



**REPUBLIC OF KENYA**

**NATIONAL OCCUPATIONAL STANDARDS**

**FOR**

**PROJECT MANAGER**

**LEVEL 5**



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

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## **FOREWORD**

The provision of quality education and training is fundamental to the Government's overall strategy for social economic development. Quality education and training will contribute to achievement of Kenya's development blueprint, Vision 2030 and sustainable development goals.

Reforms in the education sector are necessary for the achievement of Kenya Vision 2030 and meeting the provisions of the Constitution of Kenya 2010. The education sector had to be aligned to the Constitution of Kenya 2010 and this resulted in the formulation of the Policy Framework for Reforming Education and Training. A key feature of this policy is the radical change in the design and delivery of the TVET training. This policy document requires that training in TVET be competency based, curriculum development be industry led, certification be based on demonstration of competence and mode of delivery allows for multiple entry and exit in TVET programmes.

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

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

**PRINCIPAL SECRETARY, VOCATIONAL AND TECHNICAL TRAINING  
MINISTRY OF EDUCATION**

## **PREFACE**

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

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

The TVET Curriculum Development, Assessment and Certification Council (TVET CDACC), in conjunction with Project Management Sector Skills Advisory Committee (SSAC) have developed these Occupational Standards for Project Manager. These standards will be the basis for development of competency-based curriculum for Project Management Level 5.

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

I am grateful to the Council Members, Council Secretariat, Project Management SSAC, expert workers and all those who participated in the development of these Occupational Standards.

**CHAIRPERSON**  
**TVET CDACC**

## **ACKNOWLEDGMENT**

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

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

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

## **CHAIRPERSON**

## **PROJECT MANAGEMENT SECTOR SKILLS ADVISORY COMMITTEE**

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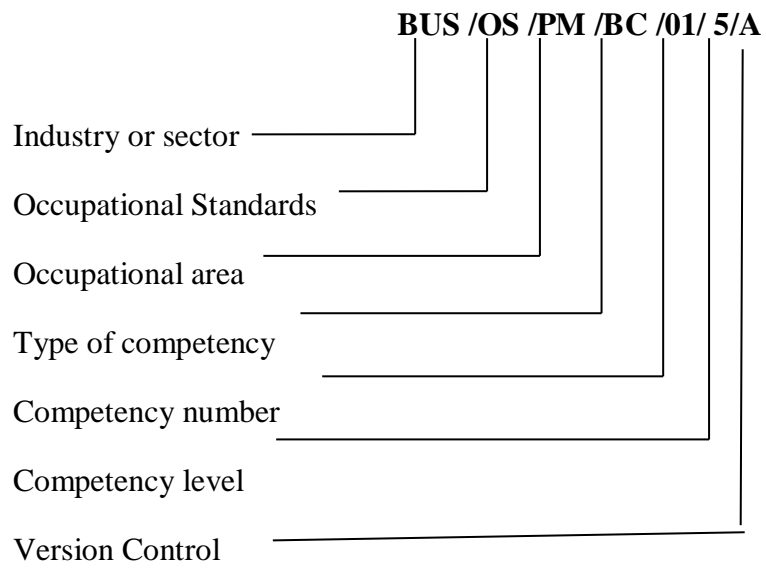
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## ABBREVIATIONS AND ACRONYMS

A	Version Control
ICT	Information Communication Technology
MoE	Ministry of Education
OS	Occupational Standards
OSH	Occupation Safety and Health
OSHA	Occupation Safety and Health Act
OSHS	Occupational Safety and Health Standards
PPE	Personal Protective Equipment
SSAC	Sector Skills Advisory Committee
CDACC	Curriculum Development Assessment and Certification Council
TVET	Technical and Vocational Education and Training

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### KEY TO UNIT CODE



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## OVERVIEW

Project Management Level 6 qualification consists of competencies that an individual must achieve to manage projects. It entails managing project inception phase, managing project implementation, monitoring and evaluating projects, auditing and reviewing projects, managing project environment and managing project closure.

This qualification consists of the following basic, common and core units of competency:

### BASIC UNITS OF COMPETENCY

UNIT CODE	UNIT TITLE
BUS/OS/PM/BC/01/5/A	Demonstrate Communication Skills
BUS/OS/PM/BC/02/5/A	Demonstrate Numeracy Skills
BUS/OS/PM/BC/03/5/A	Demonstrate Digital Literacy
BUS/OS/PM/BC/04/5/A	Demonstrate Entrepreneurial Skills
BUS/OS/PM/BC/05/5/A	Demonstrate Employability Skills
BUS/OS/PM/BC/06/5/A	Demonstrate Environmental Literacy
BUS/OS/PM/BC/07/5/A	Demonstrate Occupational Safety and Health Practices

### COMMON UNITS OF COMPETENCY

UNIT CODE	UNIT OF TITLE
BUS/OS/PM/CC/01/5/A	Manage Procurement Of Goods, Works and Services

### CORE UNITS OF COMPETENCY

UNIT OF COMPETENCY CODE	UNIT OF COMPETENCY TITLE
BUS/OS/PM/CR/01/5/A	Manage Project Inception Phase
BUS/OS/PM/CR/02/5/A	Manage Project Implementation
BUS/OS/PM/CR/03/5/A	Monitor And Evaluate Projects
BUS/OS/PM/CR/04/5/A	Audit And Review Projects
BUS/OS/PM/CR/05/5/A	Manage Project Environment
BUS/OS/PM/CR/06/5/A	Manage Project Closure

## BASIC UNITS OF COMPETENCY

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## DEMONSTRATE COMMUNICATION SKILLS

**UNIT CODE:** BUS/OS/PM/BC/01/5/A

### UNIT DESCRIPTION

This unit covers the competencies required to demonstrate communication skills. It involves meeting communication needs of clients and colleagues, contributing to the development of communication strategies, conducting workplace interviews, facilitating group discussions and representing the organisation

### ELEMENTS AND PERFORMANCE CRITERIA

<b>ELEMENT</b>	<b>PERFORMANCE CRITERIA</b>
<p>These describe the key outcomes which make up workplace function</p>	<p>These are assessable statements which specify the required level of performance for each of the elements.</p> <p><b><i>Bold and italicized terms are elaborated in the Range</i></b></p>
<p>1. Meet communication needs of clients and colleagues</p>	<p>1.1 Specific communication needs of clients and colleagues are identified and met based on workplace requirements</p> <p>1.2 Different communication approaches are identified and applied according to clients' needs</p> <p>1.3 Conflict is identified and addressed as per the standards of the organization</p>
<p>2. Contribute to the development of communication strategies</p>	<p>2.1 Strategies for internal and external dissemination of information are developed, promoted, implemented and reviewed as per organizations' strategic plan</p> <p>2.2 Channels of communication are established and reviewed based on the workplace needs</p> <p>2.3 Communication training needs are identified and provided according to SOPs</p> <p>2.4 Work related network and relationship are maintained based on workplace requirements</p> <p>2.5 Negotiation and conflict resolution strategies are maintained as per the workplace procedures</p>
<p>3. Conduct workplace interviews</p>	<p>3.1 <b><i>Communication strategies</i></b> are identified and employed in <b><i>interview situations</i></b> based on workplace requirements</p> <p>3.2 Records of interviews are made and maintained in</p>

	<p>accordance with organizational procedures</p> <p>3.3 Effective questioning, listening and nonverbal communication techniques are used based on needs</p>
4. Facilitate group discussions	<p>4.1 Mechanisms to enhance <i>effective group interaction</i> are identified and implemented according to workplace requirements</p> <p>4.2 Strategies to encourage group participation are identified and used as per organizations' procedures</p> <p>4.3 Meetings objectives and agenda are set and followed based on workplace requirements</p> <p>4.4 Relevant information is provided and feedback obtained according to set protocols</p> <p>4.5 Evaluation of group communication strategies is undertaken in accordance with workplace guidelines</p> <p>4.6 Specific communication needs of individuals are identified and addressed as per individual needs</p>
5. Represent the organization	<p>5.1 Relevant presentation are researched and presented based on internal or external communication forums requirements Presentation is delivered in a clear and sequential manner as per the predetermined time</p> <p>5.2 Presentation is made as per appropriate media</p> <p>5.3 Difference views are respected based on workplace procedures</p> <p>5.4 Written communication is done as per organizational standards</p> <p>5.5 Inquiries are responded according to organizational standard</p>

## RANGE

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

Variable	Range
1. Communication strategies may include but not limited to:	<ul style="list-style-type: none"> <li>• Language switch</li> <li>• Comprehension check</li> <li>• Repetition</li> <li>• Asking confirmation</li> <li>• Paraphrase</li> <li>• Clarification request</li> </ul>

	<ul style="list-style-type: none"> <li>• Translation</li> <li>• Restructuring</li> <li>• Approximation</li> <li>• Generalization</li> </ul>
2. Effective group interaction may include but not limited to:	<ul style="list-style-type: none"> <li>• Identifying and evaluating what is occurring within an interaction in a non-judgmental way</li> <li>• Using active listening</li> <li>• Making decision about appropriate words, behavior</li> <li>• Putting together response which is culturally appropriate</li> <li>• Expressing an individual perspective</li> <li>• Expressing own philosophy, ideology and background and exploring impact with relevance to communication</li> <li>• Openness and flexibility in communication</li> </ul>
3. Interview situations may include but not limited to:	<ul style="list-style-type: none"> <li>• Establishing rapport</li> <li>• Eliciting facts and information</li> <li>• Facilitating resolution of issues</li> <li>• Developing action plans</li> <li>• Diffusing potentially difficult situations</li> </ul>

## REQUIRED SKILLS AND KNOWLEDGE

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

### Required Skills

The individual needs to demonstrate the following skills:

- Active listening
- Giving/receiving feedback
- Interpretation of information
- Role boundaries setting
- Negotiation
- Communication

### Required Knowledge

The individual needs to demonstrate knowledge of:

- Communication process
- Dynamics of groups and different styles of group leadership

- Communication skills relevant to client groups
- Flexibility in communication

## EVIDENCE GUIDE

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

1. Critical aspects of Competency	Assessment requires evidence that the candidate: <ul style="list-style-type: none"> <li>1.1 Met communication needs of clients and colleagues</li> <li>1.2 Contributed to the development of communication strategies</li> <li>1.3 Conducted interviews</li> <li>1.4 Facilitated group discussions</li> <li>1.5 Represented the organization</li> </ul>
2. Resource Implications	The following resources should be provided: <ul style="list-style-type: none"> <li>2.1 Access to relevant workplace or appropriately simulated environment where assessment can take place</li> <li>2.2 Materials relevant to the proposed activity or tasks</li> </ul>
3. Methods of Assessment	Competency in this unit may be assessed through: <ul style="list-style-type: none"> <li>3.1 Observation</li> <li>3.2 Oral questioning</li> <li>3.3 Written test</li> <li>3.4 Portfolio of Evidence</li> <li>3.5 Interview</li> <li>3.6 Third party report</li> </ul>
4. Context of Assessment	Competency may be assessed: <ul style="list-style-type: none"> <li>4.1 On the job</li> <li>4.2 Off the job</li> <li>4.3 During industrial attachment</li> </ul>
5. Guidance information for assessment	Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended.

