



Federal Democratic Republic of Ethiopia

OCCUPATIONAL STANDARD

BASIC ANIMAL FEED

PROCESSING

NTQF Level I



*Ministry of Education
July 2013*

Introduction

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

UNIT OF COMPETENCE CHART

Occupational Standard: Basic Animal Feed Processing

Occupational Code: [IND BAP](#)

NTQF Level I

IND BAP1 01 0613 Follow Work Procedures to Maintain Quality	IND BAP1 01 0613 Pack or Unpack Product Manually	IND BAP1 03 0613 Finish Products
IND BAP1 04 0613 Sell Products and Services	IND BAP1 05 0613 Prepare Basic Mixes	IND BAP1 06 0613 Operate Basic Equipment
IND BAP1 07 0613 Take and Record Basic Measurements	IND BAP1 08 0613 Perform Stock Control Procedures	IND BAP1 09 0613 Participate Effectively in a Workplace Environment
IND BAP1 10 0613 Work Safely	IND BAP1 11 0613 Monitor Process Operation	IND BAP1 12 0613 Apply Quality Standards
IND BAP1 13 0613 Work with Others	IND BAP1 14 0613 Receive and Respond to Workplace Communication	IND BP1 15 0613 Demonstrate Work Values
IND BAP1 16 0613 Develop Understanding of Entrepreneurship	IND BAP1 17 0613 Apply 3S	

Occupational Standard: Basic Animal feed Processing Level I	
Unit Title	Follow Work Procedures to Maintain Quality
Unit Code	IND BAP1 01 0613
Unit Descriptor	This unit of competency covers the skills and knowledge required to follow basic quality assurance practices related to monitoring quality where work involves routine manual processes and/or operation of simple automated equipment.

Elements	Performance Criteria
1. Monitor quality of work outcome	<p>1.1 Quality requirements are identified in accordance to policies and procedures.</p> <p>1.2 Inputs are inspected to confirm capability to meet quality requirements.</p> <p>1.3 Work is conducted according to work procedures.</p> <p>1.4 Work is conducted in accordance with workplace information and environmental guidelines.</p>
2. Identify and report unacceptable inputs and/or outputs	<p>2.1 Work area, materials, processes and product are routinely checked to ensure compliance with quality requirements.</p> <p>2.2 Unacceptable quality is identified and corrective action is taken within the level of responsibility to maintain quality standards.</p> <p>2.3 Quality variation is reported according to workplace reporting requirements.</p>

Variable	Range
Policies and procedures	Work is carried out in accordance with company policies and procedures, licensing and regulatory requirements, legislative requirements and industrial awards and agreements
Workplace information	<p>may include:</p> <ul style="list-style-type: none"> • Standard Operating Procedures (SOPs) • quality specifications • food safety and/or Good Manufacturing Practice (GMP) codes • log sheets • basic data • standard forms • written or verbal instruction
Out-of-specification or unacceptable outcomes	At this level, responding to out-of-specification or unacceptable outcomes typically involves exercising judgment within clearly defined parameters and reporting/referring to others
Responsibility for monitoring quality	<p>may require:</p> <ul style="list-style-type: none"> • visual inspections and checks, including using basic counting skills

Monitoring	Monitoring typically involves visual inspection or checks at control points. Control points refer to those key points in a work process which must be monitored and controlled. This includes food safety (critical) control points
------------	---

Evidence Guide	
Critical aspects of competence	<p>Demonstrate skills and knowledge competence to:</p> <ul style="list-style-type: none"> • identify quality requirements • conduct work according to quality standards • monitor quality and identify and act on non-compliances • confirm the ability to access and correctly interpret
Underpinning Knowledge	<p>Demonstrate Knowledge of:</p> <ul style="list-style-type: none"> • quality policy, procedures and responsibilities • quality personnel and their respective responsibilities, such as internal personnel and external auditors • requirements of internal and external customers • sources of advice on quality requirements for own work • control points for own work, including the purpose of the control point, the risk if not controlled and the method of control where relevant • monitoring, inspection and checking procedures relating to process control requirements • evidence of out-of-specification or unacceptable performance • procedures for responding to out-of-specification or unacceptable performance/outcomes • responsibilities for reporting and recording quality information • sampling and test procedures where relevant • recording requirements and responsibilities where relevant
Underpinning Skills	<p>Demonstrate skills to:</p> <ul style="list-style-type: none"> • access and apply workplace information on quality requirements for own work • identify control points or inspection points for own work and related methods used to monitor quality • carry out relevant checks and inspections as required, such as checks and inspections on equipment, materials, product, packaging consumables and processing conditions relevant to own work • identify and respond to out-of-specification or unacceptable inputs and/or outputs, such as making adjustments within level of responsibility and/or reporting • maintain quality of own work • conduct tests related to work responsibilities according to enterprise procedures • record quality data in required format according to enterprise procedures • use oral communication skills/language competence to fulfil the job role as specified by the organization, including questioning, active listening, asking for clarification and seeking advice from supervisor

	<ul style="list-style-type: none"> • 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: Basic Animal feed Processing Level I	
Unit Title	Pack or Unpack Product Manually
Unit Code	IND BAP1 02 0613
Unit Descriptor	This unit of competency covers the skills and knowledge required to pack or unpack product manually. Packing may be into or from primary or secondary (inner or outer) packaging.

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

Variable	Range
Packing	can include but is not limited to: <ul style="list-style-type: none"> • boxes • tubs • liners • trays and foils
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"> • Standard Operating Procedures (SOPs) • specifications • production schedules • labels and codes • safety signs and symbols • Materials Safety Data Sheets (MSDS) • standard forms • verbal messages • requests or instructions

Evidence Guide	
Critical aspects of competence	A candidate must demonstrate the ability to: <ul style="list-style-type: none"> • ensure product and required packing materials are ready and prepared for packing or unpacking

