



Federal Democratic Republic of Ethiopia
OCCUPATIONAL STANDARD
BASIC CLERICAL WORKS
NTQF Level I



*Ministry of Education
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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 Ethiopian Occupational Standards (EOS) are - a 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 Ethiopian Occupational Standard comprised of Units of Competence.

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

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

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

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

- the chart with an overview of all Units of Competence for the respective occupation (Unit of Competence Chart) including the Unit Codes and the Unit of Competence titles
- the contents of each Unit of Competence – this includes further directions on the contents and format of the unit of competence
- 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 Clerical Works		
Occupational Code: EIS BCW		
<i>NTQF Level I</i>		
<p><u>EIS BCW1 01 0812</u> Participate in OHS Processes</p>	<p><u>EIS BCW1 02 0812</u> Use Business Equipment and Resources</p>	<p><u>EIS BCW1 03 0812</u> Work Effectively in a Business Environment</p>
<p><u>EIS BCW1 04 0812</u> Operate a Personal Computer</p>	<p><u>EIS BCW1 05 0812</u> Develop Keyboard Skills</p>	<p><u>EIS BCW1 06 0812</u> Create and Use Spreadsheets</p>
<p><u>EIS BCW1 07 0812</u> Plan Skills Development</p>	<p><u>EIS BCW1 08 0812</u> Participate in Environmentally Sustainable Work Practices</p>	<p><u>EIS BCW1 09 0812</u> Organize and Complete Daily Work Activities</p>
<p><u>EIS BCW1 10 0812</u> Apply Quality Standards</p>	<p><u>EIS BCW1 11 0812</u> Work with Others</p>	<p><u>EIS BCW1 12 0812</u> Receive and Respond to Workplace Communication</p>
<p><u>EIS BCW1 13 0812</u> Demonstrate Work Values</p>	<p><u>EIS BCW1 14 0812</u> Develop Understanding of Entrepreneurship</p>	<p><u>EIS BCW1 15 1012</u> Apply 3S</p>

Occupational Standard: Basic Clerical Works Level I	
Unit Title	Participate in OHS Processes
Unit Code	EIS BCW1 01 0812
Unit Descriptor	This unit describes the performance outcomes, skills and knowledge required to participate in workplace Occupational Health and Safety (OHS) processes to protect workers own health and safety, and that of others.

Elements	Performance Criteria
1. Work safely	<p>1.1 Established safety procedures are followed when conducting work</p> <p>1.2 Pre-start systems and equipment checks are carried out in accordance with workplace procedures</p>
2. Implement workplace safety requirements	<p>2.1 Designated persons are identified for reporting queries and concerns about safety in the workplace</p> <p>2.2 Existing and potential hazards are identified in the workplace, reported to designated persons and recorded in accordance with workplace procedures</p> <p>2.3 Workplace procedures and work instructions are identified and implemented for controlling risks</p> <p>2.4 Emergency incidents and injuries are reported to designated persons</p>
3. Participate in OHS consultative processes	<p>3.1 Workplace meetings, inspections or other consultative activities are contributed</p> <p>3.2 OHS issues are raised with designated persons in accordance with organizational procedures</p> <p>3.3 Actions are taken to eliminate workplace hazards or to reduce risks</p>
4. Follow safety procedures	<p>4.1 Emergency incidents are identified and reported</p> <p>4.2 Organizational procedures are followed for responding to emergency incidents</p>

Variable	Range
Safety procedures	<p>may include but not limited to::</p> <ul style="list-style-type: none"> • completing required documentation • local, state and federal legislation • Materials Safety Data Sheets (MSDSs) • National Health and Medical Research Council guidelines • following OHS guidelines relevant to workplace • maintenance and use of cleaning apparatus in a work environment, such as: <ul style="list-style-type: none"> ➤ disposing of spilled substances, dangerous products, 'sharps' and waste correctly

	<ul style="list-style-type: none"> ➤ maintaining stocks of cleaning equipment (e.g. disposable gloves, liquid repellent aprons, disinfectant) ➤ sterilizing and/or disposing of cleaning equipment ➤ using appropriate cleaning equipment to clean spillages and breakages ➤ wearing protective clothing, protective eye wear when in contact with body fluids or chemicals that may splash • using and storing toxic and hazardous materials correctly • keeping workplace clean and tidy • office practice manual • displaying health and safety brochures, magazines and other material • undergoing operator training when using new equipment or processes • special guidelines in a medical setting
Designated persons	<p>may include but not limited to:</p> <ul style="list-style-type: none"> • designated health and safety officers • health and safety representatives • supervisors • managers • team leaders • other persons authorised or nominated by the enterprise or industry
Hazards	<p>may include anything which is a source of:</p> <ul style="list-style-type: none"> • potential harm in terms of human injury or ill health • damage to property • damage to the environment • potential harm in terms of human injury or ill health including: <ul style="list-style-type: none"> ➤ toxic or hazardous materials ➤ hazardous work processes ➤ unsafe work practices ➤ hazardous equipment and unstable personnel • potential harm in a medical setting: <ul style="list-style-type: none"> ➤ blood ➤ breakage / spillage ➤ drug hold-ups ➤ needle sticks ➤ medical emergencies (e.g. Falls, bleeding, seizures, fainting, collapses, panic attack, psychosis) ➤ spread of infection • potential sources of infection: <ul style="list-style-type: none"> ➤ breakages ➤ contaminated waste ➤ patients with colds, flu and other infectious diseases ➤ sharps (e.g. needles, scalpel blades) ➤ spillage ➤ used dressings, bandages and equipment ➤ unsterilized/poorly sterilized equipment and work surfaces ➤ unwashed hands

Emergency incidents	<p>may include but not limited to:</p> <ul style="list-style-type: none"> • accidents • emergency situations • fire • flood • sudden illness • incidents • external threats
Risk	<p>is:</p> <ul style="list-style-type: none"> • the chance of something occurring that will result in injury or damage

Evidence Guide	
Critical aspects of Competence	<p>Evidence of the following is essential:</p> <ul style="list-style-type: none"> • accurately following all relevant safety procedures • identifying and reporting hazards to designated personnel • knowledge of relevant health and safety legislation • knowledge of relevant materials, equipment and work processes
Underpinning Knowledge and Attitudes	<p>Demonstrates knowledge of:</p> <ul style="list-style-type: none"> • responsibilities of employers and employees under relevant health and safety legislation • emergency procedures including procedures for fires and accidents • commonly used hazard signs and safety symbols
Underpinning Skills	<p>Demonstrates skills to:</p> <ul style="list-style-type: none"> • literacy skills to interpret safety signs, symbols and notices • problem-solving skills to analyse options in an emergency situation
Resources Implication	<p>Access is required to real or appropriately simulated situations, including work areas, materials and equipment, and to information on workplace practices and OHS practices.</p>
Assessment Methods	<p>Competence may be assessed through:</p> <ul style="list-style-type: none"> • Interview / Written Test • Observation / Demonstration
Context of Assessment	<p>Competence may be assessed in the work place or in a simulated work place setting.</p>

Occupational Standard: Basic Clerical Works Level I	
Unit Title	Use Business Equipment and Resources
Unit Code	EIS BCW1 02 0812
Unit Descriptor	This unit describes the performance outcomes, skills and knowledge required to choose equipment and resources to complete a variety of tasks under direct supervision and includes operating equipment, undertaking routine maintenance and reporting faults to the appropriate person.

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

Variable	Range
Business equipment	May include but not limited to: <ul style="list-style-type: none"> • answering machine • binder • fax machine • photocopier • printer • telephone

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

Evidence Guide	
Critical aspects of Competence	<p>Evidence of the following is essential:</p> <ul style="list-style-type: none"> • demonstrated application of appropriate maintenance procedures • knowledge of the functions of a range of business equipment • operation of a range of business equipment
Underpinning Knowledge and Attitudes	<p>Demonstrates knowledge of:</p> <ul style="list-style-type: none"> • key provisions of relevant legislation from all levels of government that may affect aspects of business operations, such as: <ul style="list-style-type: none"> ➤ occupational health and safety (OHS) ➤ functions of a range of business equipment ➤ correct shut-down procedures for a range of business equipment ➤ common equipment faults ➤ routine maintenance procedures
Underpinning skills	<p>Demonstrates skills of:</p> <ul style="list-style-type: none"> • literacy skills to identify work requirements and to process

	<p>basic, relevant workplace documentation</p> <ul style="list-style-type: none"> • communication skills to identify lines of communication, to request advice, to effectively question, to follow instructions, to receive feedback and to report equipment faults • problem-solving skills to solve routine problems related to business equipment and to determine appropriate fault repair actions while under direct supervision • technology skills to use business equipment under direct supervision
Resources Implication	Access is required to real or appropriately simulated situations, including work areas, materials and equipment, and to information on workplace practices and OHS practices.
Assessment Methods	Competence may be assessed through: <ul style="list-style-type: none"> • Interview / Written Test • Observation / Demonstration
Context of Assessment	Competence may be assessed in the work place or in a simulated work place setting.

Variable	Range
Occupational Standard: Basic Clerical Works Level I	
Unit Title	Work Effectively in a Business Environment
Unit Code	EIS BCW1 03 0812
Unit Descriptor	This unit describes the performance outcomes, skills and knowledge required to work effectively within a commercial or business environment. It includes identifying the rights and responsibilities of employees and employers and conducting business in accordance with the organizational goals, values and standards.

Elements	Performance Criteria
1. Work within organisational requirements	<p>1.1 Organization's requirements and responsibilities are identified and read and advice is sought from appropriate persons, where necessary</p> <p>1.2 A current working knowledge and understanding of employee and employer rights and responsibilities are developed and utilised</p> <p>1.3 Relevant duty of care, legal responsibilities and organizational goals and objectives are complied</p> <p>1.4 Roles and responsibilities of colleagues and immediate supervisors are identified</p> <p>1.5 Standards and values considered to be detrimental are identified to the organization and communicated through appropriate channels</p> <p>1.6 Behaviour that contributes to a safe work environment is identified, recognised and followed</p>
2. Work in a team	<p>2.1 Courteous and helpful manners are displayed at all times</p> <p>2.2 Allocated tasks are completed as required</p> <p>2.3 Assistance is sought when difficulties arise</p> <p>2.4 Questioning techniques are used to clarify instructions or responsibilities</p> <p>2.5 A non-discriminatory attitude is identified and displayed in all contacts with staff, management or clients</p>
3. Develop effective work habits	<p>3.1 Work and personal priorities are identified and a balance between competing priorities is achieved</p> <p>3.2 Time management strategies are applied to work duties</p> <p>3.3 Appropriate dress and behaviour are observed as required by the workplace, job role or customer contact</p>