## DEMONSTRATE NUMERACY SKILLS

**UNIT CODE:** BUS/OS/PM/BC/02/5/A

### UNIT DESCRIPTION

This unit covers the competencies required to demonstrate numeracy skills. It involves calculating with whole numbers and familiar fractions, decimals, and percentages for work estimating, measuring, and calculating with routine metric measurements for work, using routine maps and plans for work, interpreting, drawing and constructing 2D and 3D shapes for work, interpreting routine tables, graphs and charts for work, collecting data and constructing routine tables and graphs for work and using basic functions of calculator.

### ELEMENTS AND PERFORMANCE CRITERIA

ELEMENT	PERFORMANCE CRITERIA
<p>These describe the key outcomes which make up workplace function.</p>	<p>These are assessable statements which specify the required level of performance for each of the elements.</p> <p><i><b>Bold and italicized terms are elaborated in the Range.</b></i></p>
<p>1. Calculate with whole numbers and familiar fractions, decimals and percentages for work</p>	<p>1.1 Mathematical information that may be partly embedded in routine workplace tasks and texts is selected and interpreted as per SOPs</p> <p>1.2 Whole numbers and routine or familiar fractions, decimals and percentages including familiar rates are interpreted and comprehended as per SOPs</p> <p>1.3 Calculations which may involve a number of steps are performed as per SOPs</p> <p>1.4 Calculations done with whole numbers and routine or familiar fractions, decimals and percentages as per SOPs</p> <p>1.5 Conversion between equivalent forms of fractions, decimals and percentages is done as per SOPs</p> <p>1.6 Order of operations is applied to solve multi-step calculations as per SOPs</p> <p>1.7 Problem solving strategies are appropriately applied as per SOPs</p> <p>1.8 Estimations are made to check reasonableness of problem solving process, outcome and its appropriateness to the context and task as per SOPs</p> <p>1.9 Formal and informal mathematical language and symbolism are used to communicate the result of the</p>

	task as per SOPs.
2. Estimate, measure, and calculate with routine metric measurements for work	<p>2.1 Measurement information in workplace tasks and texts are selected and interpreted in accordance with workplace requirements</p> <p>2.2 Appropriate routine measuring equipment are identified and selected in accordance with workplace requirements</p> <p>2.3 Measurements are estimated and made using correct units as per measurement manuals.</p> <p>2.4 Estimations and calculations done as per routine measurements</p> <p>2.5 Conversions performed routinely as per metric units</p> <p>2.6 Problem solving processes are used to undertake the tasks as per workplace procedures.</p> <p>2.7 Estimations are made to check reasonableness of problem solving process, outcome and its appropriateness to the context and task as per workplace procedures</p> <p>2.8 Information is recorded using mathematical language and symbols appropriate to discuss the task as per workplace procedures.</p>
3. Use routine maps and plans for work	<p>3.1 Features are identified in routine maps and plans as per SOPs</p> <p>3.2 Symbols and keys in routine maps and plans are clearly explained as per SOPs</p> <p>3.3 Orientation of map to North is identified and interpreted as per SOPs</p> <p>3.4 Understanding of direction and location is clearly demonstrated as per SOPs</p> <p>3.5 Simple scale is applied to estimate length of objects, or distance to location or object as per SOPs</p> <p>3.6 Directions are given and received using both formal and informal language as per SOPs</p>
4. Interpret, draw and construct 2D and 3D shapes for work	<p>4.1 Two dimensional shapes and routine three dimensional shapes identified in everyday objects and in different orientations in accordance with job specifications</p> <p>4.2 The use and application of shapes elaborately explained as per SOPs</p> <p>4.3 Formal and informal mathematical language and symbols used to describe and compare the features of two dimensional shapes and routine three dimensional shapes as per workplace procedures.</p>



	<p>4.4 Common angles identified in accordance with SOPs</p> <p>4.5 Common angles in everyday objects are appropriately estimated as per SOPs</p> <p>4.6 Formal and informal mathematical language are used to describe and compare common angles as per workplace procedures.</p> <p>4.7 Common geometric instruments used to draw two dimensional shapes as per SOPs</p> <p>4.8 Routine three dimensional objects constructed from given nets as per SOPs.</p>
<p>5. Interpret routine tables, graphs and charts for work</p>	<p>5.1 Routine tables, graphs and charts identified in predominately familiar texts and contexts as per tables and graph manuals</p> <p>5.2 Common types of graphs and their different uses identified as per SOPs</p> <p>5.3 Features of tables, graphs and charts identified as per workplace procedures</p> <p>5.4 Information in routine tables, graphs and charts located and interpreted as per workplace procedures</p> <p>5.5 Calculations are perform to interpret information as per SOPs</p> <p>5.6 How statistics can inform and persuade interpretations is explained as per SOPs</p> <p>5.7 Misleading statistical information is identified as per workplace procedures.</p> <p>5.8 Information relevant to the workplace is discussed as per workplace procedures.</p>
<p>6. Collect data and construct routine tables and graphs for work</p>	<p>6.1 Features of common tables and graphs identified as per SOPs</p> <p>6.2 Uses of <b><i>different tables and graphs</i></b> identified as per job specifications</p> <p>6.3 Data and variables to be collected are determined as per workplace procedures.</p> <p>6.4 The audience is determined as per the workplace procedures</p> <p>6.5 Method of data collection is select as per job requirement</p> <p>6.6 Data is collected as per SOPs</p> <p>6.7 Information is collated in a table as per SOPs</p> <p>6.8 Suitable scale and axes determined as per job specifications</p> <p>6.9 Graph to present information is drafted and drawn as per SOPs</p>

	<p>6.10 Data checked to ensure that it meets the expected results and context as per workplace procedures</p> <p>6.11 Information is reported or discussed using formal and informal mathematical language as per workplace procedures</p>
7. Use basic functions of calculator	<p>7.1 Keys are identified and used for <b>basic functions on a calculator</b> as per SOPs</p> <p>7.2 Calculation is done using whole numbers, money and routine decimals and percentages as per SOPs</p> <p>7.3 Calculation done with routine fractions and percentages as per SOPs</p> <p>7.4 Order of operations is applied to solve multi-step calculations as per SOPs</p> <p>7.5 Results are interpreted, displayed and recorded as per workplace procedures</p> <p>7.6 Estimations are made to check reasonableness of problem solving process, outcome and its appropriateness to the context and task as per workplace procedures</p> <p>7.7 Formal and informal mathematical language and appropriate symbolism and conventions used to communicate the result of the task as per workplace procedures.</p>

## RANGE

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

Variable	Range
1. Use basic functions of calculator may include but not limited to:	<ul style="list-style-type: none"> <li>• Addition</li> <li>• Multiplication</li> <li>• Calculate ratios</li> <li>• Conversion of ratios into percentages</li> </ul>
2. Different tables and graphs may include but not limited to:	<ul style="list-style-type: none"> <li>• Bar Graphs</li> <li>• Flow Charts</li> <li>• Pie Charts</li> <li>• Pictograph</li> </ul>

	<ul style="list-style-type: none"> <li>• Line Graphs</li> <li>• Time Series Graphs</li> <li>• Stem and Leaf Plot</li> <li>• Histogram</li> <li>• Dot Plot</li> <li>• Scatter plot</li> </ul>
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## REQUIRED SKILLS AND KNOWLEDGE

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

### Required Skills

The individual needs to demonstrate the following skills:

- Measuring
- Logical thinking
- Computing
- Drawing of graphs
- Applying mathematical formulas
- Analytical

### Required knowledge

The individual needs to demonstrate knowledge of:

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

## EVIDENCE GUIDE

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

<p>1. Critical aspects of Competency</p>	<p>Assessment requires evidence that the candidate:</p> <ul style="list-style-type: none"> <li>1.1 Calculated correctly with whole numbers and routine or familiar fractions, decimals and percentages</li> <li>1.2 Estimated, measured and calculated with routine metric measurements</li> <li>1.3 Applied simple scale to estimate length of objects or distance to location or object</li> <li>1.4 Used formal and informal mathematical language to describe and compare common angles</li> <li>1.5 Used common geometric instruments to draw two dimensional shapes</li> <li>1.6 Collected data and constructed routine tables and graphs</li> <li>1.7 Used basic functions of calculator correctly</li> </ul>
<p>2. Resource Implications</p>	<p>The following resources should be provided:</p> <ul style="list-style-type: none"> <li>2.1 Access to relevant workplace or appropriately simulated environment where assessment can take place</li> <li>2.2 Materials relevant to the proposed activity or tasks</li> </ul>
<p>3. Methods of Assessment</p>	<p>Competency may be assessed through:</p> <ul style="list-style-type: none"> <li>3.1 Observation</li> <li>3.2 Oral questioning</li> <li>3.3 Written test</li> <li>3.4 Portfolio of Evidence</li> <li>3.5 Interview</li> <li>3.6 Third party report</li> </ul>
<p>4. Context of Assessment</p>	<p>Competency may be assessed in:</p> <ul style="list-style-type: none"> <li>4.1 On the job</li> <li>4.2 Off the job</li> <li>4.3 Industrial attachment</li> </ul>
<p>5. Guidance information for assessment</p>	<p>Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended.</p>

## DEMONSTRATE DIGITAL LITERACY

**UNIT CODE:**BUS/OS/PM/BC/03/5/A

### UNIT DESCRIPTION

This unit covers the competencies required to demonstrate digital literacy. It involves identifying appropriate computer software and hardware, applying security measures to data, hardware, software in automated environment, applying computer software in solving tasks, applying internet and email in communication at workplace, applying desktop publishing in official assignment and preparing presentation packages.

### ELEMENTS AND PERFORMANCE CRITERIA

ELEMENT	PERFORMANCE CRITERIA
These describe the key outcomes which make up workplace function	These are assessable statements which specify the required level of performance for each of the elements.  <i><b>Bold and italicized terms are elaborated in the Range</b></i>
1. Identify appropriate computer software and hardware	1.1 Concepts of ICT are determined in accordance with computer equipment 1.2 Classifications of computers are determined in accordance with manufacturers specification 1.3 <i><b>Appropriate computer software</b></i> is identified according to manufacturer's specification 1.4 <i><b>Appropriate computer hardware</b></i> is identified according to manufacturer's specification 1.5 Functions and commands of operating system are determined in accordance with manufacturer's specification
2. Apply security measures to data, hardware, software in automated environment	2.1 <i><b>Data security and privacy are classified</b></i> in accordance with the prevailing technology 2.2 <i><b>Security threats</b></i> are identified, <i><b>and control measures</b></i> are applied in accordance with laws governing protection of ICT 2.3 Computer threats and crimes are detected in accordance with Information security management guidelines 2.4 Protection against computer crimes is undertaken in accordance with laws governing protection of ICT
3. Apply computer software in	3.1 <i><b>Word processing concepts</b></i> are applied in resolving workplace tasks, report writing and documentation as per job requirements

solving tasks	<p>3.2 <b>Word processing utilities</b> are applied in accordance with workplace procedures</p> <p>3.3 Worksheet layout is prepared in accordance with work procedures</p> <p>3.4 Worksheet is build and data manipulated in the worksheet in accordance with workplace procedures</p> <p>3.5 Continuous data manipulated on worksheet is undertaken in accordance with work requirements</p> <p>3.6 Database design and manipulation is undertaken in accordance with office procedures</p> <p>3.7 Data sorting, indexing, storage, retrieval and security is provided in accordance with workplace procedures</p>
4. Apply internet and email in communication at workplace	<p>4.1 Electronic mail addresses are opened and applied in workplace communication in accordance with office policy</p> <p>4.2 Office internet functions are defined and executed in accordance with office procedures</p> <p>4.3 <b>Network configuration</b> is determined in accordance with office operations procedures</p> <p>4.4 Official World Wide Web is installed and managed according to workplace procedures</p>
5. Apply desktop publishing in official assignments	<p>5.1 Desktop publishing functions and tools are identified in accordance with manufactures specifications</p> <p>5.2 Desktop publishing tools are developed in accordance with work requirements</p> <p>5.3 Desktop publishing tools are applied in accordance with workplace requirements</p> <p>5.4 Typeset work is enhanced in accordance with workplace standards</p>
6. Prepare presentation packages	<p>6.1 Types of presentation packages are identified in accordance with office requirements</p> <p>6.2 Slides are created and formulated in accordance with workplace procedures</p> <p>6.3 Slides are edited and run in accordance with work procedures</p> <p>6.4 Slides and handouts are printed according to work requirements</p>

## RANGE

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

Variable	Range
1. Appropriate computer hardware may include but not limited to:	<ul style="list-style-type: none"> <li>• Computer case</li> <li>• Monitor</li> <li>• keyboard</li> <li>• mouse</li> </ul>
2. Data security and privacy may include but not limited to:	<ul style="list-style-type: none"> <li>• Confidentiality of data</li> <li>• Cloud computing</li> <li>• Integrity -but-curious data surfing</li> </ul>
3. Security and control measures may include but not limited to:	<ul style="list-style-type: none"> <li>• Counter measures against cyber terrorism</li> <li>• Risk reduction</li> <li>• Cyber threat issues</li> <li>• Risk management</li> <li>• Pass wording</li> </ul>
4. Security threats may include but not limited to:	<ul style="list-style-type: none"> <li>• Cyber terrorism</li> <li>• Hacking</li> </ul>

## REQUIRED SKILLS AND KNOWLEDGE

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

### Required Skills

The individual needs to demonstrate the following skills:

- Analytical skills
- Interpretation
- Typing
- Communication
- Basic ICT skills

### Required Knowledge

The individual needs to demonstrate knowledge of:

- Software concept
- Functions of computer software and hardware
- Data security and privacy
- Computer security threats and control measures
- Technology underlying cyber-attacks and networks
- Cyber terrorism
- Computer crimes

- Detection and protection of computer crimes
- Laws governing protection of ICT
- Microsoft suite

## EVIDENCE GUIDE

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

<p>1. Critical Aspects of Competency</p>	<p>Assessment requires evidence that the candidate:</p> <ul style="list-style-type: none"> <li>1.1 Identified and controlled security threats</li> <li>1.2 Detected and protected computer crimes</li> <li>1.3 Applied word processing in office tasks</li> <li>1.4 Designed, prepared work sheet and applied data to the cells in accordance to workplace procedures</li> <li>1.5 Opened electronic mail for office communication as per workplace procedure</li> <li>1.6 Installed internet and World Wide Web for office tasks in accordance with office procedures</li> <li>1.7 Integrated emerging issues in computer ICT applications</li> <li>1.8 Applied laws governing protection of ICT</li> </ul>
<p>2. Resource Implications</p>	<p>The following resources should be provided:</p> <ul style="list-style-type: none"> <li>2.1 Tablets</li> <li>2.2 Laptops</li> <li>2.3 Desktop computers</li> <li>2.4 Calculators</li> <li>2.5 Internet</li> <li>2.6 Smart phones</li> <li>2.7 Operation Manuals</li> </ul>
<p>3. Methods of Assessment</p>	<p>Competency may be assessed through:</p> <ul style="list-style-type: none"> <li>3.1 Written Test</li> <li>3.2 Observation</li> <li>3.3 Practical assignment</li> <li>3.4 Interview/Oral Questioning</li> </ul>
<p>4. Context of Assessment</p>	<p>Competency may be assessed in:</p> <ul style="list-style-type: none"> <li>4.1 Off the job</li> <li>4.2 On the job setting</li> <li>4.3 Industrial attachment</li> </ul>
<p>5. Guidance information for assessment</p>	<p>Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended.</p>



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## DEMONSTRATE ENTREPRENEURIAL SKILLS

UNIT CODE : BUS/OS/PM/BC/04/5/A

### UNIT DESCRIPTION

This unit covers the competencies required to demonstrate understanding of entrepreneurship. It involves demonstrating understanding of an entrepreneur, entrepreneurship, and self-employment, identifying entrepreneurship opportunities, creating entrepreneurial awareness, applying entrepreneurial motivation, developing business innovative strategies and developing business plan.

### ELEMENTS AND PERFORMANCE CRITERIA

ELEMENT	PERFORMANCE CRITERIA
1. Demonstrate understanding of an Entrepreneur	<ul style="list-style-type: none"><li>1.1 Entrepreneurs and Businesspersons are distinguished as per principles of entrepreneurship</li><li>1.2 <i>Types of entrepreneurs</i> are identified as per principles of entrepreneurship</li><li>1.3 Ways of becoming an Entrepreneur are identified as per principles of Entrepreneurship</li><li>1.4 <i>Characteristics of Entrepreneurs</i> are identified as per principles of Entrepreneurship</li><li>1.5 Factors affecting Entrepreneurship development are explored as per principles of Entrepreneurship</li></ul>
2. Demonstrate understanding of Entrepreneurship and self-employment	<ul style="list-style-type: none"><li>2.1 Entrepreneurship and self-employment are distinguished as per principles of entrepreneurship</li><li>2.2 Importance of self-employment is analysed based on business procedures and strategies</li><li>2.3 <i>Requirements for entry into self-employment</i> are identified according to business procedures and strategies</li><li>2.4 Role of an Entrepreneur in business is determined according to business procedures and strategies</li><li>2.5 Contributions of Entrepreneurs to National development are identified as per business procedures and strategies</li><li>2.6 Entrepreneurship culture in Kenya is</li></ul>

	<p>explored as per business procedures and strategies</p> <p>2.7 Born or made Entrepreneurs are distinguished as per entrepreneurial traits</p>
3. Identify Entrepreneurship opportunities	<p>3.1 Sources of business ideas are identified as per business procedures and strategies</p> <p>3.2 Business ideas and opportunities are generated as per business procedures and strategies</p> <p>3.3 Business life cycle is analysed as per business procedures and strategies</p> <p>3.4 Legal aspects of business are identified as per procedures and strategies</p> <p>3.5 Product demand is assessed as per market strategies</p> <p>3.6 Types of <b>business environment</b> are identified and evaluated as per business procedures</p> <p>3.7 Factors to consider when evaluating business environment are explored based on business procedure and strategies</p> <p>3.8 Technology in business is incorporated as per best practice</p>
4. Create entrepreneurial awareness	<p>4.1 <b>Forms of businesses</b> are explored as per business procedures and strategies</p> <p>4.2 Sources of business finance are identified as per business procedures and strategies</p> <p>4.3 Factors in selecting source of business finance are identified as per business procedures and strategies</p> <p>4.4 <b>Governing policies</b> on Small Scale Enterprises (SSEs) are determined as per business procedures and strategies</p> <p>4.5 Problems of starting and operating SSEs are explored as per business procedures and strategies</p>
5. Apply entrepreneurial motivation	<p>5.1 <b>Internal and external motivation</b> factors are determined in accordance with motivational theories</p> <p>5.2 Self-assessment is carried out as per entrepreneurial orientation</p> <p>5.3 Effective communications are carried out in accordance with communication principles</p>

	5.4 Entrepreneurial motivation is applied as per motivational theories
6. Develop innovative business strategies	<p>6.1 Business innovation strategies are determined in accordance with the organization strategies</p> <p>6.2 Creativity in business development is demonstrated in accordance with business strategies</p> <p>6.3 <i>Innovative business strategies</i> are developed as per business principles</p> <p>6.4 Linkages with other entrepreneurs are created as per best practice</p> <p>6.5 ICT is incorporated in business growth and development as per best practice</p>
7. Develop Business Plan	<p>7.1 Identified Business is described as per business procedures and strategies</p> <p>7.2 Marketing plan is developed as per business plan format</p> <p>7.3 Organizational/Management plan is prepared in accordance with business plan format</p> <p>7.4 Production/operation plan in accordance with business plan format</p> <p>7.5 Financial plan is prepared in accordance with the business plan format</p> <p>7.6 Executive summary is prepared in accordance with business plan format</p> <p>7.7 Business plan is presented as per best practice</p>

## RANGE

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

Variable	Range
1. Types of entrepreneurs may include but not limited to:	<ul style="list-style-type: none"> <li>• Innovators</li> <li>• Imitators</li> <li>• Craft</li> <li>• Opportunistic</li> <li>• Speculators</li> </ul>
2. Characteristics of Entrepreneurs may include but not limited to:	<ul style="list-style-type: none"> <li>• Creative</li> </ul>

	<ul style="list-style-type: none"> <li>• Innovative</li> <li>• Planner</li> <li>• Risk taker</li> <li>• Networker</li> <li>• Confident</li> <li>• Flexible</li> <li>• Persistent</li> <li>• Patient</li> <li>• Independent</li> <li>• Future oriented</li> <li>• Goal oriented</li> </ul>
3. Requirements for entry into self-employment may include but not limited to	<ul style="list-style-type: none"> <li>• Technical skills</li> <li>• Management skills</li> <li>• Entrepreneurial skills</li> <li>• Resources</li> <li>• Infrastructure</li> </ul>
4. Internal and external motivation may include but not limited to:	<ul style="list-style-type: none"> <li>• Interest</li> <li>• Passion</li> <li>• Freedom</li> <li>• Prestige</li> <li>• Rewards</li> <li>• Punishment</li> <li>• Enabling environment</li> <li>• Government policies</li> </ul>
5. Business environment may include but not limited to:	<ul style="list-style-type: none"> <li>• External</li> <li>• Internal</li> <li>• Intermediate</li> </ul>
6. Forms of businesses may include but not limited to:	<ul style="list-style-type: none"> <li>• Sole proprietorship</li> <li>• Partnership</li> <li>• Limited companies</li> <li>• Cooperatives</li> </ul>
7. Governing policies may include but not limited to:	<ul style="list-style-type: none"> <li>• Increasing scope for finance</li> <li>• Promoting cooperation between entrepreneurs and private sector</li> <li>• Reducing regulatory burden on entrepreneurs</li> <li>• Developing IT tools for entrepreneurs</li> </ul>
8. Innovative business strategies may include but not limited to:	<ul style="list-style-type: none"> <li>• New products</li> <li>• New methods of production</li> <li>• New markets</li> </ul>

	<ul style="list-style-type: none"> <li>• New sources of supplies</li> <li>• Change in industrialization</li> </ul>
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## **REQUIRED SKILLS AND KNOWLEDGE**

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

### **Required Skills**

The individual needs to demonstrate the following skills:

- Analytical
- Management
- Problem-solving
- Root-cause analysis
- Communication

### **Required Knowledge**

The individual needs to demonstrate knowledge of:

- Decision making
- Business communication
- Change management
- Competition
- Risk
- Net working
- Time management
- Leadership
- Factors affecting entrepreneurship development
- Principles of Entrepreneurship
- Features and benefits of common operational practices, e. g., continuous improvement (kaizen), waste elimination,
- Conflict resolution
- Health, safety and environment (HSE) principles and requirements
- Customer care strategies
- Basic financial management
- Business strategic planning
- Impact of change on individuals, groups and industries
- Government and regulatory processes
- Local and international market trends

- Product promotion strategies
- Market and feasibility studies
- Government and regulatory processes
- Local and international business environment
- Relevant developments in other industries
- Regional/ County business expansion strategies

## EVIDENCE GUIDE

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

<p>1. Critical Aspects of Competency</p>	<p>Assessment requires evidence that the candidate:</p> <ul style="list-style-type: none"> <li>1.1 Distinguished entrepreneurs and business persons correctly</li> <li>1.2 Identified ways of becoming an entrepreneur appropriately</li> <li>1.3 Explored factors affecting entrepreneurship development appropriately</li> <li>1.4 Analysed importance of self-employment accurately</li> <li>1.5 Identified requirements for entry into self-employment correctly</li> <li>1.6 Identified sources of business ideas correctly</li> <li>1.7 Generated Business ideas and opportunities correctly</li> <li>1.8 Analysed business life cycle accurately</li> <li>1.9 Identified legal aspects of business correctly</li> <li>1.10 Assessed product demand accurately</li> <li>1.11 Determined Internal and external motivation factors appropriately</li> <li>1.12 Carried out communications effectively</li> <li>1.13 Identified sources of business finance correctly</li> <li>1.14 Determined Governing policy on small scale enterprise appropriately</li> <li>1.15 Explored problems of starting and operating SSEs effectively</li> <li>1.16 Developed Marketing, Organizational/Management, Production/Operation and Financial plans correctly</li> <li>1.17 Prepared executive summary correctly</li> </ul>
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	<p>1.18 Determined business innovative strategies appropriately</p> <p>1.19 Presented business plan effectively</p>
2. Resource Implications	<p>The following resources should be provided:</p> <p>2.1 Access to relevant workplace where assessment can take place</p> <p>2.2 Appropriately simulated environment where assessment can take place</p>
3. Methods of Assessment	<p>Competency may be assessed through:</p> <p>3.1 Written tests</p> <p>3.2 Oral questions</p> <p>3.3 Third party report</p> <p>3.4 Interviews</p> <p>3.5 Portfolio</p>
4. Context of Assessment	<p>Competency may be assessed:</p> <p>4.1 On-the-job</p> <p>4.2 Off-the –job</p> <p>4.3 During Industrial attachment</p>
5. Guidance information for assessment	<p>Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended.</p>



## DEMONSTRATE EMPLOYABILITY SKILLS

**UNIT CODE:** BUS/OS/PM/BC/05/5/A

### Unit Description

This unit covers competencies required to demonstrate employability skills. It involves conducting self-management, demonstrating interpersonal communication, critical safe work habits, leading small teams, planning and organizing work, maintaining professional growth and development, demonstrating workplace learning, problem solving skills and managing workplace ethics.

### ELEMENTS AND PERFORMANCE CRITERIA

<b>ELEMENT</b>	<b>PERFORMANCE CRITERIA</b>
<p>These describe the key outcomes which make up workplace function.</p>	<p>These are assessable statements which specify the required level of performance for each of the elements.</p> <p><i><b>Bold and italicized terms are elaborated in the Range</b></i></p>
<p>1. Conduct self-management</p>	<p>1.1 Personal vision, mission and goals are formulated based on potential and in relation to organization objectives</p> <p>1.2 Emotional intelligence is demonstrated as per workplace requirements.</p> <p>1.3 Individual performance is evaluated and monitored according to the agreed targets.</p> <p>1.4 Assertiveness is developed and maintained based on the requirements of the job.</p> <p>1.5 Accountability and responsibility for own actions are demonstrated based on workplace instructions.</p> <p>1.6 Self-esteem and a positive self-image are developed and maintained based on values.</p> <p>1.7 Time management, attendance and punctuality are observed as per the organization policy.</p> <p>1.8 Goals are managed as per the organization's objective</p> <p>1.9 Self-strengths and weaknesses are identified based on personal objectives</p>
<p>2. Demonstrate interpersonal communication</p>	<p>2.1 Writing skills are demonstrated as per communication policy</p> <p>2.2 Negotiation and persuasion skills are demonstrated as per communication policy</p> <p>2.3 Internal and external stakeholders' needs are</p>

	<p>identified and interpreted as per the communication policy</p> <p>2.4 Communication networks are established based on workplace policy</p> <p>2.5 Information is shared as per communication policy</p>
3. Demonstrate critical safe work habits	<p>3.1 Stress is managed in accordance with workplace policy.</p> <p>3.2 Punctuality and time consciousness is demonstrated in line with workplace policy.</p> <p>3.3 Personal objectives are integrated with organization goals based on organization's strategic plan.</p> <p>3.4 <b>Resources</b> are utilized in accordance with workplace policy.</p> <p>3.5 Work priorities are set in accordance to workplace goals and objectives.</p> <p>3.6 Leisure time is recognized and utilized in line with personal objectives.</p> <p>3.7 <b>Drugs and substances of abuse</b> are identified and avoided based on workplace policy.</p> <p>3.8 HIV and AIDS prevention awareness is demonstrated in line with workplace policy.</p> <p>3.9 Safety consciousness is demonstrated in the workplace based on organization safety policy.</p> <p>3.10 <b>Emerging issues</b> are identified and dealt with in accordance with organization policy.</p>
4. Lead small teams	<p>4.1 Performance targets for the <b>team</b> are set based on organization's objectives</p> <p>4.2 Duties are assigned in accordance with the organization policy.</p> <p>4.3 <b>Forms of communication</b> in a team are established according to organization's policy.</p> <p>4.4 Team performance is evaluated based on set targets as per workplace policy.</p> <p>4.5 Conflicts are resolved between team members in line with organization policy.</p> <p>4.6 Gender related issues are identified and mainstreamed in accordance workplace policy.</p> <p>4.7 Human rights and fundamental freedoms are identified and respected as Constitution of Kenya 2010.</p> <p>4.8 Healthy relationships are developed and maintained in line with workplace.</p>
5. Plan and	<p>5.1 Task requirements are identified as per the workplace</p>

organize work	<p>objectives</p> <p>5.2 Task is interpreted in accordance with safety (OHS ), environmental requirements and quality requirements</p> <p>5.3 Work activity is organized with other involved personnel as per the SOPs</p> <p>5.4 Resources are mobilized, allocated and utilized to meet project goals and deliverables.</p> <p>5.5 Work activities are monitored and evaluated in line with organization procedures.</p> <p>5.6 Job planning is documented in accordance with workplace requirements.</p> <p>5.7 Time is managed achieve workplace set goals and objectives.</p>
6. Maintain professional growth and development	<p>6.1 Personal training needs are identified and assessed in line with the requirements of the job.</p> <p>6.2 <b>Training and career opportunities</b> are identified and utilized based on job requirements.</p> <p>6.3 Resources for training are mobilized and allocated based organizations and individual skills needs.</p> <p>6.4 Licenses and certifications relevant to job and career are obtained and renewed as per policy.</p> <p>6.5 Work priorities and personal commitments are balanced and managed based on requirements of the job and personal objectives.</p> <p>6.6 Recognitions are sought as proof of career advancement in line with professional requirements.</p>
7. Demonstrate workplace learning	<p>7.1 Learning opportunities are sought and managed based on job requirement and organization policy.</p> <p>7.2 Improvement in performance is demonstrated based on courses attended.</p> <p>7.3 Application of learning is demonstrated in both technical and non-technical aspects based on requirements of the job</p> <p>7.4 Time and effort is invested in learning new skills based on job requirements</p> <p>7.5 Initiative is taken to create more effective and efficient processes and procedures in line with workplace policy.</p> <p>7.6 New systems are developed and maintained in accordance with the requirements of the job.</p> <p>7.7 Awareness of personal role in workplace <b>innovation</b> is demonstrated based on requirements of the job.</p>
8. Demonstrate	8.1 Creative, innovative and practical solutions are

problem solving skills	<p>developed based on the problem</p> <p>8.2 Independence and initiative in identifying and solving problems is demonstrated based on requirements of the job.</p> <p>8.3 Team problems are solved as per the workplace guidelines</p> <p>8.4 Problem solving strategies are applied as per the workplace guidelines</p> <p>8.5 Problems are analyzed and assumptions tested as per the context of data and circumstances</p>
9. Demonstrate workplace ethics	<p>9.1 Policies and guidelines are observed as per the workplace requirements</p> <p>9.2 Self-worth and professionalism is exercised in line with personal goals and organizational policies</p> <p>9.3 Code of conduct is observed as per the workplace requirements</p> <p>9.4 Integrity is demonstrated as per legal requirement</p>

## RANGE

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

Range	Variable
1. Drug and substance abuse may include but not limited to:	<p>Commonly abused</p> <ul style="list-style-type: none"> <li>• Alcohol</li> <li>• Tobacco</li> <li>• Miraa</li> <li>• Over-the-counter drugs</li> <li>• Cocaine</li> <li>• Bhang</li> <li>• Glue</li> </ul>
2. Feedback may include but not limited to:	<ul style="list-style-type: none"> <li>• Verbal</li> <li>• Written</li> <li>• Informal</li> <li>• Formal</li> </ul>

<p>3. Relationships may include but not limited to:</p>	<ul style="list-style-type: none"> <li>• Man/Woman</li> <li>• Trainer/trainee</li> <li>• Employee/employer</li> <li>• Client/service provider</li> <li>• Husband/wife</li> <li>• Boy/girl</li> <li>• Parent/child</li> <li>• Sibling relationships</li> </ul>
<p>4. Forms of communication may include but not limited to:</p>	<ul style="list-style-type: none"> <li>• Written</li> <li>• Visual</li> <li>• Verbal</li> <li>• Non verbal</li> <li>• Formal and informal</li> </ul>
<p>5. Team may include but not limited to:</p>	<ul style="list-style-type: none"> <li>• Small work group</li> <li>• Staff in a section/department</li> <li>• Inter-agency group</li> </ul>
<p>6. Personal growth may include but not limited to:</p>	<ul style="list-style-type: none"> <li>• Growth in the job</li> <li>• Career mobility</li> <li>• Gains and exposure the job gives</li> <li>• Net workings</li> <li>• Benefits that accrue to the individual as a result of noteworthy performance</li> </ul>
<p>7. Personal objectives may include but not limited to:</p>	<ul style="list-style-type: none"> <li>• Long term</li> <li>• Short term</li> <li>• Broad</li> <li>• Specific</li> </ul>
<p>8. Trainings and career opportunities may include but not limited to:</p>	<ul style="list-style-type: none"> <li>• Participation in training programs</li> <li>• Technical</li> <li>• Supervisory</li> <li>• Managerial</li> <li>• Continuing Education</li> <li>• Serving as Resource Persons in conferences and workshops</li> </ul>
<p>9. Resource may include but not limited to:</p>	<ul style="list-style-type: none"> <li>• Human</li> <li>• Financial</li> <li>• Hardware</li> <li>• Software</li> </ul>
<p>10. Innovation may include but not limited to:</p>	<ul style="list-style-type: none"> <li>• New ideas</li> <li>• Original ideas</li> <li>• Different ideas</li> <li>• Methods/procedures</li> </ul>

	<ul style="list-style-type: none"> <li>• Processes</li> <li>• New tools</li> </ul>
11. Emerging issues may include but not limited to:	<ul style="list-style-type: none"> <li>• Terrorism</li> <li>• Social media</li> <li>• National cohesion</li> <li>• Open offices</li> </ul>
12. Range of media for learning may include but not limited to:	<ul style="list-style-type: none"> <li>• Mentoring</li> <li>• peer support and networking</li> <li>• IT and courses</li> </ul>

## REQUIRED SKILLS AND KNOWLEDGE

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

### Required Skills

The individual needs to demonstrate the following skills:

- Communication
- Critical thinking
- Observation
- Organizing
- Negotiation
- Monitoring
- Evaluation
- Record keeping
- Problem solving
- Decision Making
- Resource utilization
- Resource mobilization

### Required Knowledge

The individual needs to demonstrate knowledge of:

- Work values and ethics
- Company policies
- Company operations, procedures and standards
- Occupational Health and safety procedures
- Fundamental rights at work
- Personal hygiene practices
- Workplace communication
- Concept of time
- Time management

- Decision making
- Types of resources
- Work planning
- Resources and allocating resources
- Organizing work
- Monitoring and evaluation
- Record keeping
- Workplace problems and how to deal with them
- Gender mainstreaming
- HIV and AIDS
- Drug and substance abuse
- Leadership
- Safe work habits
- Professional growth and development
- Technology in the workplace
- Emerging issues
- Social media
- Terrorism
- National cohesion

### EVIDENCE GUIDE

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

<p>1. Critical aspects of Competency</p>	<p>Assessment requires evidence that the candidate:</p> <ul style="list-style-type: none"> <li>1.1 Conducted self-management</li> <li>1.2 Demonstrated interpersonal communication</li> <li>1.3 Demonstrated critical safe work habits</li> <li>1.4 Led small teams</li> <li>1.5 Planned and organized work</li> <li>1.6 Maintained professional growth and development</li> <li>1.7 Demonstrated workplace learning</li> <li>1.8 Demonstrated problem solving skills</li> <li>1.9 Demonstrated workplace ethics</li> </ul>
<p>2. Resource Implications</p>	<p>The following resources should be provided:</p> <ul style="list-style-type: none"> <li>2.1 Access to relevant workplace where assessment can take place</li> <li>2.2 Appropriately simulated environment where assessment can take place</li> </ul>
<p>3. Methods of Assessment</p>	<p>Competency in this unit may be assessed through:</p> <ul style="list-style-type: none"> <li>3.1 Oral questioning</li> <li>3.2 Portfolio of evidence</li> <li>3.3 Third Party Reports</li> <li>3.4 Written tests</li> </ul>

4. Context of Assessment	Competency may be assessed: 4.1 On-the-job 4.2 Off-the –job 4.3 During Industrial attachment
5. Guidance information for assessment	Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended.

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## DEMONSTRATE ENVIRONMENTAL LITERACY

UNIT CODE: BUS/OS/PM/BC/06/5/A

### UNIT DESCRIPTION

This unit describes the competencies required to demonstrate understanding of environmental literacy. It involves controlling environmental hazard, controlling control environmental pollution, complying with workplace sustainable resource use, evaluating current practices in relation to resource usage, identifying environmental legislations/conventions for environmental concerns, implementing specific environmental programs and monitoring activities on environmental protection/programs.

### ELEMENTS AND PERFORMANCE CRITERIA

ELEMENT	PERFORMANCE CRITERIA
<p>These describe the key outcomes which make up workplace function.</p>	<p>These are assessable statements which specify the required level of performance for each of the elements.</p> <p><b><i>Bold and italicized terms are elaborated in the Range</i></b></p>
<p>1. Control environmental hazard</p>	<p>1.1 <b><i>Storage methods</i></b> for environmentally <b><i>hazardous</i></b> materials are strictly followed according to environmental regulations and OSHS.</p> <p>1.2 <b><i>Disposal methods</i></b> of hazardous wastes are followed always according to environmental regulations and OSHS.</p> <p>1.3 <b><i>PPE</i></b> is used according to OSHS.</p>
<p>2. Control environmental Pollution control</p>	<p>2.1 Environmental pollution <b><i>control measures</i></b> are compiled following standard protocol.</p> <p>2.2 Procedures for solid waste management are observed according to Environmental Management and Coordination Act 1999</p> <p>2.3 Methods for minimizing <b><i>noise pollution</i></b> is complied with based on <i>Noise and Excessive Vibration Pollution and Control Regulations, 2009</i></p>
<p>3. Demonstrate sustainable resource use</p>	<p>3.1 Methods for minimizing wastage are complied with.</p> <p>3.2 Waste management procedures are employed following principles of 3Rs (Reduce, Reuse, Recycle)</p> <p>3.3 Methods for economizing and reducing resource</p>

	consumption are practiced as per the Environmental Management and Coordination Act 1999
4. Evaluate current practices in relation to resource usage	<p>4.1 Information on resource efficiency <b>systems and procedures</b> are collected and provided to the work group where appropriate.</p> <p>4.2 Current resource usage is measured and recorded by members of the work group.</p> <p>4.3 Current purchasing strategies are analyzed and recorded according to industry procedures.</p> <p>4.4 Current work processes to access information and data is analyzed following enterprise protocol.</p>
5. Identify Environmental legislations/conventions for environmental concerns	<p>5.1 Environmental <i>legislations/conventions</i> and local ordinances are identified according to the different <i>environmental aspects/impact</i></p> <p>5.2 <i>Industrial standard/environmental practices</i> are described according to the different environmental concerns</p>
6. Implement specific environmental programs	<p>6.1 Programs/Activities are identified according to organizations policies and guidelines.</p> <p>6.2 Individual roles/responsibilities are determined and performed based on the activities identified.</p> <p>6.3 Problems/constraints encountered are resolved in accordance with organizations' policies and guidelines</p> <p>6.4 Stakeholders are consulted based on company guidelines</p>
7. Monitor activities on Environmental protection/Programs	<p>7.1 Activities are periodically monitored and evaluated according to the objectives of the environmental Program</p> <p>7.2 Feedback from stakeholders are gathered and considered in proposing enhancements to the program based on consultations</p> <p>7.3 Data gathered are analyzed based on evaluation requirements</p> <p>7.4 Recommendations are submitted based on the findings</p> <p>7.5 Management support systems are set/established to sustain and enhance the program</p> <p>7.6 Environmental incidents are monitored and reported to concerned/proper authorities</p>

## RANGE

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

Variable	Range
1. PPE may include but not limited to:	<ul style="list-style-type: none"><li>• Mask</li><li>• Gloves</li><li>• Goggles</li><li>• Safety hat</li><li>• Overall</li><li>• Hearing protector</li><li>• Safety boots</li></ul>
2. Environmental pollution control measures may include but not limited to:	<ul style="list-style-type: none"><li>• Methods for minimizing or stopping spread and ingestion of airborne particles</li><li>• Methods for minimizing or stopping spread and ingestion of gases and fumes</li><li>• Methods for minimizing or stopping spread and ingestion of liquid wastes</li></ul>
3. Waste management procedures may include but not limited to:	<ul style="list-style-type: none"><li>• Sorting</li><li>• Storing of items</li><li>• Recycling of items</li><li>• Disposal of items</li></ul>
4. Resources may include but not limited to:	<ul style="list-style-type: none"><li>• Electric</li><li>• Water</li><li>• Fuel</li><li>• Telecommunications</li><li>• Supplies</li><li>• Materials</li></ul>
5. Workplace environmental hazards may include but not limited to:	<ul style="list-style-type: none"><li>• Biological hazards</li><li>• Chemical and dust hazards</li><li>• Physical hazards</li></ul>
6. Organizational systems and procedures may include but not limited to:	<ul style="list-style-type: none"><li>• Supply chain, procurement and purchasing</li><li>• Quality assurance</li><li>• Making recommendations and seeking approvals</li></ul>

## **REQUIRED SKILLS AND KNOWLEDGE**

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

### **Required Skills**

The individual needs to demonstrate the following skills:

- Observation
- Measuring
- Writing
- Communication
- Analytical
- Monitoring
- Evaluation

### **Required Knowledge**

The individual needs to demonstrate knowledge of:

- Storage methods of environmentally hazardous materials
- Disposal methods of hazardous wastes
- Usage of PPE Environmental regulations
- OSHS
- Types of pollution
- Environmental pollution control measures
- Different solid wastes
- Solid waste management
- Different noise pollution
- Methods of minimizing noise pollution
- Solid Waste Act
- Methods of minimizing wastage
- Waste management procedures
- Economizing of resource consumption
- 3Rs principle
- Types of resources
- Techniques in measuring current usage of resources
- Calculating current usage of resources
- Types of workplace environmental hazards
- Environmental regulations
- Environmental regulations applying to the enterprise.
- Measurement and recording of current resource usage

- Analysis current work processes to access information and data Analysis of data and information
- Identification of areas for improvement
- Resource consuming processes
- Determination of quantity and nature of resource consumed
- Analysis of resource flow of different parts of the resource flow process
- Use/conversion of resources
- Causes of low efficiency of use
- Increasing the efficiency of resource use
- Inspection of resource use plans
- Regulations/licensing requirements
- Determine benefit/cost for alternative resource sources
- Benefit/costs for different alternatives
- Components of proposals
- Criteria on ranking proposals
- Regulatory requirements
- Proposals for improving resource efficiency
- Implementation of resource efficiency plans
- Procedures in monitor implementation
- Adjustments of implementation plan
- Inspection of new resource usage

## EVIDENCE GUIDE

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

<p>1. Critical Aspects of Competency</p>	<p>Assessment requires evidence that the candidate:</p> <ul style="list-style-type: none"> <li>1.1 Controlled environmental hazard</li> <li>1.2 Controlled environmental pollution</li> <li>1.3 Demonstrated sustainable resource use</li> <li>1.4 Evaluated current practices in relation to resource usage</li> <li>1.5 Demonstrated knowledge of environmental legislations and local ordinances according to the different environmental issues /concerns.</li> <li>1.6 Described industrial standard environmental practices according to the different environmental issues/concerns.</li> <li>1.7 Resolved problems/ constraints encountered based on management standard procedures</li> <li>1.8 Implemented and monitored environmental practices</li> </ul>
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	<p>on a periodic basis as per company guidelines</p> <p>1.9 Recommended solutions for the improvement of the Program</p> <p>1.10 Monitored and reported to proper authorities any environmental incidents</p>
2. Resource Implications	<p>The following resources should be provided:</p> <p>2.1 Workplace with storage facilities</p> <p>2.2 Tools, materials and equipment relevant to the tasks (ex. Cleaning tools, cleaning materials, trash bags, etc.)</p> <p>2.3 PPE</p> <p>2.4 Manuals and references</p> <p>2.5 Legislation, policies, procedures, protocols and local ordinances relating to environmental protection</p> <p>2.6 Case studies/scenarios relating to environmental Protection</p>
3. Methods of Assessment	<p>Competency in this unit may be assessed through:</p> <p>3.1 Observation</p> <p>3.2 Oral questioning</p> <p>3.3 Written test</p> <p>3.4 Interview/Third Party Reports</p> <p>3.5 Portfolio of evidence</p>
4. Context of Assessment	<p>Competency may be assessed:</p> <p>4.1 On-the-job</p> <p>4.2 Off-the –job</p> <p>4.3 During Industrial attachment</p>
5. Guidance information for assessment	<p>Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended.</p>

## DEMONSTRATE OCCUPATIONAL SAFETY AND HEALTH PRACTICES

UNIT CODE: BUS/OS/PM/BC/07/5/A

### UNIT DESCRIPTION

This unit specifies the competencies required to identify workplace hazards and risk, identify and implement appropriate control measures and implement OSH programs, procedures and policies/ guidelines

### ELEMENTS AND PERFORMANCE CRITERIA

ELEMENT	PERFORMANCE CRITERIA
These describe the key outcomes which make up workplace function.	These are assessable statements which specify the required level of performance for each of the elements. <i><b>Bold and italicized terms are elaborated in the Range</b></i>
1. Identify workplace hazards and risk	1.1 <i><b>Hazards</b></i> in the workplace are identified <i><b>based their indicators</b></i> 1.2 Risks and hazards are evaluated based on legal requirements. 1.3 <i><b>OSH concerns</b></i> raised by workers are addressed as per legal requirements.
2. Control OSH hazards	2.1 Hazard prevention <i><b>and control measures</b></i> are implemented as per legal requirement. 2.2 Risk assessment is conducted and a risk matrix developed based on likely impact. 2.3 <i><b>Contingency measures</b></i> , including <i><b>emergency procedures</b></i> during workplace <i><b>incidents and emergencies</b></i> are recognized and established in accordance with organization procedures.
3. Implement OSH programs	3.1 Company OSH program are identified, evaluated and reviewed based on legal requirements. 3.2 Company OSH programs are implemented as per legal requirements. 3.3 Workers are capacity built on OSH standards and procedures as per legal requirements 3.4 <i><b>OSH-related records</b></i> are maintained as per legal requirements.

## RANGE

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

Variable	Range
1. Hazards may include but are not limited to:	<ul style="list-style-type: none"><li>• Physical hazards</li><li>• Biological hazards</li><li>• Chemical hazards</li><li>• Ergonomics</li><li>• Psychological factors</li><li>• Physiological factors</li><li>• Safety hazards</li><li>• Unsafe workers' act</li></ul>
2. Indicators may include but are not limited to:	<ul style="list-style-type: none"><li>• Increased of incidents of accidents, injuries</li><li>• Increased occurrence of sickness or health complaints/ symptoms</li><li>• Common complaints of workers related to OSH</li><li>• High absenteeism for work-related reasons</li></ul>
3. Evaluation and/or work environment measurements may include but are not limited to:	<ul style="list-style-type: none"><li>• Health Audit</li><li>• Safety Audit</li><li>• Work Safety and Health Evaluation</li><li>• Work Environment Measurements of Physical and Chemical Hazards</li></ul>
4. OSH issues and/or concerns may include but are not limited to:	<ul style="list-style-type: none"><li>• Workers' experience/observance on presence of work hazards</li><li>• Unsafe/unhealthy administrative arrangements (prolonged work hours, no break time, constant overtime, scheduling of tasks)</li><li>• Reasons for compliance/non-compliance to use of PPEs or other OSH procedures/policies/guidelines</li></ul>



<p>5. Prevention and control measures may include but are not limited to:</p>	<ul style="list-style-type: none"> <li>• Eliminate the hazard</li> <li>• Isolate the hazard</li> <li>• Substitute the hazard with a safer alternative</li> <li>• Use administrative controls to reduce the risk</li> <li>• Use engineering controls to reduce the risk</li> <li>• Use personal protective equipment</li> <li>• Safety, Health and Work Environment Evaluation</li> <li>• Periodic and/or special medical examinations of workers</li> </ul>
<p>6. Safety gears /PPE (Personal Protective Equipment's) may include but are not limited to:</p>	<ul style="list-style-type: none"> <li>• Arm/Hand guard, gloves</li> <li>• Eye protection (goggles, shield)</li> <li>• Hearing protection (ear muffs, ear plugs)</li> <li>• Hair Net/cap/bonnet</li> <li>• Hard hat</li> <li>• Face protection (mask, shield)</li> <li>• Apron/Gown/coverall/jump suit</li> <li>• Anti-static suits</li> <li>• High-visibility reflective vest</li> </ul>
<p>7. Appropriate risk controls</p>	<ul style="list-style-type: none"> <li>• Eliminate the hazard altogether</li> <li>• Isolate the hazard from anyone who could be harmed</li> <li>• Substitute the hazard with a safer alternative</li> <li>• Use administrative controls to reduce the risk</li> <li>• Use engineering controls to reduce the risk</li> <li>• Use personal protective equipment</li> </ul>
<p>8. Contingency measures may include but are not limited to:</p>	<ul style="list-style-type: none"> <li>• Evacuation</li> <li>• Isolation</li> <li>• Decontamination</li> <li>• Emergency personnel</li> </ul>
<p>9. Emergency procedures may include but are not limited to:</p>	<ul style="list-style-type: none"> <li>• Fire drill</li> <li>• Earthquake drill</li> <li>• Basic life support/CPR</li> <li>• First aid</li> <li>• Spillage control</li> <li>• Decontamination of chemical and toxic</li> <li>• Disaster preparedness/management</li> <li>• Set of fire-extinguisher</li> </ul>

<p>10. Incidents and emergencies may include but are not limited to:</p>	<ul style="list-style-type: none"> <li>• Chemical spills</li> <li>• Equipment/vehicle accidents</li> <li>• Explosion</li> <li>• Fire</li> <li>• Gas leak</li> <li>• Injury to personnel</li> <li>• Structural collapse</li> <li>• Toxic and/or flammable vapors emission.</li> </ul>
<p>11. OSH-related Records may include but are not limited to:</p>	<ul style="list-style-type: none"> <li>• Medical/Health records</li> <li>• Incident/accident reports</li> <li>• Sickness notifications/sick leave application</li> <li>• OSH-related trainings obtained</li> </ul>

## REQUIRED SKILLS AND KNOWLEDGE

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

### Required Skills

The individual needs to demonstrate the following skills:

- Communication
- Interpersonal
- Presentation
- Risk assessment
- Evaluation
- Critical thinking
- Problem solving
- Negotiation

### Required Knowledge

The individual needs to demonstrate knowledge of:

- General OSH Principles
- Occupational hazards/risks recognition
- OSH organizations providing services on OSH evaluation and/or work environment measurements (WEM)
- National OSH regulations; company OSH policies and protocols
- Systematic gathering of OSH issues and concerns
- General OSH principles
- National OSH regulations

- Company OSH and recording protocols, procedures and policies/guidelines
- Training and/or counseling methodologies and strategies

## EVIDENCE GUIDE

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

<p>1. Critical Aspects of Competency</p>	<p>Assessment requires evidence that the candidate:</p> <ul style="list-style-type: none"> <li>1.1 Identified hazards in the workplace based their indicators</li> <li>1.2 Evaluated workplace hazards based on legal requirements.</li> <li>1.3 Addressed OSH concerns raised by workers as per legal requirements.</li> <li>1.4 Implemented hazard prevention and control measures as per legal requirement.</li> <li>1.5 Conducted risk assessment as per legal requirement.</li> <li>1.6 Developed risk matrix based on likely impact.</li> <li>1.7 Recognized and established contingency measures in accordance with organization procedures.</li> <li>1.8 Identified, evaluated and reviewed company OSH program based on legal requirements.</li> <li>1.9 Implemented company OSH programs as per legal requirements.</li> <li>1.10 Capacity built workers on OSH standards and procedures as per legal requirements</li> <li>1.11 Maintained OSH-related records as per legal requirements.</li> </ul>
<p>2. Resource Implications</p>	<p>The following resources should be provided:</p> <ul style="list-style-type: none"> <li>2.1 Access to relevant workplace where assessment can take place</li> <li>2.2 Appropriately simulated environment where assessment can take place</li> </ul>
<p>3. Methods of Assessment</p>	<p>Competency in this unit may be assessed through:</p> <ul style="list-style-type: none"> <li>3.1 Observation</li> <li>3.2 Oral questioning</li> <li>3.3 Written test</li> <li>3.4 Portfolio of Evidence</li> <li>3.5 Interview</li> <li>3.6 Third party report</li> </ul>
<p>4. Context of</p>	<p>Competency may be assessed:</p>

Assessment	4.1 On-the-job 4.2 Off-the –job 4.3 During Industrial attachment
5. Guidance information for assessment	Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended.

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## COMMON UNIT OF COMPETENCY

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## PROCURE GOODS, WORKS AND SERVICES

**UNIT CODE:** BUS/OS/PM/CC/01/5/A

### UNIT DESCRIPTION

This unit covers the competencies required for a project manager to manage development and preparation of procurement plan, specifications of goods, work and services to be procured. In addition, the project manager will be exposed in procurement budget and report preparation.

### ELEMENTS AND PERFORMANCE CRITERIA

ELEMENT	PERFORMANCE CRITERIA
These describe the key outcomes which make up workplace function	These are assessable statements which specify the required level of performance for each of the elements.  <i><b>Bold and italicized terms are elaborated in the Range</b></i>
1. Develop and prepare procurement plan and budget	1.1 Organizational procedures and <i><b>relevant legislations</b></i> are adhered to as per organizational policy 1.2 Goods works and services to be procured are identified as per the specifications 1.3 Market survey and analysis is performed as per organizational policy 1.4 Prices of goods, works and services are estimated and reported as per work place procedures 1.5 A budget is prepared as per the pricing report 1.6 <i><b>Sourcing strategy</b></i> is identified as per procurement plan 1.7 Budget and sourcing strategies are presented for approval as per work place procedures
2. Participate in procurement procedures, contract negotiations and allocation of goods, works and services	2.1 Expression of interest documents are prepared as per work place procedures 2.2 Request for qualification is issued as per expression of interest documents 2.3 Request for proposals is issued as per expression of interest documents or terms of reference 2.4 Bids are evaluated as per pre-set criteria 2.5 Winning bidders are selected, and final contract negotiations are performed, and contracts are awarded as per work procedures 2.6 Goods, works and services are delivered, inspected and approved as per work place procedures

	2.7 Inventory is updated as per work place policy
3. Participate in preparation of procurement report	3.1 <b>Procurement information</b> is gathered and organized as per organizational procedures and relevant legislations 3.2 Procurement report is prepared and shared to the relevant parties

## RANGE

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

Variable	Range
1. Relevant Legislations may include but not limited to:	<ul style="list-style-type: none"> <li>• public procurement oversight authority guidelines</li> <li>• Public financial management act,</li> <li>• Public audit act</li> <li>• Public Procurement and asset Disposal Act</li> </ul>
2. Sourcing strategy may include but not limited to:	<ul style="list-style-type: none"> <li>• Outsourcing</li> <li>• Cost</li> <li>• Quality</li> <li>• Location</li> <li>• Availability</li> <li>• Market demand and supply</li> </ul>
3. Procurement information may include but not limited to:	<ul style="list-style-type: none"> <li>• tenders awarded and rejected</li> <li>• duration of tendering</li> <li>• names of directors and shareholders</li> <li>• criteria of awarding tender</li> <li>• ranking of evaluated bids</li> </ul>

## REQUIRED SKILLS AND KNOWLEDGE

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

### Required Skills

The individual needs to demonstrate the following skills:

- Problem solving skills
- Interpersonal skills
- Decision making skills



- Report writing
- Time management skills
- Communication
- Analytical skills
- Basic ICT
- E-procurement platforms
- Business planning

### Required Knowledge

The individual needs to demonstrate knowledge of:

- Procurement procedures
- Preparation of tender documents
- Market analysis
- Relevant legislations and guidelines e.g. public procurement oversight authority guidelines, Public financial management act, Public audit act, Public Procurement and asset Disposal Act
- Procurement reporting

### EVIDENCE GUIDE

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

1. Critical aspects of competency	<p>Assessment requires evidence that the candidate:</p> <ul style="list-style-type: none"> <li>1.1 Prepared procurement plan</li> <li>1.2 Prepared specifications for goods to be procured</li> <li>1.3 Prepared procurement budget</li> <li>1.4 Participated in tender document preparation</li> <li>1.5 Received and updated inventory</li> <li>1.6 contacted suppliers and reviewed licenses</li> <li>1.7 selected the best cost-effective supplier</li> <li>1.8 Participated in negotiation of contracts</li> <li>1.9 Participated in preparation of procurement report</li> <li>1.10 Procured goods, works and services using e-procurement platforms</li> </ul>
2. Resource implications	<ul style="list-style-type: none"> <li>2.1 Computers and telecommunication equipment</li> <li>2.2 Stationery</li> <li>2.3 Relevant legislations</li> </ul>
3. Methods of assessment	<p>Competency in this unit may be assessed through:</p> <ul style="list-style-type: none"> <li>3.1 Written tests</li> <li>3.2 Interviews</li> </ul>

	3.3 Third party reports
4. Context of Assessment	Competency may be assessed: 4.1 On-the-job 4.2 Off-the –job 4.3 During Industrial attachment
5. Guidance information for assessment	Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended.

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## **CORE UNITS OF COMPETENCY**

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## MANAGE PROJECT INCEPTION PHASE

**UNIT CODE:** BUS/OS/PM/CR/01/5/A

### UNIT DESCRIPTION

This unit covers the competencies required to manage project inception phase. It involves performing situation analysis, developing concept note, developing business case, carrying out feasibility study, developing benefits management plan, preparing project proposal, seeking project approval and disseminate project approval report to relevant stakeholders, documenting source selection criteria and preparing project acceptance and closure criteria.

### ELEMENTS AND PERFORMANCE CRITERIA

<b>ELEMENT</b>	<b>PERFORMANCE CRITERIA</b>
These describe the key outcomes which make up workplace function	These are assessable statements which specify the required level of performance for each of the elements.  <i><b>Bold and italicized terms are elaborated in the Range</b></i>
1. Perform situation analysis	1.1 Information related to the problem statement is gathered as per customer/client requirements 1.2 Stakeholders relevant to the problem statement identified and target group is selected as per information needs 1.3 Problem analysis is done as per gathered information 1.4 Perform objectives analysis as per organisational strategic plan 1.5 Alternatives analysis is done as per organisations standard operating procedures 1.6 Stakeholders (target group) feedback is analysed and recommendations made on the project idea
2. Develop concept note	2.1 Project context and rationale are stated as per the organisation's strategic objectives 2.2 Project goals and objectives are enlisted as per organisational strategic objectives 2.3 High level project cost is estimated as per gathered information 2.4 project benefits are listed as per objectives analysis performed
3. Develop business case	3.1 Identify the business problem is identified as per the problem analysis 3.2 Identify alternative solutions are identified as per

	<p>Alternative analysis</p> <p>3.3 Cost benefit analysis is carried out as per the project objectives</p> <p>3.4 Preferred solution is recommended as per alternatives analysis</p> <p>3.5 Implementation approach is described as per the gathered information</p>
4. Carry out feasibility study	<p>4.1 Various types of <i>feasibility study</i> are identified as per gathered information</p> <p>4.2 <b>Tools</b> and participants for the feasibility study are selected as per gathered information</p> <p>4.3 Data is collected, analysed and documented as per customer/client requirement</p> <p>4.4 Make a no/no go decision based on the analysed data</p>
5. Develop Benefits Management plan	<p>5.1 Benefits analysis and planning is performed as per business case</p> <p>5.2 Meaningful metrics and KPIS are developed to measure actual delivery of benefits as per business case</p> <p>5.3 Roles and responsibilities are defined as per organisation operating procedures</p> <p>5.4 Benefits sustainment plan is developed as per organisational strategic objectives</p>
6. Prepare project proposal	<p>6.1 <b>Financing needs</b> are determined based on the project plan</p> <p>6.2 Itemized budget is prepared based on the financing needs</p> <p>6.3 Possible donors are identified based on their funding priorities and requirements</p> <p>6.4 Project proposal is prepared as per the donor requirements</p>
7. Seek project approval and disseminate project approval report to relevant stakeholders	<p>7.1 Project is approved by Sponsor as per organisational operating procedures</p> <p>7.2 Key stakeholders are notified of the approved project as per organisational operating procedures</p> <p>7.3 Project charter is developed as per organisational policies and procedures</p> <p>7.4 Project manager is appointed to lead the project to successful delivery as per project objectives</p> <p>7.5 Determine project phases and development approach as per project objectives</p>
8. Prepare supplier	<p>8.1 Project needs are documented as per project</p>

selection criteria	<p>requirements</p> <p>8.2 supplier prequalification is done as per project requirements and organisation operating procedures</p> <p>8.3 Potential supplier database is listed as per supplier prequalification</p>
9. Prepare Project Acceptance and Closure criteria	<p>9.1 Test parameters and acceptance criteria is developed as per Project objectives and stakeholder requirements</p> <p>9.2 Project/Phase Closure guidelines is developed as per project objectives</p> <p>9.3 Premature project closure guidelines are developed as per project objectives and existing contractual obligations</p> <p>9.4 Dispute resolution guidelines are developed as per existing dispute resolution mechanisms (law of the land)</p> <p>9.5 Checklist for project closure is developed as per stakeholder requirement</p>

## RANGE

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

Variable	Range
1. Feasibility study may include but not limited to:	<ul style="list-style-type: none"> <li>• Economical</li> <li>• Financial</li> <li>• Technical</li> <li>• Social</li> <li>• Ecological</li> <li>• Political</li> </ul>
2. Tools may include but not limited to:	<ul style="list-style-type: none"> <li>• Interviews</li> <li>• Questionnaires</li> <li>• Observations</li> <li>• Focus group discussions</li> <li>• Project selection and appraisal techniques</li> </ul>

## REQUIRED SKILLS AND KNOWLEDGE

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

## Required Skills

The individual needs to demonstrate the following skills:

- Communication
- Networking
- Interpersonal
- Managerial
- Reporting
- Presentation
- Analytical
- Time management
- Data computation
- Leadership

## Required Knowledge

The individual needs to demonstrate knowledge of:

- Basic ICT
- Concept notes
- Types of feasibility study
- Development and application of tools
- Data collection and analysis
- Report writing and presentation
- Planning and organising meetings with stakeholders
- Social diversity and Team work

## EVIDENCE GUIDE

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

1. Critical aspects of Competency	Assessment requires evidence that the candidate: 1.1 Identified project idea 1.2 Developed a concept note 1.3 Developed and applied feasibility study tools 1.4 Carried out feasibility study 1.5 Analysed and reported on feasibility study findings
2. Resource Implications	2.1 Assessment Venue 2.2 Computers 2.3 Stationery

	<p>2.4 Means of transport</p> <p>2.5 Telecommunication equipment</p> <p>2.6 Personal protective equipment</p> <p>2.7 Relevant authorizations</p>
3. Methods of Assessment	<p>Competency in this unit may be assessed through:</p> <p>3.1 Interview</p> <p>3.2 Written tests</p> <p>3.3 Third party report</p>
4. Context of Assessment	<p>Competency may be assessed:</p> <p>4.1 On-the-job</p> <p>4.2 Off-the –job</p> <p>4.3 During Industrial attachment</p>
5. Guidance information for assessment	<p>Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended.</p>

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## MANAGE PROJECT IMPLEMENTATION

**UNIT CODE:** BUS/OS/PM/CR/02/5/A

### UNIT DESCRIPTION

This unit covers the competencies required manage project implementation .It involves identifying and managing project implementation team, acquiring and managing project resources, managing project stakeholders, project take off and commissioning, monitoring and controlling the project activities.

### ELEMENTS AND PERFORMANCE CRITERIA

<b>ELEMENT</b>	<b>PERFORMANCE CRITERIA</b>
These describe the key outcomes which make up workplace function	These are assessable statements which specify the required level of performance for each of the elements.  <i><b>Bold and italicized terms are elaborated in the Range</b></i>
1. Identify and manage project implementation team	1.1 Job descriptions and specification of project implementation teams are developed as per project plan 1.2 Project implementation team is acquired as per project plan 1.3 Project implementation team is trained and developed as per the project requirement 1.4 Tasks are allocated as per the project objectives 1.5 Team member performance is assessed as per the project objectives 1.6 Employee release procedures are developed as per human resource policy and project schedule
2. Acquire and manage project resources	2.1 <i><b>Infrastructure</b></i> is set up as per the implementation plan 2.2 Project resources are allocated as per project requirements 2.3 Asset register is developed and updated as per the allocation schedule 2.4 Project resource are maintained as per resource calendar 2.5 Resources are monitored for under/over utilization as per allocation schedule and resource calendar
3. Manage project stakeholders	3.1 Stakeholder engagement plan is developed as per scheduled milestone 3.2 stakeholder engagement strategy is developed as per stakeholder's relationship 3.3 Stakeholder communication plan is developed as per stakeholder needs

	<p>3.4 Stakeholder engagement is monitored as per the stakeholder engagement plan</p> <p>3.5 Stakeholder involvement is effected based on the engagement plan</p> <p>3.6 Stakeholder concerns and issues are addressed as per the standard operation procedures</p>
4. Project take off and Commissioning	<p>4.1 Procedures for take-off and commissioning are implemented as per project plan</p> <p>4.2 Take off and commissioning duties are performed as per organizational policy and procedures</p>
5. Monitor and control the project activities	<p>1.1 Guidelines for monitoring and control are undertaken as per the M&amp;E plan</p> <p>1.2 <b>Project parameters</b> are monitored and correction/corrective/preventive measures are applied as per M&amp;E plan</p> <p>1.3 Monitoring and control report is prepared and approved as per the project schedule</p> <p>1.4 Implementation progress reports are prepared and shared as per project schedules</p> <p>1.5 Lessons learnt are documented as per standard operating procedures</p>

## RANGE

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

Variable	Range
1. Project parameters may include but not limited to:	<ul style="list-style-type: none"> <li>• Cost</li> <li>• Budget</li> <li>• Quality and Standards</li> <li>• Time</li> <li>• Scope</li> <li>• Risks</li> <li>• social change</li> <li>• environment and political issues</li> </ul>

## REQUIRED SKILLS AND KNOWLEDGE

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

## Required Skills

The individual needs to demonstrate the following skills:

- Problem solving skills
- Interpersonal skills
- Decision making skills
- Report writing
- Proposal writing
- Research skills
- Time management skills
- Communication
- Analytical skills
- Basic ICT
- safety
- risk analysis skills
- Business planning

## Required Knowledge

The individual needs to demonstrate knowledge of:

- Proposal writing
- Relevant legislations
- Occupational safety and health
- Project design
- Multi-cultural diversity
- Preparation of reports
- Resource management
- Budgeting
- conflicts resolution
- contract negotiations
- Environment and conservation

## EVIDENCE GUIDE

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

1. Critical aspects of competency	Assessment requires evidence that the candidate:  1.1 assembled project implementation team
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	<p>1.2 participated in quality assessment and standardization of the works</p> <p>1.3 monitored and mitigated risks</p> <p>1.4 monitored budget and costs</p> <p>1.5 compiled implementation report</p> <p>1.6 monitored and reported the project progress</p>
2. Resource implications	<p>Computers and telecommunication equipment</p> <p>2.1 Stationery</p> <p>2.2 Relevant legislations</p> <p>2.3 PPE</p>
3. Methods of assessment	<p>Competency may be assessed through:</p> <p>3.1 Written tests</p> <p>3.2 Interviews</p> <p>3.3 Third party reports</p>
4. Context of Assessment	<p>Competency in this unit may be assessed through:</p> <p>4.1 On-the-job</p> <p>4.2 Off-the –job</p> <p>4.3 During Industrial attachment</p>
5. Guidance information for assessment	<p>Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended.</p>

## MONITOR AND EVALUATE PROJECTS

**UNIT CODE:** BUS/OS/PM/CR/06/3/A

### UNIT DESCRIPTION

This unit covers the competencies to monitor and evaluate projects. It involves reviewing project design, identifying performance indicators, developing M & E System, developing M&E methods and tools, budgeting for M&E, identifying M&E project team and conducting monitoring & Evaluation.

### ELEMENTS AND PERFORMANCE CRITERIA

ELEMENT	PERFORMANCE CRITERIA
These describe the key outcomes which make up workplace function	These are assessable statements which specify the required level of performance for each of the elements.  <i><b>Bold and italicized terms are elaborated in the Range</b></i>
1. Review project design	1.1.Project goal is identified as per the project plan 1.2.Project objectives are identified as per the project scope 1.3.Project outcomes/output is identified as per project plan 1.4.Project activities are identified as per the project objectives 1.5.Project inputs are determined based on project activities 1.6. <i><b>Project logical framework</b></i> is developed per project result levels 1.7.Objectively verifiable indicators are identified as the link as per the project logical framework
2. Identify performance indicators	2.1.Project plan is reviewed as per project objectives 2.2.Work plans are reviewed as per project scope 2.3. <i><b>Performance indicators</b></i> are identified as per the project log frame
3. Develop M & E System	3.1 Monitoring plan is developed as per project objectives 3.2 Monitoring & Evaluation framework/system developed as per the performance indicators 3.3 Project evaluation schedules are determined as per the project plan
4. Develop M&E methods and tools	4.1 Monitoring & Evaluation data collection methods determined as per the objectives of the project 4.2 Monitoring & Evaluation tools are developed as per the performance indicators 4.3 M&E tools approval is sought based on workplace procedures

	4.4 M&E tools are piloted/tested as per the standard operating procedures.
5. Budget for M&E	<p>1.1 Expenditure items are determined based on project m &amp; e activities</p> <p>1.2 Budget is prepared and determined based on m &amp; e expenditure items as per the organization policy</p> <p>1.3 M&amp;E expenditure report is prepared as per standard operating procedures.</p>
6. Identify M&E project team	<p>1.1 Roles and responsibilities are determined based on project needs</p> <p>1.2 Duties and responsibilities are allocated as per project needs</p> <p>1.3 M &amp; E team equipped with necessary skills and competences as project needs</p>
7. Conduct monitoring & Evaluation	<p>7.1 Monitoring data is collected as per the project performance indicators.</p> <p>7.2 Terms of reference for project evaluation are developed as per the project needs</p> <p>7.3 Project Evaluation is designed, and data collected as the project performance indicators</p> <p>7.4 <i>M &amp; E data</i> is cleaned and collated as standard operating procedures</p> <p>7.5 M &amp; E <i>data</i> is analysed as per tools of analysis</p> <p>7.6 Data is interpreted and presented for decision making as the organization procedures</p> <p>7.7 M&amp;E report is prepared as per organization procedures and requirements</p> <p>7.8 M &amp; E reports disseminated as per the organization policies</p>

## RANGE

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

Variable	Range
1. Project logical framework may include but not limited to:	<ul style="list-style-type: none"> <li>• Indicators</li> <li>• Verifiable evidence</li> <li>• Timelines</li> <li>• Responsibility</li> </ul>

	<ul style="list-style-type: none"> <li>• Assumptions</li> </ul>
2. Performance indicators may include but not limited to:	<ul style="list-style-type: none"> <li>• Quality</li> <li>• timelines</li> <li>• Cost</li> <li>• Quantity</li> <li>• Results</li> <li>• Activities</li> </ul>
3. M&E data collection method may include but not limited to:	<ul style="list-style-type: none"> <li>• Questionnaires</li> <li>• Interviews</li> <li>• Observation</li> <li>• Desk review</li> <li>• Household surveys</li> </ul>
4. Data is analysed may include but not limited to:	<ul style="list-style-type: none"> <li>• Statistical packages</li> <li>• Spreadsheets</li> <li>• Frequency tables</li> <li>• Graphs</li> <li>• Charts</li> </ul>

## REQUIRED SKILLS AND KNOWLEDGE

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

### Required Skills

The individual needs to demonstrate the following skills:

- Problem solving skills
- Interpersonal skills
- Decision making skills
- Report writing
- Time management skills
- Communication
- Analytical skills
- Basic ICT
- Data collection
- Budgeting
- Planning and organizing

### Required Knowledge

The individual needs to demonstrate knowledge of:

- International guidelines in M&E (UNDP, OECD guidelines for M&E (Organization for Economic Co-operation and Development, World Bank Results Framework and M&E Guidance Note, Government: County integrated M&E system and National Integrated M&E system)
- Data collection methods
- Data analysis
- Data cleaning
- Monitoring and evaluation tools
- Report writing
- Budgeting

## EVIDENCE GUIDE

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

1. Critical aspects of competency	Assessment requires evidence that the candidate: 1.1 Developed M&E plan 1.2 Identified performance indicators 1.3 Developed M&E tools 1.4 Collected and analyzed M&E data 1.5 Prepared M&E report
2. Resource implications	2.1 Computers 2.2 Telecommunication equipment 2.3 Stationery
3. Methods of assessment	Competency in this unit may be assessed through: 3.1 Written tests 3.2 Interviews 3.3 Third party reports
4. Context of Assessment	Competency may be assessed: 4.1 On-the-job 4.2 Off-the –job 4.3 During Industrial attachment
5. Guidance information for assessment	Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended.



## AUDIT AND REVIEW PROJECTS

**UNIT CODE:** BUS/OS/PM/CR/04/5/A

### UNIT DESCRIPTION

This unit covers the competencies required to audit and review projects. It involves developing audit plan, developing audit tools, developing audit budget, conducting audit, following up on audit recommendations and conducting project review.

### ELEMENTS AND PERFORMANCE CRITERIA

ELEMENT	PERFORMANCE CRITERIA
<p>These describe the key outcomes which make up workplace function</p>	<p>These are assessable statements which specify the required level of performance for each of the elements.</p> <p><i><b>Bold and italicized terms are elaborated in the Range</b></i></p>
<p>1. Develop audit plan</p>	<p>1.1 Audit objective is defined as per the project scope.                      1.2 Audit scope is defined as per the audit objective.                      1.3 <i><b>Audit Criteria</b></i> is determined as per the audit objective.                      1.4 Audit team composition is determined as per the <i><b>audit scope</b></i>.                      1.5 Audit team is appointed as per the audit scope.                      1.6 Roles and responsibilities of the audit team are defined and assigned as per the audit objective and audit scope.</p>
<p>2. Develop audit tools</p>	<p>2.1 <i><b>Audit tools</b></i> are identified as per the audit objective and audit scope.                      2.2 Audit team is trained on audit tools development and application as per the audit objective.                      2.3 Audit tools are developed/acquired as per the audit scope and objective.</p>
<p>3. Develop audit budget</p>	<p>3.1 <i><b>Budget requirements</b></i> are defined and computed as per the audit scope.                      3.2 Control procedures are put in place for budget tracking and monitoring as per the audit budget.                      3.3 Corrective action is implemented as per the standard operating procedures.</p>
<p>4. Conduct audit</p>	<p>4.1 <i><b>Audit procedures</b></i> are conducted as per the audit plan.                      4.2 Audit report is prepared and presented to project management and other stakeholders as per the organization's standard operating procedures.                      4.3 Comments from project management and stakeholders are incorporated in the audit report as per the standard</p>

	<p>operating procedures.</p> <p>4.4 Final project audit report is shared as per the standard operating procedures.</p>
5. Follow-up on audit recommendations	<p>5.1 Follow-up action is agreed upon.</p> <p>5.2 Status of implementation of audit recommendations is assessed as per the audit plan.</p>
6. Conduct project review	<p>6.1 <b>Type of review</b> to be conducted is determined as per the project plan.</p> <p>6.2 Project review objective is determined as per the project plan</p> <p>6.3 Review <b>parameters</b> are determined as per the project objective.</p> <p>6.4 Project <b>review team</b> is identified as per the scope under review.</p> <p>6.5 Project review participants/stakeholders are identified as per the review parameters.</p> <p>6.6 Project review plan is developed as per the project review parameters.</p> <p>6.7 Project review tools and methodology is determined as per the review parameters.</p> <p>6.8 Review is conducted as per the review plan.</p> <p>6.9 The results of the review are documented and disseminated as per the standard operating procedures.</p> <p>6.10 Lessons learnt are documented as per the standard operating procedures.</p>

## RANGE

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

Variable	Range
1. Audit scope may include but not limited to:	<ul style="list-style-type: none"> <li>• Boundaries/limitations within which a project audit is conducted: such as the functions to be audited,</li> <li>• Geographical location of the audit</li> <li>• Functional boundaries/sections to be audited</li> </ul>
2. Audit objective may include but not limited to:	<ul style="list-style-type: none"> <li>• The purpose for which the audit is conducted such as to check the level of compliance to given standards and requirements.</li> </ul>

3. Audit procedures may include but not limited to:	<ul style="list-style-type: none"> <li>• Audit meetings</li> <li>• Document review</li> <li>• Interviews</li> <li>• Observations</li> </ul>
4. Audit Criteria may include but not limited to:	<ul style="list-style-type: none"> <li>• Project plan</li> <li>• Project deliverables</li> <li>• Organisation's standard operating procedures and guidelines</li> <li>• