATE

The Federal TVET Agency values your feedback of the document.
If you would like someone to personally contact you, please provide the following information:
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