Organization's requirements	<p>may include but not limited to:</p> <ul style="list-style-type: none"> • access and equity principles and practice • anti-discrimination and related policy • business and performance plans • ethical standards • goals, objectives, plans, systems and processes • legal and organization policies, guidelines and requirements • OHS policies, procedures and programs • quality and continuous improvement processes and standards
Appropriate persons	<p>may include but not limited to:</p> <ul style="list-style-type: none"> • colleagues • external organizations • line management • supervisor • those who have the authority to adjust plans
Employee rights and responsibilities	<p>may include but not limited to</p> <ul style="list-style-type: none"> • attendance • confidentiality and privacy of enterprise, client and colleague information • knowing the terms and conditions of own employment • obeying lawful orders • protection from discrimination and sexual harassment • punctuality • right to union representation • safety and care with respect to OHS
Employer rights and responsibilities	<p>may include but not limited to:</p> <ul style="list-style-type: none"> • responsibility of providing a safe environment free from discrimination and sexual harassment • right to dismiss employees if employees • are negligent, careless or cause an accident • commit a criminal offence • commit acts of disloyalty such as revealing confidential information
Organizational goals and objectives	<p>may include but not limited to:</p> <ul style="list-style-type: none"> • organizational values and behaviours • work procedures and quality assurance manuals • and may be stated or implied by the way the organization conducts its business including: <ul style="list-style-type: none"> ➤ business planning ➤ financial performance ➤ flexibility, responsiveness ➤ interpersonal communication ➤ marketing and customer service ➤ organizational values and behaviors ➤ people management ➤ work procedures and/or procedures manuals
Behaviour that	may include but not limited to:

contributes to a safe work environment	<ul style="list-style-type: none"> • discussing and negotiating problems and tasks with other team members • identifying and reporting any risks or hazards • listening to the ideas and opinions of others in the team • sharing knowledge and skills • solving problems as a team • using business equipment according to guidelines
Work and personal priorities	<p>may include but not limited to:</p> <ul style="list-style-type: none"> • work/life balance and other commitments, including: <ul style="list-style-type: none"> ➢ school/homework ➢ home/family/parties/friends ➢ other jobs ➢ culture ➢ disability

Evidence Guide	
Critical aspects of Competence	<p>Evidence of the following is essential:</p> <ul style="list-style-type: none"> • identifying, locating and articulating the organization's requirements including goals and values • work that reflects the relationship between own role and organizational requirements • knowledge of workplace procedures for upholding employee and employer rights and responsibilities
Underpinning Knowledge and Attitudes	<p>Demonstrates knowledge of:</p> <ul style="list-style-type: none"> • key provisions of relevant legislation from all levels of government that may affect aspects of business operations, such as: <ul style="list-style-type: none"> ➢ anti-discrimination legislation ➢ ethical principles ➢ codes of practice ➢ privacy laws ➢ occupational health and safety (OHS) • organizational policies, plans and procedures and how to access them • terms and conditions of employment
Underpinning Skills	<p>Demonstrates:</p> <ul style="list-style-type: none"> • literacy skills to identify work requirements and to process relevant workplace documentation • communication skills to request advice, to receive feedback and to work with a team • problem-solving skills to solve routine problems • technology skills to select and use technology appropriate for a task
Resources Implication	<p>Access is required to real or appropriately simulated situations, including work areas, materials and equipment, and to information on workplace practices and OHS practices.</p>
Assessment Methods	<p>Competence may be assessed through:</p> <ul style="list-style-type: none"> • Interview / Written Test

	<ul style="list-style-type: none">• Observation / Demonstration
Context of Assessment	Competence may be assessed in the work place or in a simulated work place setting.

Occupational Standard: Basic Clerical Works Level I	
Unit Title	Operate a Personal Computer
Unit Code	EIS BCW1 04 0812
Unit Descriptor	This unit describes the performance outcomes, skills and knowledge required to start up a personal computer or business computer terminal; to correctly navigate the desktop environment; and to use a range of basic functions.

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

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

Variable	Range
Ergonomic requirements	<p>may include but not limited to:</p> <ul style="list-style-type: none"> • avoiding radiation from computer screens • chair height, seat and back adjustment • document holder • footrest • keyboard and mouse position • lighting • noise minimisation • posture • screen position • workstation height and layout
Work organization	<p>may include but not limited to:</p> <ul style="list-style-type: none"> • exercise breaks • mix of repetitive and other activities • rest periods • visual display unit (VDU) eye testing
Occupational health and safety requirements	<p>may include but not limited to:</p> <ul style="list-style-type: none"> • OHS guidelines related to the use of the screen equipment, computing equipment and peripherals, ergonomic work stations, security procedures, customisation requirements • statutory requirements
Desktop icons	<p>may include but not limited to:</p> <ul style="list-style-type: none"> • directories/folders • files • network devices • recycle bin and waste basket
File attributes	<p>may include but not limited to:</p> <ul style="list-style-type: none"> • dates • size
Appropriate media	<p>may include but not limited to:</p> <ul style="list-style-type: none"> • CDs • diskettes • local hard drive • other locations on a network • USB/ Flash/Thumb drives • zip disks

Evidence Guide	
Critical aspects of Competence	Evidence of the following is essential: <ul style="list-style-type: none"> • navigation and manipulation of the desktop environment within the range of assigned workplace tasks • knowledge of organizational requirements for simple documents and filing conventions • application of simple keyboard functions to produce documents with a degree of speed and accuracy relevant to the level of responsibility required
Underpinning Knowledge and Attitudes	Demonstrates knowledge of: <ul style="list-style-type: none"> • key provisions of relevant legislation from all levels of government that may affect aspects of business operations, such as: <ul style="list-style-type: none"> ➤ OHS ➤ basic ergonomics of computer use ➤ main types and parts of computers, and basic features of different operating systems ➤ suitable file naming conventions
Underpinning Skills	Demonstrate: <ul style="list-style-type: none"> • literacy skills to identify work requirements, to comprehend basic workplace documents, to interpret basic user manuals and to proofread simple documents • communication skills to identify lines of communication, to request advice, to effectively question, to follow instructions and to receive feedback • problem-solving skills to solve routine problems in the workplace, while under direct supervision • technology skills to use equipment safely while under direction, basic keyboard and mouse skills and procedures relating to logging on and accessing a computer • basic typing techniques and strategies
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.
Assessment Methods	Competence may be assessed through: <ul style="list-style-type: none"> • Interview / Written Test • Observation / Demonstration
Context of Assessment	Competence may be assessed in the work place or in a simulated work place setting.

Occupational Standard: Basic Clerical Works Level I	
Unit Title	Develop Keyboard Skills
Unit Code	EIS BCW1 05 0812
Unit Descriptor	This unit describes the performance outcomes, skills and knowledge required to develop basic keyboard skills using touch typing techniques.

Elements	Performance Criteria
1. Use safe work practices	1.1 Workspace, furniture and equipment are adjusted to suit user ergonomic requirements 1.2 Work organization is ensured to meet organizational and Occupational Health and Safety (OHS) requirements for computer operation
2. Identify and develop keyboard skills	2.1 Keyboard functions are identified and applied for both alpha and numeric keyboard functions 2.2 Touch typing technique is applied to complete a task 2.3 Speed and accuracy are developed in accordance with workplace requirements for level of responsibility
3. Check accuracy	3.1 Document is proofread carefully to identify errors 3.2 Document and correct errors are amended and a final accuracy check is completed

Variable	Range
Ergonomic requirements	may include but not limited to: <ul style="list-style-type: none"> • avoiding radiation from computer screens • chair height, seat and back adjustment • document holder • footrest • keyboard and mouse position • lighting • noise minimisation • posture • screen position • workstation height and layout
Work organization	may include but not limited to: <ul style="list-style-type: none"> • exercise breaks • mix of repetitive and other activities • rest periods • visual display unit (VDU) eye testing

Touch typing technique	may vary according to: <ul style="list-style-type: none"> • level of competency of operator • workplace requirements
Speed and accuracy	must be: <ul style="list-style-type: none"> • consistent with degree of experience of operator • relevant to level of responsibility

Evidence Guide	
Critical aspects of Competence	Evidence of the following is essential: <ul style="list-style-type: none"> • applying touch typing technique to enter alphanumeric characters • safely using keyboard
Underpinning Knowledge and Attitudes	Demonstrates knowledge of: <ul style="list-style-type: none"> • key provisions of relevant legislation from all forms of government that may affect aspects of business operations, such as OHS • Organizational benchmarks for keyboarding.
Underpinning Skills	Demonstrates skills to: <ul style="list-style-type: none"> • communication skills to identify lines of communication, to request advice, to effectively question, to follow instructions and to receive feedback • literacy skills to identify work requirements, to comprehend basic workplace documents, and to produce and proofread simple documents • problem-solving skills to solve routine problems in the workplace, while under direct supervision • technology skills to use equipment safely while under direction, and to use basic keyboard, touch typing and mouse skills to produce simple documents
Resources Implication	Access is required to real or appropriately simulated situations, including work areas, materials and equipment, and to information on workplace practices and OHS practices.
Assessment Methods	Competence may be assessed through: <ul style="list-style-type: none"> • Interview / Written Test • Observation / Demonstration
Context of Assessment	Competence may be assessed in the work place or in a simulated work place setting.

Occupational Standard: Basic Clerical Works Level I	
Unit Title	Create and Use Spreadsheets
Unit Code	EIS BCW1 06 0812
Unit Descriptor	This unit describes the performance outcomes, skills and knowledge required to correctly create and use spreadsheets and charts through the use of spreadsheet software.

Elements	Performance Criteria
1. Select and prepare resources	<p>1.1 Workspace, furniture and equipment are adjusted to suit user ergonomic, work organization and Occupational Health and Safety (OHS) requirements</p> <p>1.2 Energy and resource conservation techniques are used to minimise wastage in accordance with organizational and statutory requirements</p> <p>1.3 Spreadsheet task requirements are identified and clarified with relevant personnel as required</p>
2. Create simple spreadsheets	<p>2.1 Ensure data is entered, checked and amended in accordance with organizational and task requirements, to maintain consistency of design and layout</p> <p>2.2 Spreadsheet is formatted using software functions, to adjust page and cell layout to meet information requirements, in accordance with organizational style and presentation requirements</p> <p>2.3 Ensure formulae are used and tested to confirm output meets task requirements, in consultation with appropriate personnel as required</p> <p>2.4 Manuals, user documentation and online help are used to overcome problems with spreadsheet design and production</p>
3. Produce simple charts	<p>3.1 Chart type and design that enables valid representation of numerical data are selected and organizational and task requirements are met</p> <p>3.2 Chart is created using appropriate data range in the spreadsheet</p> <p>3.3 Chart type and layout are modified using formatting features</p>
4. Finalise spreadsheets	<p>4.1 Spreadsheet and any accompanying charts are previewed, adjusted and printed in accordance with organizational and task requirements</p> <p>4.2 Ensure data input meets designated time lines and organizational requirements for speed and accuracy</p> <p>4.3 Spreadsheet is named and stored in accordance with organizational requirements and exit the application without</p>

	data loss/damage
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Variable	Range
Ergonomic requirements	<p>May include but not limited to:</p> <ul style="list-style-type: none"> • avoiding radiation from computer screens • chair height, seat and back adjustment • document holder • footrest • keyboard and mouse position • lighting • noise minimisation • posture • screen position • workstation height and layout
Work organization requirements	<p>may include but not limited to:</p> <ul style="list-style-type: none"> • exercise breaks • mix of repetitive and other activities • rest periods
Conservation techniques	<p>may include but not limited to:</p> <ul style="list-style-type: none"> • double-sided paper use • recycling used and shredded paper • re-using paper for rough drafts (observing confidentiality requirements) • utilising power-save options for equipment
Spreadsheet task requirements	<p>may include but not limited to:</p> <ul style="list-style-type: none"> • data entry • output • presentation • storage
Data	<p>may include but not limited to:</p> <ul style="list-style-type: none"> • numbers • text
Checking	<p>may include but not limited to:</p> <ul style="list-style-type: none"> • accuracy of data • accuracy of formulae with calculator • ensuring instructions with regard to content and format have been followed • proofreading • spelling, electronically and manually
Formatting	<p>may include but not limited to:</p> <ul style="list-style-type: none"> • alignment on page • efficiency of formulae • enhancements to format - borders, patterns and colours • enhancements to text • headers/footers • use of absolute and relative cell addresses • use of cell addresses in formulae

Software functions	<p>may include but not limited to:</p> <ul style="list-style-type: none"> • adding/deleting columns/rows • formatting cells • formatting text • headers/footers • sizing columns/rows
Formulae	<p>may include but not limited to:</p> <ul style="list-style-type: none"> • absolute cell referencing and/or mixed references • average • division • maximum • minimum • multiplication • subtraction • sum • combinations of above
Chart types	<p>may include but not limited to:</p> <ul style="list-style-type: none"> • area • bar • column • exploded pie • line • pie and 3-D pie • scatter/bubble • stacked/multiple bar • stacked, 3-D column
Features	<p>may include but not limited to:</p> <ul style="list-style-type: none"> • axes • axis title • borders • chart title • colours • data labels • data tables • fills • gridlines • legend • lines • patterns
Printing	<p>may include but not limited to:</p> <ul style="list-style-type: none"> • fit on one page • fit specific number of pages • with formulae • with values
Designated time lines	<p>may include but not limited to:</p> <ul style="list-style-type: none"> • organizational time line e.g. financial requirements • time line agreed with internal/external client

	<ul style="list-style-type: none"> time line agreed with supervisor/person requiring spreadsheet
Storing data	<p>may include but not limited to:</p> <ul style="list-style-type: none"> authorised access filing locations organizational policy for backing up files organizational policy for filing hard copies of spreadsheets security storage in electronic folders/sub-folders storage on CD-ROM, zip drives, USB memory

Evidence Guide	
Critical aspects of Competence	<p>Evidence of the following is essential:</p> <ul style="list-style-type: none"> designing a minimum of two spreadsheets using cell-based formulae creating charts using relevant data knowledge of purpose and range of use of spreadsheet functions
Underpinning Knowledge and Attitudes	<p>Demonstrates knowledge of:</p> <ul style="list-style-type: none"> formatting of workplace documents organizational requirements for ergonomic standards, work periods and breaks, and conservation techniques organizational guidelines on spreadsheet manipulation and processing purpose and range of use of spreadsheet functions
Underpinning Skills	<p>Demonstrates skills to:</p> <ul style="list-style-type: none"> communication skills to clarify requirements of spreadsheet editing and proofreading skills to check own work for accuracy keyboarding skills to enter text and numerical data literacy skills to read and understand organization's procedures, and to use basic models to produce a range of spreadsheets numeracy skills to create and use spreadsheet formulae
Resources Implication	<p>Access is required to real or appropriately simulated situations, including work areas, materials and equipment, and to information on workplace practices and OHS practices.</p>
Assessment Methods	<p>Competence may be assessed through:</p> <ul style="list-style-type: none"> Interview / Written Test Observation / Demonstration
Context of Assessment	<p>Competence may be assessed in the work place or in a simulated work place setting.</p>

Occupational Standard: Basic Clerical Works Level I	
Unit Title	Plan Skills Development
Unit Code	EIS BCW1 07 0812
Unit Descriptor	This unit describes the performance outcomes, skills and knowledge required to identify and document current skills and to plan future skills development under the guidance of an appropriate adviser.

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

Variable	Range
Appropriate people	may include but not limited to: <ul style="list-style-type: none"> • assessors • colleagues • mentors • supervisors

	<ul style="list-style-type: none"> • trainers
Methods to acquire additional skills	<p>may include but not limited to:</p> <ul style="list-style-type: none"> • attendance at workshop or demonstration • formal course participation • on-the-job coaching or mentoring • work experience
Experiences relating to business	<p>may include but not limited to:</p> <ul style="list-style-type: none"> • family responsibilities • study including formal or informal learning • volunteer or recreational experience • work experience
Checklist	<p>may include but not limited to:</p> <ul style="list-style-type: none"> • personal skills and attributes • practical skills • strengths and weaknesses
Relevant competencies	<p>may include but not limited to:</p> <ul style="list-style-type: none"> • academic results • interpersonal skills • organization skills • personal attributes • personal skills e.g. demonstrated leadership, team work • practical skills directly related to a workplace
Types of evidence	<p>may include but not limited to:</p> <ul style="list-style-type: none"> • academic results including informal studies • personal interests and experiences • previous employment • recreational experiences • volunteer work • work experience
Purpose of evidence	<p>may include but not limited to:</p> <ul style="list-style-type: none"> • assessment of current competencies • building a picture of personal attributes • documentation of competencies relevant to the workplace • identification of areas for further skill development • identification of strengths and weaknesses
Personal resume	<p>may include but not limited to:</p> <ul style="list-style-type: none"> • contact details • education and extra-curricular activities • past employment and/or volunteer work • personal attributes, skills, strengths • professional development i.e. formal or informal courses undertaken • work experience • work related or personal references

Evidence Guide

Critical aspects of Competence	<p>Assessment requires evidence that the candidate:</p> <ul style="list-style-type: none"> • documentation of personal strengths and areas for future skill development • documentation of proposed career plan • evidence of current competencies • knowledge of the importance of skills development in career planning terms
Underpinning Knowledge and Attitudes	<p>Demonstrates knowledge of:</p> <ul style="list-style-type: none"> • importance of skills development in career planning terms • sources of advice on career planning and skill development • types of evidence and ways of creating portfolios of evidence
Underpinning Skills	<p>Demonstrates skills to:</p> <ul style="list-style-type: none"> • literacy and communication skills to access information to identify career options and personal work goals, and to draft a portfolio of evidence • problem-solving skills to solve routine problems related to the workplace, under direct supervision • technology skills to use business equipment, under direction
Resources Implication	<p>Access is required to real or appropriately simulated situations, including work areas, materials and equipment, and to information on workplace practices and OHS practices.</p>
Assessment Methods	<p>Competence may be assessed through:</p> <ul style="list-style-type: none"> • Interview / Written Test • Observation / Demonstration
Context of Assessment	<p>Competence may be assessed in the work place or in a simulated work place setting.</p>

Occupational Standard: Basic Clerical Works Level I	
Unit Title	Participate in Environmentally Sustainable Work Practices
Unit Code	EIS BCW1 08 0812
Unit Descriptor	This unit describes the performance outcomes, skills and knowledge required to effectively measure current resource use and to carry out improvements including reducing the negative environmental impact of work practices.

Elements	Performance Criteria
1. Identify current resource use	1.1 Workplace environmental and resource efficiency issues are identified 1.2 Resources used in own work role are identified 1.3 Current usage of resources is documented and measured using appropriate techniques 1.4 Documentation measuring current usage is recorded and filed, using technology (such as software systems) where applicable 1.5 Workplace environmental hazards are identified and reported to appropriate personnel
2. Comply with environmental regulations	2.1 Workplace procedures are followed to ensure compliance 2.2 Breaches or potential breaches are reported to appropriate personnel
3. Seek opportunities to improve resource efficiency	3.1 Organizational plans are followed to improve environmental practices and resource efficiency 3.2 Work is sought as part of a team, where relevant, to identify possible areas for improvements to work practices in own work area 3.3 Suggestions are made for improvements to workplace practices in own work area

Variable	Range
Environmental and resource efficiency issues	may include but not limited to: <ul style="list-style-type: none"> • maximising opportunities to improve business environmental performance • minimising environmental risks • promoting more efficient production and consumption of natural resources, for example minimising waste by participating in or using a waste management system using resources efficiently such as material usage, energy usage (seeking alternative sources of energy or energy conservation) or efficient water usage
Appropriate techniques	may include but not limited to: <ul style="list-style-type: none"> • examining and documenting resources in work area • examining invoices from suppliers • examining relevant information and data • measuring resource usage under different conditions • reports from other parties involved in the process of identifying and implementing improvements
Compliance	may include but not limited to: <ul style="list-style-type: none"> • meeting relevant laws, by-laws and regulations or best practice to support compliance in environmental performance and sustainability at each level as required (such as Environmental Protection or Biodiversity Conservation Act): <ul style="list-style-type: none"> ➢ international ➢ local government ➢ industry ➢ organization
Organizational plans	may include but not limited to: <ul style="list-style-type: none"> • documented policies and procedures • work plans to minimise waste or to increase efficiency of resources such as a green office program, supply chain program for purchasing sustainable products or an environmental management framework
Suggestions	may include but not limited to ideas that help to: <ul style="list-style-type: none"> • improve energy efficiency • increase use of renewable, recyclable, reusable and recoverable resources • maximise opportunities such as use of solar power or other alternative forms of energy, where appropriate • prevent and minimise risks • reduce emissions of greenhouse gases • reduce use of non-renewable resources

Evidence Guide			
Critical aspects of Competence	Evidence of the following is essential: <ul style="list-style-type: none"> • accessing, interpreting and complying with a range of environment/sustainability legislation and procedural requirements relevant to daily responsibilities 		
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	<ul style="list-style-type: none"> • accurately following organizational information to participate in and support an improved resource efficiency process and reporting as required • developing and/or using tools such as inspection checklists, to collect and measure relevant information on organization resource consumption, within work role • identifying organizational improvements by applying efficient resource use to daily activities • knowledge of environmental and resource hazards/risks
Underpinning Knowledge and Attitudes	<p>Demonstrates knowledge of:</p> <ul style="list-style-type: none"> • environmental and resource hazards/risks • environmental or sustainability legislation, regulations and codes of practice applicable to own work role • OHS issues and requirements • organizational structure, and reporting channels and procedures • relevant environmental and resource efficiency systems and procedures • sustainability in the workplace • terms and conditions of employment including policies and procedures, such as daily tasks, employee and employer rights, equal opportunity
Underpinning Skills	<p>Demonstrates skills to:</p> <ul style="list-style-type: none"> • analytical skills to comply with all relevant legislation associated with job specifications and procedures • communication and problem-solving skills to question, seek clarification and make suggestions relating to work requirements and efficiency • communication and teamwork skills to recognise procedures; to follow instructions; to respond to change, such as current workplace environmental/sustainability frameworks; and to support team work and participation in a sustainable organization • literacy, numeracy and technology skills to interpret workplace information in relation to work role, and to document and measure resource use • technology skills to select and use technology appropriate for a task
Resources Implication	Access is required to real or appropriately simulated situations, including work areas, materials and equipment, and to information on workplace practices and OHS practices.
Assessment Methods	<p>Competence may be assessed through:</p> <ul style="list-style-type: none"> • Interview / Written Test • Observation / Demonstration
Context of Assessment	Competence may be assessed in the work place or in a simulated work place setting.

Occupational Standard: Basic Clerical Works Level I	
Unit Title	Organize and Complete Daily Work Activities
Unit Code	EIS BCW1 09 0812
Unit Descriptor	This unit describes the performance outcomes, skills and knowledge required to organise and complete work activities, and to obtain feedback on work performance.

Elements	Performance Criteria
1. Organize work schedule	<p>1.1. Work goals and plans are negotiated and agreed with assistance from appropriate persons</p> <p>1.2. An understanding of the relationship between individual work goals and plans, and organizational goals and plans is developed</p> <p>1.3. Workload is planed and prioritized within allocated timeframes</p>
2. Complete work tasks	<p>2.1. Tasks are completed within designated time lines and in accordance with organizational requirements and instructions</p> <p>2.2. Effective questioning is used to seek assistance from colleagues when difficulties arise in achieving allocated tasks</p> <p>2.3. Factors affecting work requirements is identified and appropriate action is taken</p> <p>2.4. Business technology is used efficiently and effectively to complete work tasks</p> <p>2.5. Progress of task is communicated to supervisor or colleagues as required</p>
3. Review work performance	<p>3.1. Feedback on work performance is sought from supervisors or colleagues</p> <p>3.2. Work is monitored and adjusted according to feedback obtained through supervision and comparison with established team and organizational standards</p> <p>3.3. Opportunities for improvement are identified and planned in liaison with colleagues</p>

Variable	Range
Appropriate persons	may include but not limited to: <ul style="list-style-type: none"> • colleagues • other staff members • supervisors, mentors or trainers
Organizational	May include but not limited to:

requirements	<ul style="list-style-type: none"> • access and equity principles and practice • anti-discrimination and related policy • business and performance plans • ethical standards • goals, objectives, plans, systems and processes • legal and organization policies, guidelines and requirements • OHS policies, procedures and programs • quality and continuous improvement processes and standards
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Colleagues	<p>may include but not limited to:</p> <ul style="list-style-type: none"> • coach/mentor • other members of the organization • peers/work colleagues/team • supervisor or manager
Factors affecting work requirements	<p>may include but not limited to:</p> <ul style="list-style-type: none"> • changes to procedures or new procedures • competing work demands • environmental factors such as time, weather • other work demands • resource issues • technology/equipment breakdowns
Business technology	<p>may include but not limited to:</p> <ul style="list-style-type: none"> • computer applications • computers • electronic diaries • facsimile machines • photocopiers • printers • scanners
Feedback on performance	<p>may include but not limited to:</p> <ul style="list-style-type: none"> • formal/informal performance appraisals • obtaining feedback from clients • obtaining feedback from supervisors and colleagues • personal, reflective behaviour strategies • routine organizational methods for monitoring service delivery
Standards	<p>may include but not limited to:</p> <ul style="list-style-type: none"> • Ethiopian Standards • legal and organization policies, guidelines and requirements • legislation • organizational policies and procedures • specified work standards • standards set by work group
Opportunities for improvement	<p>may include but not limited to:</p> <ul style="list-style-type: none"> • coaching, mentoring and/or supervision • internal/external training provision • personal study • recognition of current competence (RCC)/skills recognition/initial assessment • workplace skills assessment

Evidence Guide

Critical aspects of Competence	<p>Evidence of the following is essential:</p> <ul style="list-style-type: none"> • organising and completing own work activities • seeking and acting on feedback from clients, colleagues and supervisors • using available business technology appropriate to the task,
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	under direct instruction
Underpinning Knowledge and Attitudes	Demonstrates knowledge of: <ul style="list-style-type: none"> • key provisions of relevant legislation from all levels of government that may affect aspects of business operations, such as: <ul style="list-style-type: none"> ➤ anti-discrimination legislation ➤ ethical principles ➤ codes of practice ➤ privacy laws ➤ occupational health and safety (OHS) ➤ organizational policies, plans and procedures
Underpinning Skills	Demonstrates skills to: <ul style="list-style-type: none"> • literacy skills to use written and oral information about workplace requirements • organising skills to arrange work priorities and arrangements • problem-solving skills to solve routine problems • technology skills to select and use technology appropriate for a task
Resources Implication	Access is required to real or appropriately simulated situations, including work areas, materials and equipment, and to information on workplace practices and OHS practices.
Assessment Methods	Competence may be assessed through: <ul style="list-style-type: none"> • Interview / Written Test • Observation / Demonstration
Context of Assessment	Competence may be assessed in the work place or in a simulated work place setting.

Occupational Standard: Basic Clerical Works Level I	
Unit Title	Apply Quality Standards
Unit Code	EIS BCW1 10 0812
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		
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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 in: <ul style="list-style-type: none"> • Checked completed work continuously against standard • Identified and isolated faulty service / workmanship • Checked service rendered against organization standards • Identified and applied corrective actions on the causes of identified faults • Recorded basic information regarding quality performance • Investigated causes of deviations of services against standard • Recommended 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 • 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	Competence may be assessed through:

Assessment	<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 Clerical Works Level I	
Unit Title	Work with Others
Unit Code	EIS BCW1 11 0812
Unit Descriptor	This unit covers the knowledge, skills, and attitudes required to develop workplace relationship and contribute in workplace activities.

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

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

to team members	<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 in:</p> <ul style="list-style-type: none"> • Provided support to team members to ensure goals are met • Acted on feedback from clients and colleagues • Accessed 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 • select and use technology appropriate to a task • relate to people from a range of social, cultural and ethnic backgrounds
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	<p>Competence may be assessed through:</p>

Assessment	<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 Clerical Works Level I	
Unit Title	Receive and Respond to Workplace Communication
Unit Code	EIS BCW1 12 0812
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	1.1 Required information are gathered by listening attentively and correctly interpreting or understanding information/instructions 1.2 Instructions/information are properly recorded 1.3 Instructions are acted upon immediately in accordance with information received 1.4 Clarification is sought from workplace supervisor on all occasions when any instruction/information is not clear
2. Perform workplace duties following written notices	2.1 Written notices and instructions are read and interpreted correctly in accordance with organizational guidelines 2.2 Routine written instruction are followed in sequence 2.3 Feedback is given to workplace supervisor based on the instructions/information received

Variable	Range
Written notices and instructions	May include but not limited to: <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	May include but not limited to: <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 in: <ul style="list-style-type: none"> • Demonstrated knowledge of organizational procedures for handling verbal and written communications • Received and acted on verbal messages and instructions • Demonstrated 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 Clerical Works Level I	
Unit Title	Demonstrate Work Values
Unit Code	EIS BCW1 13 0812
Unit Descriptor	This unit covers the knowledge, skills and attitude required in demonstrating proper work values.

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

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

Evidence Guide	
Critical Aspects of Competence	<p>Demonstrates skills and knowledge in:</p> <ul style="list-style-type: none"> • Defined one's unique sense of purpose for working • Clarified and affirmed work values/ethics/concepts consistently in the workplace • Demonstrated work practices satisfactorily and consistently in compliance with industry work ethical standards, organizational policy and guidelines • Demonstrated personal behavior and relationships with co-workers and/or clients consistent with ethical standards, policy and guidelines • Used company resources in accordance with company ethical standard, policies and guidelines. • Followed 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 Clerical Works Level I	
Unit Title	Develop Understanding of Entrepreneurship
Unit Code	EIS BCW1 14 0812
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,</p>

	<p>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>
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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 in:</p> <ul style="list-style-type: none"> • explained principles and concept of entrepreneurship • discussed how to become entrepreneur • discussed how to organize an enterprise • discussed 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

	<ul style="list-style-type: none"> • 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 Clerical Works Level I	
Unit Title	Apply 3S
Unit Code	EIS BCW1 15 1012
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>

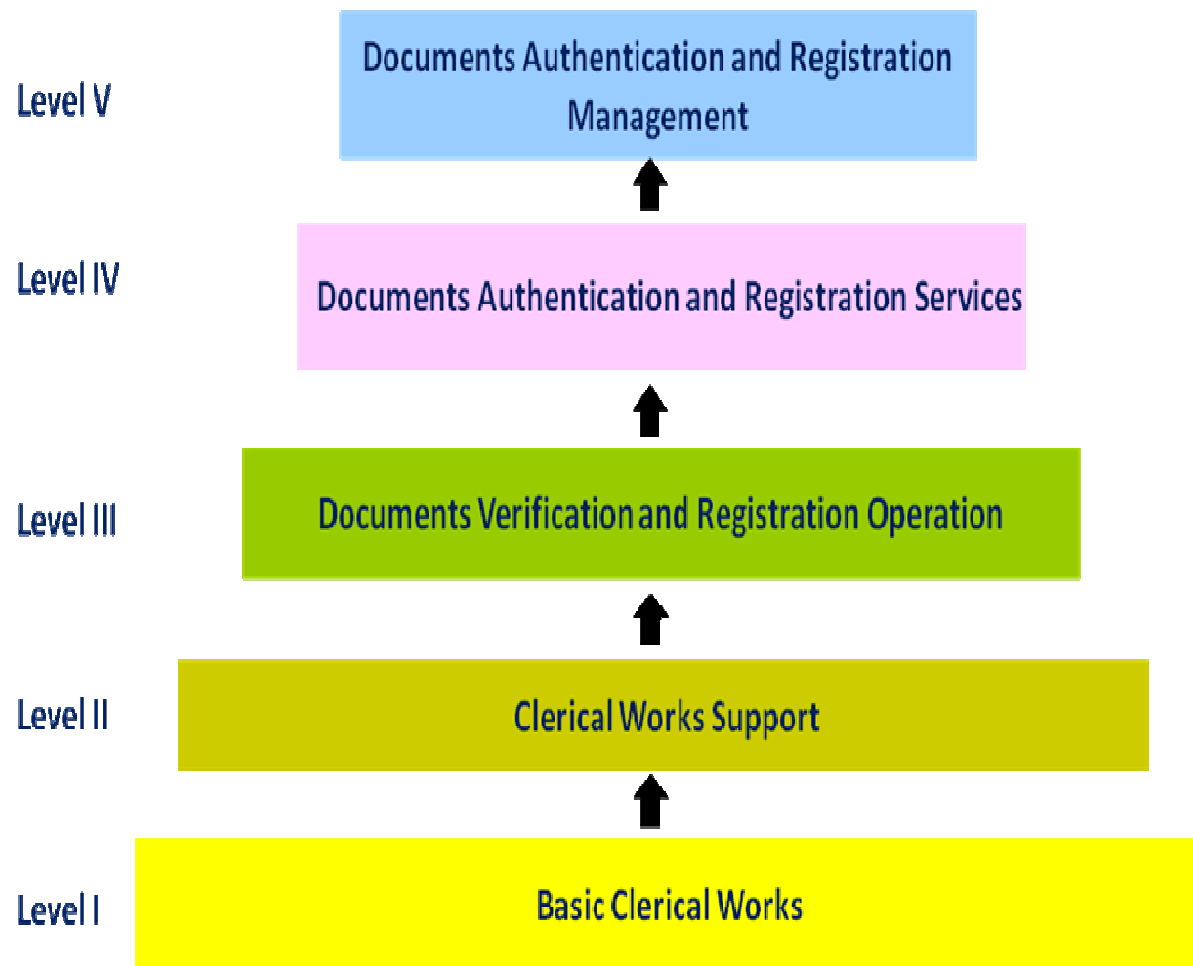
Variable	Range
Junior KPT	<p>may include but not limited to:</p> <ul style="list-style-type: none"> • 3S • 3MU (Mura, Muri and MUDA) • 4P (Policy, Procedure, People and Plant) • 4M (Material, Method, Man and Machine) • PDCA (Plan, Do, Check and Act)
OHS requirements	<p>may include but not limited to: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

	<ul style="list-style-type: none"> • 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 • 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

	<ul style="list-style-type: none"> • 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	Are required in the workplace for current production or administrative operation in the amount needed.
Tools and equipment	<p>May include but not limited to:</p> <ul style="list-style-type: none"> • paint • hook • sticker • signboard • nails • shelves • chip wood • sponge • broom • pencil • shadow board/ tools board
Shine activity	<p>May include but not limited to:</p> <ul style="list-style-type: none"> • Inspection • Cleaning • Minor maintenance may include: <ul style="list-style-type: none"> ➢ Tightening bolts ➢ Lubrication ➢ Replacing missing parts

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

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



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This occupational standard was developed on August 2012 at Debre Zeyit.

COMMENT TEMPLATE

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

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