	<ul style="list-style-type: none"> • pack or unpack to required standards • take corrective action in response to typical faults and inconsistencies • 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 function of packaging • quality requirements of packaging components and consumables, the packing process, and the effect of outputs on both the further stages of packaging and storage, and on the final consumer • packaging components and consumables used for each product type • packaging, unpacking and/or wrapping and/or placement procedures for each product type • consequences of incorrect procedures or configuration • specifications for packing/packaging product and related equipment, components and consumables as required, including identifying any special packing/packaging requirements of particular customers • storage and handling requirements of product • contamination/food safety risks associated with manual packing and related control measures • common causes of variation in both product presented for packing and packing components and consumables and corrective action required • Occupational Health and Safety (OHS) hazards and controls, including appropriate materials handling techniques related to the role • environmental issues and controls relevant to packing, including waste/rework collection and handling procedures related to the process • basic operating principles of equipment used, where relevant, such as main equipment components, status and purpose of guards, emergency stop, isolation and lockout controls, equipment operating capacities and applications • services required and action to take if services are not available • pallet identification and management system where relevant • recording procedures and responsibilities where relevant
Underpinning Skills	<p>Demonstrate skills to:</p> <ul style="list-style-type: none"> • access workplace information on product and packaging requirements and procedures • select, fit and use personal protective clothing and/or equipment • confirm supply of packaging components and consumables appropriate for product type, which may require confirming stock numbers and codes

	<ul style="list-style-type: none"> • confirm that product is in correct condition, which may require confirming product and date codes and product characteristics, such as weight and appearance • pace work to meet production requirements • pack or unpack product to meet specifications, including checking positioning of product within packaging, inspecting appearance and confirming that the packaged product meets customer and quality requirements • correct and/or report product and/or packaging that is out-of-specification within level of responsibility • maintain work area to meet housekeeping standards • operate basic packaging equipment related to manual packing function, such as materials handling/conveyor equipment, shrink wrappers, and banding and strapping equipment according to enterprise procedures • stack or place product as required, including following stacking configurations according to enterprise procedures • clean and sanitise equipment and surfaces according to enterprise procedures • complete workplace records as required 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: Basic Animal feed Processing Level I	
Unit Title	Finish Products
Unit Code	IND BAP1 03 0613
Unit Descriptor	This unit of competency covers the skills and knowledge required to assemble products and prepare in a clean well maintained area for the finish products. This unit has application in environment within the animal feed processing industry. It typically targets the worker responsible for finishing and preparing products using a range of finishing tools and equipment.

Elements	Performance Criteria
1. Prepare to finish products	<p>1.1 Workplace information requirements and procedures are accessed and strictly followed.</p> <p>1.2 Ingredients are confirmed and available to meet finishing requirements.</p> <p>1.3 Finishing equipment is checked to confirm readiness for use.</p> <p>1.4 Finishing materials are prepared to meet product finishing requirements.</p> <p>1.5 Environmental responsibilities of staff in animal feed processing are identified in accordance to legislative requirements.</p>
2. Assemble and finish products	<p>2.1. Finishing materials are applied to meet presentation requirements.</p> <p>2.2. Finished product meets presentation requirements.</p> <p>2.3. Unacceptable product is identified, rectified or reported.</p> <p>2.4. Products are assembled to meet customer and quality requirements.</p> <p>2.5. Housekeeping standards are maintained in the workplace.</p> <p>2.6. Work is conducted in accordance with workplace environmental guidelines.</p>

Variable	Range
Policies and procedures	Work is carried out according to company policies and procedures, regulatory and licensing requirements, legislative requirements, and industrial awards and agreements
Legislative requirements	<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, occupational health and safety, anti-discrimination and equal opportunity

Workplace information	<p>can include:</p> <ul style="list-style-type: none"> • verbal or written operating procedures • specifications • production schedules • batch/recipe instructions
Finishing materials	<p>may include but are not limited to:</p> <ul style="list-style-type: none"> • Compound feed for Cattle, Poultry, Swine and Equines • Total mixed ration(TMR) and Mineral blocks • Effective Micro Organisms (EM solution)
Finishing techniques	<p>may include:</p> <ul style="list-style-type: none"> • simple piping • labelling of samples • Cutting according to pellet size
Equipment	<p>may include:</p> <ul style="list-style-type: none"> • Clean Sample bags and larger sacks for sales • Stitching materials

Evidence Guide

Critical Aspects of Competence	<p>Demonstrates skills and knowledge in:</p> <ul style="list-style-type: none"> • apply basic principles of assembling products and preparing finished products • recognize of ingredients and storage requirements • perform required characteristics of prepared finishing materials • identify acceptable standards for equipment/utensils used, including cleaning requirements and signs of wear or unacceptable damage (where measuring equipment is used, it may also include procedures, such as taring of scales) • Explain the effect of variables, such as quality of the product on the application of finishing • perform application of quality techniques, such as sampling and placement • demonstrate product presentation and storage requirements • describe causes of unacceptable finishes and corrective action required • Occupational Health and Safety (OHS) hazards and controls
Underpinning Knowledge and Attitudes	<p>Must demonstrate knowledge of:</p> <ul style="list-style-type: none"> • basic principles of assembling products and preparing for finished products • recognition of ingredients and storage requirements • required characteristics of prepared finishing materials • acceptable standards for equipment/utensils used, including cleaning requirements and signs of wear or unacceptable damage (where measuring equipment is used, it may also include procedures, such as taring of scales) • the effect of variables, such as temperature of the product on the application of finishing products • application and sampling techniques

	<ul style="list-style-type: none"> • product presentation and storage requirements within the given shelf-life • causes of unacceptable finishes and corrective action required • OHS hazards and controls
Underpinning Skills	<p>Must demonstrate to:</p> <ul style="list-style-type: none"> • access workplace information to identify finishing requirements • confirm condition, type, quality and quantity of ingredients and prepared finishing materials • confirm that required ingredients for finishing materials are available • confirm that equipment required is available, clean and fit for use • mix or prepare finishing materials as required, such as weighing or measuring ingredients to feed formulation specifications • assemble product and apply bagging and finishing materials (assembly requirements depend on product) using appropriate finishing techniques • take corrective action to ensure that finished product meets quality standards • clean equipment and machineries to meet hygiene standards • complete workplace records 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
Resource Implications	Access is required to real or appropriately simulated situations, including work areas, materials and equipment, and to information on workplace practices and OHS practices.
Methods of Assessment	<p>Competence may be assessed through:</p> <ul style="list-style-type: none"> • Interview / Written Test • Observation / Demonstration with Oral Questioning
Context of Assessment	Competence may be assessed in the work place or in a simulated work place setting.

Occupational Standard: Basic Animal feed Processing Level I	
Unit Title	Sell Products and Services
Unit Code	IND BAP1 04 0613
Unit Descriptor	This unit describes the performance outcomes, skills and knowledge required to sell products and services in a retail environment. It involves the use of sales techniques and encompasses the key selling skills from approaching the customer to closing the sale. It requires a basic level of product knowledge.

Elements	Performance Criteria
1. Apply product knowledge	<p>1.1 Knowledge of the use and application of relevant products and services is demonstrated according to store policy and legislative requirements.</p> <p>1.2 Product knowledge is developed by accessing relevant sources of information.</p>
2. Approach customer	<p>2.1 Timing of customer approach is determined and applied.</p> <p>2.2 Effective sales approach is identified and applied.</p> <p>2.3 A positive impression is conveyed to arouse customer interest.</p> <p>2.4. Knowledge of customer buying behaviour is demonstrated.</p>
3. Gather information.	<p>3.1 Questioning techniques are applied to determine customer buying motives.</p> <p>3.2 Listening skills are used to determine customer requirements.</p> <p>3.3 Non-verbal communication cues are interpreted and clarified.</p> <p>3.4 Customers are identified by name where possible.</p> <p>3.5 Customer is directed to specific merchandise.</p>
4. Sell benefits.	<p>4.1 Customer needs are matched to appropriate products and services.</p> <p>4.2 Knowledge of products features and benefits is communicated clearly to customers.</p> <p>4.3 Product use and safety requirements are described to customers.</p> <p>4.4 Customers are referred to appropriate product specialist as required.</p> <p>4.5 Routine customer questions about merchandise are answered accurately and honestly or refer to senior sales staff.</p>
5. Overcome objections.	<p>5.1 Customer objections are identified and accepted.</p> <p>5.2 Objections are categorized into price, time and merchandise characteristics.</p>

	<p>5.3 Solutions are offered according to store policy.</p> <p>5.4 Problem solving is applied to overcome customer objections.</p>
6. Close sale.	<p>6.1 Customer buying signals are monitored, identified and responded appropriately.</p> <p>6.2 Customer is encouraged to make purchase decisions.</p> <p>6.3 Appropriate method of closing sale is selected and applied.</p>
7. Maximize sales opportunities	<p>7.1. Opportunities are recognized and applied for making additional sales.</p> <p>7.2. Customer is advised of complementary products or services according to customer's identified need.</p> <p>7.3. Personal sales outcomes are reviewed to maximize future sales.</p>

Variable	Range
Store policy and procedures in	<p>regard to:</p> <ul style="list-style-type: none"> • interaction with customers • Selling products and services.
Legislative requirements	<p>may include:</p> <ul style="list-style-type: none"> • Trade Practices • tobacco laws • liquor laws • lottery legislation • industry codes of practice • OHS • sale of second-hand goods • sale of X and R rated products • trading hours • Transport, storage and handling of goods.
Product knowledge	<p>may include:</p> <ul style="list-style-type: none"> • warranties • features and benefits • use-by dates • handling and storage requirements • stock availability • safety features • Price.
Relevant sources of information	<p>may include:</p> <ul style="list-style-type: none"> • internet • staff members • store or supplier product manuals • product profiles • videos • demonstrations • labels and store tours

Customers	<p>may include:</p> <ul style="list-style-type: none"> • new or repeat contacts • external and internal contacts • customers with routine or special requests • people from a range of social, cultural and ethnic backgrounds and with varying physical and mental abilities.
Sales transactions	<p>may be completed:</p> <ul style="list-style-type: none"> • face to face • over the telephone
Routine customer questions	<p>may relate to:</p> <ul style="list-style-type: none"> • price and price reductions • quality • availability • Features and benefits.
Problem solving	<p>may be affected by:</p> <ul style="list-style-type: none"> • store policies and procedures • resource implications.

Evidence Guide

Critical Aspects of Competence	<p>Demonstrates skills and knowledge to:</p> <ul style="list-style-type: none"> • apply product knowledge and uses appropriate sales approach to sell the benefits of products and services, overcome objections and close sales • use questioning, listening and observation skills to determine customer requirements • consistently apply store policies and procedures in regard to selling products and services • maximize sales opportunities according to store policies and procedures • consistently apply industry codes of practice, relevant legislation and statutory requirements in regard to selling products and services • evaluate personal sales performance to maximize future sales.
Underpinning Knowledge and Attitudes	<p>Demonstrates knowledge of:</p> <ul style="list-style-type: none"> • store policies and procedures, in regard to: <ul style="list-style-type: none"> ➢ sell products and services ➢ allocate duties and responsibilities ➢ store merchandise and service range • specific product knowledge for area or section • relevant legislation and statutory requirements
Underpinning Skills	<p>Demonstrates skills to:</p> <ul style="list-style-type: none"> • selling techniques, including: <ul style="list-style-type: none"> ➢ opening techniques ➢ recognizing buying signals ➢ strategies to focus customer on specific merchandise ➢ add-ons and complementary sales ➢ overcoming customer objections ➢ closing techniques

	<ul style="list-style-type: none"> • verbal and non-verbal communication skills • handling difficult customers • negotiation skills • sales performance appreciation • questioning, listening and observation • literacy skills in regard to: <ul style="list-style-type: none"> ➤ reading and understanding product information ➤ reading and understanding store policies and procedures ➤ recording information • numeracy skills in regard to: <ul style="list-style-type: none"> ➤ handling payment for goods ➤ weighing and measuring goods. • relevant industry codes of practice • customer types and needs, including: <ul style="list-style-type: none"> ➤ customer buying motives ➤ customer behaviour and cues ➤ individual and cultural differences ➤ demographics, lifestyle and income ➤ types of customer needs, e.g. functional, psychological.
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: Basic Animal feed Processing Level I	
Unit Title	Prepare Basic Mixes
Unit Code	IND BAP1 05 0613
Unit Descriptor	This unit of competency covers the skills and knowledge required to combine ingredients and additives in the correct quantities and to operate mixing and blending equipment to prepare basic mixes.

Elements	Performance Criteria
1. Prepare for mixing/blending	<p>1.1. Raw Materials/ Ingredients are confirmed and available to meet production requirements.</p> <p>1.2. Cleaning requirements and status are identified and confirmed.</p> <p>1.3. Processing/operating parameters for mixing/blending are entered as required to meet production requirements.</p> <p>1.4. Equipment performance is checked and adjusted as required.</p> <p>1.5. Pre-start checks are carried out as required by workplace requirements.</p>
2. Operate and monitor the mixing/blending process	<p>2.1. Ingredients are delivered to the mixer in the required quantities to meet recipe specifications.</p> <p>2.2. The mixing/blending process is started and operated according to workplace procedures.</p> <p>2.3. Equipment is monitored to identify variation in operating conditions.</p> <p>2.4. Variation in equipment operation is identified and maintenance requirements are reported according to workplace reporting requirements.</p> <p>2.5. The mixing process is monitored to confirm that specifications are met.</p> <p>2.6. Out-of-specification product/process outcomes are identified, rectified and/or reported to maintain the process within specification.</p> <p>2.7. The work area is maintained according to housekeeping standards.</p> <p>2.8. Work is conducted in accordance with workplace environmental guidelines.</p>
3. Shut down the mixing/blending process	<p>3.1. The appropriate 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/blending equipment	<p>may include:</p> <ul style="list-style-type: none"> measuring and weighing equipment, such as scales, load cells, dosing equipment, mixers, pumps, and agitators Common mixer types include: <ul style="list-style-type: none"> horizontal and vertical screw mixers/conveyors
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
Materials	<p>may include:</p> <ul style="list-style-type: none"> bulk and non-bulk ingredients and additives
Ingredient addition	Ingredient addition is typically manual
Operation of equipment and processes	<p>may require:</p> <ul style="list-style-type: none"> the use of simple process control panels
Services	<p>Typical examples include:</p> <ul style="list-style-type: none"> power compressed and instrumentation air
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)

Evidence Guide	
Critical aspects of competence	<p>A candidate must demonstrate the ability to:</p> <ul style="list-style-type: none"> prepare and apply ingredients according to mixing procedures conduct pre-start checks on equipment used for mixing 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

	<ul style="list-style-type: none"> • 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 used, such as 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 • the flow of the mixing process and the effect of mix preparation on downstream processes • ingredient handling requirements and shelf-life/coding • quality characteristics required of ingredients used • required attributes of the mixed/blended output, such as visual appearance of the mix • the effect of the mixing/blending parameters, such as length of mix time on mixing outcome • contamination/food safety risks associated with the process and related control measures, including product compatibility and cross-contamination risks, and associated cleaning requirements • operating requirements and parameters and corrective action required where operation is outside specified operating parameters, such as reporting to appropriate personnel • procedures and responsibility for reporting production and performance information • Occupational Health and Safety (OHS) hazards and controls • shutdown and cleaning procedures, including isolation, lock out and tag out procedures and responsibilities • environmental issues and controls, including waste/rework collection and handling procedures related to the process • cleaning and sanitation procedures where relevant
Underpinning Skills	<p>Demonstrate ability 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, and confirming that equipment is clean, correctly configured for processing requirements and that all safety guards are in place and operational • add/load materials in correct quantities and sequence (this typically involves manual addition)

	<ul style="list-style-type: none"> • start and monitor the batching/mixing process to achieve required outcomes, including monitoring control points and conducting inspections as required to confirm process remains within specification • monitor supply and flow of ingredients to and from the batching/mixing process, such as visually inspecting quality of ingredients • 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 procedures to shut down and clean equipment within level of responsibility • complete workplace records as required • maintain work area to meet housekeeping standards • use simple process control screens 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: Basic Animal feed Processing Level I	
Unit Title	Operate Basic Equipment
Unit Code	IND BAP1 06 0613
Unit Descriptor	This unit of competency covers the skills and knowledge required to use equipment requiring limited application of equipment and process knowledge and limited equipment adjustment.

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

Variables	Range
Policies and procedures	Work is carried out according to company policies and procedures, regulatory and licensing requirements, legislative requirements, and industrial awards and agreements. When applied to the pharmaceutical industry, relevant Good Manufacturing Practice (GMP) codes apply and reference to food safety is replaced by GMP
Operation of equipment and processes	<p>may require:</p> <ul style="list-style-type: none"> the use of simple operating panels
Workplace information	<p>may include:</p> <ul style="list-style-type: none"> Standard Operating Procedures (SOPs) specification production schedules labels and codes safety signs and symbols Materials Safety Data Sheets (MSDS) standard forms verbal messages and requests or instructions
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)

Evidence Guide	
Critical aspects of competence	<p>Evidence of ability to:</p> <ul style="list-style-type: none"> • check equipment readiness for use • operate and monitor equipment to achieve required quality outcomes • take action in response to typical faults and inconsistencies • apply safe work practices • 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 used, such as 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 • quality requirements of materials/consumables used and the effect of variation on outputs • 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 • contamination/food safety risks associated with equipment operation and related control measures • common causes of variation and corrective action required • Occupational Health and Safety (OHS) hazards and controls • shutdown and cleaning procedures, including isolation, lock out and tag out procedures and responsibilities • environmental issues and controls relevant to equipment operation, including waste 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 • recording procedures and responsibilities where relevant
Underpinning Skills	<p>Demonstrate skills to:</p> <ul style="list-style-type: none"> • access workplace information on equipment operating requirements and procedures • select, fit and use personal protective clothing and/or equipment • conduct pre-start checks, such as inspecting equipment condition to identify any signs of wear, selecting appropriate settings and/or related parameters, cancelling isolation or lockouts as required, and confirming that equipment is clean and that all safety guards are in place and operational • start and operate equipment according to procedure • monitor the output of equipment operation against requirements • take corrective action in response to out-of-specification results

	<ul style="list-style-type: none"> • shut down and clean equipment as required • respond to and/or report equipment failure within level of responsibility • locate emergency stop functions on equipment • maintain work area to meet housekeeping standards • use basic process control screens and panels according to enterprise procedures • complete workplace records 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: Basic Animal feed Processing Level I	
Unit Title	Take and Record Basic Measurement
Unit Code	IND BAP1 07 0613
Unit Descriptor	This unit of competency covers the skills and knowledge required to use basic measuring equipment and devices, read and record results.

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

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

Evidence Guide	
Critical aspects of competence	A candidate must demonstrate the ability to: <ul style="list-style-type: none"> • identify and report purpose of measuring and inconsistencies • use a variety of basic measuring equipment • record measurement as required • apply safe work practices and identify OHS hazards and controls • apply food safety procedures.
Underpinning Knowledge	Demonstrate Knowledge of: <ul style="list-style-type: none"> • purpose of measuring as applied to work responsibilities, and related measuring equipment and units of measurement, including the required accuracy of the measurement and the capability/accuracy level of equipment used

	<ul style="list-style-type: none"> • measuring equipment/device preparation requirements and purpose, including calibration requirements and responsibilities for maintaining accurate measuring equipment/devices (at this level, responsibility may involve confirming calibration by following defined check methods) • OHS hazards associated with using the measuring equipment/device and related safe operating procedures • typical/required range for measurement results • common factors and conditions that could affect the measurement result • procedures to follow where measurements are out of range, such as involves repeating the measurement one or more times • consequences of measurements that are out of range • responsibilities to report measurement information
Underpinning Skills	<p>Demonstrate skills to:</p> <ul style="list-style-type: none"> • access workplace information on measurement requirements and procedures relating to own work, including information about the types of measurements to be carried out, the equipment/devices to be used, frequency of measurement and related recording requirements • locate measuring equipment/device and confirm that it is suitable for use (this will vary depending on the nature of the equipment/device), such as taring scales, and confirming calibration of devices • locate materials/items to be measured • follow procedures to conduct measurements • determine and interpret measurement results, including checking measurement accuracy, and where results are out of the required range, reporting to appropriate personnel and following instructions on corrective action • record results as required in the appropriate format, such as completing log sheets • use oral communication skills/language competence to fulfil the job role as specified by the organization, including questioning, active listening, asking for clarification and seeking advice from supervisor • 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	<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: Basic Animal feed Processing Level I	
Unit Title	Perform Stock Control Procedures
Unit Code	IND BAP1 08 0613
Unit Descriptor	<p>This unit describes the performance outcomes, skills and knowledge required to handle stock in a retail environment. It involves receiving and processing incoming goods, rotating stock and dispatching goods.</p> <p>This unit requires the consistent application of store policy and relevant legislation, including safe working practices in the handling and moving of stock, to ensure efficient stock control in a retail environment. Team members are required to receive and process incoming goods, dispatch outgoing goods, rotate stock and maintain stock levels, assist with stocktaking, and report problems or discrepancies in stock to relevant personnel.</p>

Elements	Performance Criteria
1. Receive and process incoming goods.	<p>1.1 Maintain cleanliness and orderliness in receiving bay according to store policy and procedures.</p> <p>1.2 Unpack goods using correct handling techniques and equipment according to store policy.</p> <p>1.3 Remove and promptly dispose of packing materials according to store policy and relevant legislative requirements.</p> <p>1.4 Check incoming stock and validate against purchase orders and delivery documentation according to store policy and relevant legislative requirements.</p> <p>1.5 Inspect items received for damage, quality, use-by dates, breakage or discrepancies and record according to store policy.</p> <p>1.6 Record stock levels on store stock systems according to store policy.</p> <p>1.7 Rotate and store stock according to the first in first out (FIFO) principle.</p> <p>1.8 Dispatch stock to appropriate area or department.</p> <p>1.9 Apply stock price and code labels when required according to store policy.</p>
2. Rotate stock	<p>2.1 Carry out stock rotation procedures according to store routine and policy.</p> <p>2.2 Perform store code checking and reporting procedures, including recording of waste and markdowns.</p> <p>2.3 Place merchandise to achieve a balanced, fully-stocked display appearance and promote sales.</p> <p>2.4 Place excess stock in storage or dispose of according to store policy and legislative requirements.</p> <p>2.5 Maintain safe lifting, shifting and carrying techniques according to store OHS policy and legislative requirements.</p>

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

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

Underpinning Knowledge and Attitudes	<p>Demonstrates knowledge of:</p> <ul style="list-style-type: none"> • store policy and procedures in regard to: <ul style="list-style-type: none"> ➤ stock control ➤ store labelling policy ➤ product quality standards ➤ correct unpacking of goods ➤ out-of-date, missing or damaged stock ➤ equipment used ➤ stock location ➤ waste disposal ➤ methods of storage ➤ delivery documentation ➤ stock record documentation ➤ dispatch documentation • reporting faults and problems • relevant legislation and statutory requirements • relevant industry codes of practice • relevant OHS regulations.
Underpinning Skills	<p>Demonstrates skills to:</p> <p>The following skills must be assessed as part of this unit:</p> <ul style="list-style-type: none"> • following set routines and procedures • using electronic labelling and ticketing equipment • literacy and numeracy skills in regard to: • stock records and delivery documentation • reporting problems.
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: Basic Animal feed Processing Level I	
Unit Title	Participate Effectively in a Workplace Environment
Unit Code	IND BAP1 09 0613
Unit Descriptor	This unit of competency covers the skills and knowledge required to participate effectively in a workplace environment.

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

Variables	Range
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>referred to are additional to those covered by OHS, quality, food safety and environmental competency standards. They include:</p> <ul style="list-style-type: none"> • codes of practice and general employment policies and procedures in areas, such as sexual harassment • workplace bullying
Policies and procedures	<p>Work is carried out in accordance with company policies and procedures, regulatory and 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>
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

Evidence Guide	
Critical Aspects of Competence	<p>Demonstrate skills and knowledge competence to:</p> <ul style="list-style-type: none"> • identify location of operations, expectations and responsibilities of the work role, and organizational products and processes

Underpinning Knowledge	<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) • locate workplace amenities and facilities relevant to work responsibilities • identify and locate materials/storage areas in the workplace, relevant to work role, such as locating tank farms and other bulk storage locations and identifying special storage conditions (e.g. hazardous goods and temperature controlled stores areas), production and packing processes/main work areas in the workplace • use oral communication skills/language competence to fulfil the job role as specified by the organization, including questioning, active listening, asking for clarification and seeking advice from supervisor • work cooperatively within a culturally diverse workforce
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: Basic Animal Feed process Level I	
Unit Title	Work Safely
Unit Code	IND BAP1 10 0613
Unit Descriptor	<p>This unit of competency specifies the outcomes required to work within Occupational Health and Safety (OHS) requirements across a range of industry contexts.</p> <p>It requires the ability to demonstrate personal awareness of OHS legislative requirements and basic principles of risk management and prevention of injury and illness at work.</p>

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

Variable	Range
OHS legislative requirements	<p>should relate to:</p> <ul style="list-style-type: none"> OHS and welfare Acts and regulations

	<ul style="list-style-type: none"> • National Code of Practice for Induction Training for Construction Work • safety codes of practice • national safety standards • OHS standards and guidelines • licences, tickets or certificates of competency • duty of care • Ethiopian standards • health and safety representatives, committees and supervisors
Duty of care requirements	<p>relate to:</p> <ul style="list-style-type: none"> • the legal responsibility under 'duty of care' to do everything reasonably practicable to protect others from harm • relevant state and territory OHS requirements and may include employers and self-employed persons, persons in control of the work site, construction supervisors, designers, manufacturers and suppliers, construction workers, sub-contractors and inspectors • own responsibilities to comply with safe working practices, including activities which require licences, tickets or certificates of competency
Safe working practices	<p>may include:</p> <ul style="list-style-type: none"> • smoking in designated areas • housekeeping to ensure a clean, tidy and therefore safer work area • general requirements for use of personal protective equipment and clothing • general requirements for safe use of plant and equipment • storage and removal of debris • drugs and alcohol at work • preventing bullying and harassment • access to site amenities such as drinking water and toilets
Risks	<p>relate to:</p> <ul style="list-style-type: none"> • the likelihood of a hazard causing injury or harm
Principles of risk management	<p>include:</p> <ul style="list-style-type: none"> • identify hazards • assess the risks involved • consult and report ensuring the involvement of relevant workers • control the hazard • review to identify change or improvement
Hazards	<p>relate to:</p> <ul style="list-style-type: none"> • a source or situation with the potential for harm in terms of human injury or ill-health, damage to property, the environment, or a combination of these
Common hazards	<p>may include:</p> <ul style="list-style-type: none"> • manual handling • hazardous substances and dangerous goods

	<ul style="list-style-type: none"> • noise • plant and equipment including access to moving parts • UV radiation • electrical safety • traffic and mobile plant • working at heights • falling objects • excavations (including trenches) • confined spaces • unplanned collapse • hot and cold working environments • HIV and other infectious diseases
Measures for controlling risk eliminate or minimise hazards in accordance with the hierarchy of control	<p>include:</p> <ul style="list-style-type: none"> • elimination (e.g. controlling the hazard at the source) • substitution (e.g. replacing one substance or activity at the source) • engineering control (e.g. installing guards on machinery) • administration control (e.g. policies and procedures for safe work practices) • personal protective equipment (e.g. respirators and ear plugs)
OHS communication processes	<p>may include:</p> <ul style="list-style-type: none"> • processes for raising OHS issues • OHS participative arrangements • OHS meetings • toolbox talks • discussions with OHS representatives • workplace consultation relating to OHS issues and changes • OHS notices, newsletters, bulletins and correspondence
OHS information and documentation	<p>may include:</p> <ul style="list-style-type: none"> • workplace documentation and plans • safe work method statements • Material Safety Data Sheets (MSDS) • job safety analyses • accident and incident reports • reports of near misses and dangerous occurrences • risk assessments • labels • safety meeting minutes • proformas for reporting hazards, incidents and injuries • Acts • regulations • codes of practice • guidance notes • evacuation plans • emergency information contact

	<ul style="list-style-type: none"> • Ethiopian standards • workplace safety inspection reports
Designated OHS personnel	<p>may include:</p> <ul style="list-style-type: none"> • supervisors • OHS representatives • OHS committee members • first aid officers • OHS managers
Safety signs and symbols	<p>may include:</p> <ul style="list-style-type: none"> • regulatory signs (e.g. prohibition, mandatory and limitation or restriction) • hazard signs (danger and warning) • emergency information signs (e.g. exits, equipment, first aid) • fire signs (e.g. location of fire alarms and fire fighting equipment) • safety tags and lockout (e.g. danger tags, out of service tags) • caution signs
Relevant authorities	<p>may include:</p> <ul style="list-style-type: none"> • emergency services (e.g. police, ambulance, fire brigade, emergency rescue) • OHS regulatory authority • supervisor • manager
Incidents	<p>may include:</p> <ul style="list-style-type: none"> • accidents resulting in personal injury or damage to property • near misses or dangerous occurrences which do not cause injury but may pose an immediate and significant risk to persons or property, and need to be reported so that action can be taken to prevent recurrence
General procedures for responding to incidents and emergencies	<p>may include:</p> <ul style="list-style-type: none"> • basic emergency response (keep calm, raise alarm, obtain help) • evacuation • referring to workplace emergency plans and documentation • notification of designated OHS personnel and authorities • notification of emergency services (e.g. when and how)
Emergencies	<p>may include:</p> <ul style="list-style-type: none"> • fire • toxic and/or flammable vapours emission • vehicle/mobile plant accident • structural collapse • chemical spill • injury to personnel • explosions • gas leak

Personal protective equipment	<p>may include:</p> <ul style="list-style-type: none"> • protective, well fitting clothing • arm guards • aprons • high visibility retro reflective vests • safety footwear • hard hat • eye protection • hearing protection • gloves • respiratory protection • UV protective clothing and sunscreen
Fire safety equipment	<p>may include:</p> <ul style="list-style-type: none"> • fire fighting equipment • fire blankets • breathing apparatus

Evidence Guide

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

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

Occupational Standard: Basic Animal Feed process Level I	
Unit Title	Monitor Process Operation
Unit Code	IND BAP1 11 0613
Unit Descriptor	This unit of competency covers the skills and knowledge required to monitor the operation of equipment used in a production process.

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

Variable	Range
Process operation and monitoring functions	<p>may involve:</p> <ul style="list-style-type: none"> • the use of a computer keyboard or control panel
Workplace requirements	<p>may include:</p> <ul style="list-style-type: none"> • Standard Operating Procedures (SOPs) • specifications • production schedules • labels and codes • safety signs and symbols • Materials Safety Data Sheets (MSDS) • standard forms • verbal messages • requests or instructions

Policies and procedures	Work is carried out according to company policies and procedures, regulatory and licensing requirements, legislative requirements, and industrial awards and agreements.
-------------------------	--

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

	<ul style="list-style-type: none"> • maintain work area to meet housekeeping standards • sort, collect, treat, recycle or dispose of waste according to enterprise procedures • demonstrate shutdown and cleaning sequence according to enterprise procedures • record workplace 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
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: Basic Animal feed Processing Level I	
Unit Title	Apply Quality Standards
Unit Code	IND BAP1 12 0613
Unit Descriptor	This unit covers the knowledge, attitudes and skills required in applying quality standards in the operational activities.

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

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

Evidence Guide	
Critical Aspects of Competency	Demonstrates skills and knowledge to: <ul style="list-style-type: none"> • Check completed work continuously against standard • Identify and isolate faulty service / workmanship • Check service rendered against organization standards • Identify and apply corrective actions on the causes of identified faults • Record basic information regarding quality performance • Investigated 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 • Relevant evaluation techniques and quality checking procedures • Workplace procedures • 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 in accordance with procedures

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

Occupational Standard: Basic Animal feed Processing Level I	
Unit Title	Work with Others
Unit Code	IND BAP1 13 0613
Unit Descriptor	This unit covers the knowledge, skills, and attitudes required to develop workplace relationship and contribute in workplace activities.

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

Variable	Range
Duties and responsibilities	<p>May include but not limited to:</p> <ul style="list-style-type: none"> • Job description and employment arrangements • Organization's policy relevant to work role • Organizational structures • Supervision and accountability requirements including OHS • Code of conduct
Work group	<p>May include but not limited to:</p> <ul style="list-style-type: none"> • Supervisor or manager • Peers/work colleagues • Other members of the organization
Feedback on performance	<p>May include but not limited to:</p> <ul style="list-style-type: none"> • Formal/Informal performance appraisal • Obtaining feedback from supervisors and colleagues and clients • Personal, reflective behavior strategies

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

Evidence Guide

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

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

Occupational Standard: Basic Animal feed Processing Level I	
Unit Title	Receive and Respond to Workplace Communication
Unit Code	IND BAP1 14 0613
Unit Descriptor	This unit covers the knowledge, skills and attitudes required to receive, respond and act on verbal and written communication.

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

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

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

Occupational Standard: Basic Animal feed Processing Level I	
Unit Title	Demonstrate Work Values
Unit Code	IND BAP1 15 0613
Unit Descriptor	This unit covers the knowledge, skills and attitude required in demonstrating proper work values.

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

Variable	Range		
Work values/ethics/concepts	May include but are not limited to: <ul style="list-style-type: none"> • Commitment/ Dedication • Sense of urgency • Sense of purpose • Love for work • High motivation • Orderliness • Reliability and Dependability • Competence • Goal-oriented • Sense of responsibility • Being knowledgeable • Loyalty to work/company • Sensitivity to others • Compassion/Caring attitude • Balancing between family and work • Sense of nationalism 		
Work practices	May include but are not limited to: <ul style="list-style-type: none"> • Quality of work • Punctuality • Efficiency • Effectiveness • Productivity • Resourcefulness • Innovativeness/Creativity • Cost consciousness • 5S • Attention to details 		
Company resources	May include but are not limited to: <ul style="list-style-type: none"> • Consumable materials • Equipment/Machineries • Human • Time • Financial resources 		
Work incidents/Situations	May include but are not limited to: <ul style="list-style-type: none"> • Violent/intense dispute or argument • Gambling • Use of prohibited substances • Pilferages • Damage to person or property 		
Page 48 of 59	Ministry of Education Copyright	Basic Animal Feed Processing Ethiopian Occupational Standard	Version 1 July 2013

	<ul style="list-style-type: none"> • Vandalism • Falsification • Bribery • Sexual Harassment and Blackmail
--	--

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

Occupational Standard: Basic Animal feed Processing Level I	
Unit Title	Develop Understanding of Entrepreneurship
Unit Code	IND BAP1 16 0613
Unit Descriptor	This unit covers skills, knowledge and attitude required to understand the principles, functions, strategies and methods of entrepreneurship. It also covers identifying and developing the major entrepreneurial competences.

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

	<p>3.3 Key success factor in setting up small and medium business are identified and explained.</p> <p>3.4 Business opportunities are identified and assessed.</p> <p>3.5 Business ideas are generated using appropriate tools, techniques and steps.</p> <p>3.6 Procedures for identifying suitable market for business are discussed and understood.</p> <p>3.7 Major factors to consider in selecting a location for a business are identified and discussed.</p> <p>3.8 Basic types of business ownership are identified and explained.</p> <p>3.9 Amount of money needed to start an enterprise estimated and distinction between pre operations and initial operation payments clarified.</p> <p>3.10 Advantages and disadvantages of using various sources of capital to start an enterprise are identified.</p>
<p>4. Discuss how to operate an enterprise</p>	<p>4.1 Disadvantages and advantages of three alternatives means of becoming an entrepreneur are identified and understood.</p> <p>4.2 Process of hiring and managing people is discussed and explained.</p> <p>4.3 The importance and techniques of managing time are discussed and understood.</p> <p>4.4 The techniques and procedures of managing sales are discussed and explained.</p> <p>4.5 Factors to consider in selecting suppliers and the steps to follow when doing business with them are identified and discussed.</p> <p>4.6 Awareness of how new technologies can affect small and medium business are developed.</p> <p>4.7 Characteristics of appropriate technology for use in small and medium business are identified and explained.</p> <p>4.8 Different types of cost that occur in a business and how to manage them are discussed and understood.</p> <p>4.9 Factors and procedures in knowing the cost of the enterprise are discussed and understood.</p> <p>4.10 Importance of financial record keeping and preparing simple financial statement are explained and understood.</p>

	<p>4.11 The application of self-management skills and negotiation skills are discussed in operating a business.</p> <p>4.12 Risk assessment and management of business enterprise are performed.</p>
5. Develop one's own business plan	<p>5.1 Process of preparing/ writing a business plan is discussed and applied.</p> <p>5.2 Standard structure and format are applied in preparing business plan.</p> <p>5.3 Findings of the business plan are interpreted, assessed and analyzed.</p> <p>5.4 Feasibility of the business idea is made clear and understandable.</p> <p>5.5 Problems that may arise or encounter when starting a business are identified and understand.</p> <p>5.6 Techniques and procedures in obtaining and sourcing information are discussed and understood.</p>

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

Evidence Guide	
Critical Aspects of Competence	<p>Demonstrates skills and knowledge to:</p> <ul style="list-style-type: none"> • explain principles and concept of entrepreneurship • discuss how to become entrepreneur • discuss how to organize an enterprise

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

Occupational Standard: Basic Animal feed Processing Level I	
Unit Title	Apply 3S
Unit Code	IND BAP1 17 0613
Unit Descriptor	This unit of competence covers the knowledge, skills and attitudes required by a worker to apply 3S techniques to his/her workplace. The unit assumes the worker has a particular job in the allocated workplace known by the individual.

Elements	Performance Criteria
1. Organize junior Kaizen Promotion Team (KPT).	<p>1.1 Basics, principles and stages of KPT are identified using appropriate procedures.</p> <p>1.2 Structure of Junior KPT is established in accordance with the organizational procedures.</p> <p>1.3 Effective and appropriate contributions are made to complement team activities and objectives using individual skills and competencies.</p> <p>1.4 Effective and appropriate forms of communications are used and undertaken with KPT members who contribute to know KPT activities and objectives.</p> <p>1.5 Kaizen Board (Visual Management Board) is prepared and used in harmony with different workplace contexts.</p>
2. Prepare for work.	<p>2.1 Work instructions are used to determine job requirements, including method, material and equipment.</p> <p>2.2 Job specifications are read and interpreted following working manual.</p> <p>2.3 OHS requirements, including dust and fume collection, breathing apparatus and eye and ear personal protection needs are observed throughout the work.</p> <p>2.4 Appropriate materials are selected.</p> <p>2.5 Safety equipment and tools are identified and checked for safe and effective operation.</p>
3. Sort items.	<p>3.1 Plan is prepared to implement sorting activities.</p> <p>3.2 Cleaning activities are performed.</p> <p>3.3 All items in the workplace are identified following the appropriate procedures.</p> <p>3.4 Necessary and unnecessary items are listed using the appropriate format.</p>

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

Variable	Range
Junior KPT	<p>may include but not limited to:</p> <ul style="list-style-type: none"> • 3S • 3MU (Mura, Muri and MUDA) • 4P (Policy, Procedure, People and Plant) • 4M (Material, Method, Man and Machine) • PDCA (Plan, Do, Check and Act)

OHS requirements	<p>may include but not limited to:</p> <ul style="list-style-type: none"> • Legislation/ regulations/codes of practice and enterprise safety policies and procedures. This may include protective clothing and equipment, use of tooling and equipment, workplace environment and safety, handling of material, use of fire fighting equipment, enterprise first aid, hazard control and hazardous materials and substances. • Personal protective equipment is to include that prescribed under legislation/regulations/codes of practice and workplace policies and practices. • Safe operating procedures are to include, but are not limited to the conduct of operational risk assessment and treatments associated with workplace organization. • Emergency procedures related to this unit are to include but may not be limited to emergency shutdown and stopping of equipment, extinguishing fires, enterprise first aid requirements and site evacuation.
Safety equipment and tools	<p>may include but not limited to:</p> <ul style="list-style-type: none"> • dust masks / goggles • glove • working cloth • first aid • safety shoes
Items	<p>may include but not limited to:</p> <ul style="list-style-type: none"> • tools • jigs/fixtures • materials/components • machine and equipment • manuals • documents • personal items (e.g. bags, lunch boxes and posters) • safety equipment and personal protective equipment • other items which happen to be in the work area
The appropriate procedures	<p>may include but not limited to:</p> <ul style="list-style-type: none"> • steps for implementing 3S (sort, set in order and shine) activities. • written, verbal and computer based or in some other format.
Unnecessary items	<p>are not needed for current production or administrative operation and include but not limited to:</p> <ul style="list-style-type: none"> • defective or excess quantities of small parts and inventory • outdated or broken jigs and dies • worn-out bits • outdated or broken tools and inspection gear

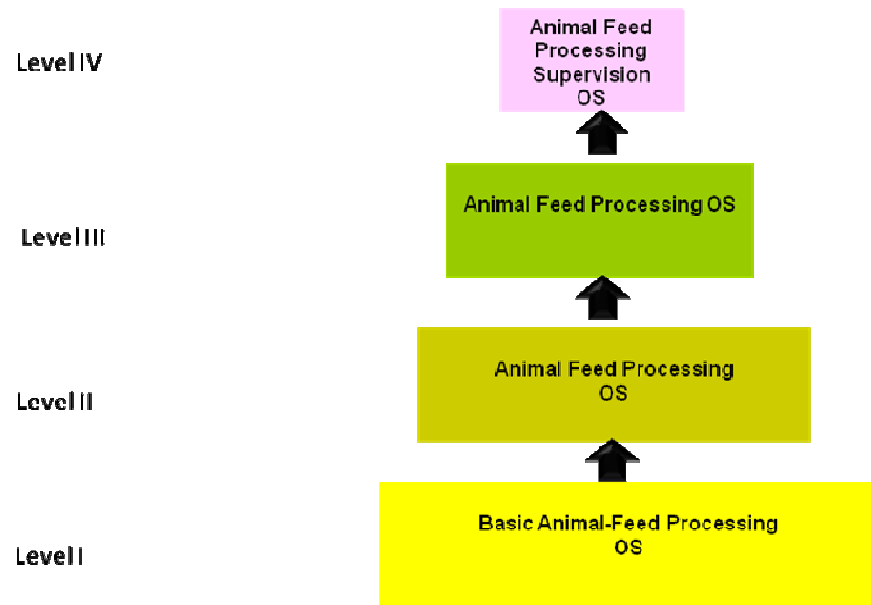
	<ul style="list-style-type: none"> • old rags and other cleaning supplies • electrical equipment with broken cords • outdated posters, signs, notices and memos <p>some locations where unneeded items tend to accumulate may include but not limited to:</p> <ul style="list-style-type: none"> • in rooms or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

	<ul style="list-style-type: none"> • Cleaning • Minor maintenance may include: <ul style="list-style-type: none"> ➤ Tightening bolts ➤ Lubrication ➤ Replacing missing parts
--	--

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

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

Animal Feed Processing



Acknowledgement

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

We would like also to express our appreciation to the Staff and Experts of Industry Minister, Federal TVET Agency and Ministry of Education (MoE) who made the development of this occupational standard possible.

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

COMMENT TEMPLATE

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

Thank you for your time and consideration to complete this. For additional comments, please contact us on:

- **Phone# +251911207386/+251911641248/+251923787992 and**
- **E-mail: bizunehdebebe@yahoo.com/ Abebaw_maemer@yahoo.com /won_get@yahoo.com.**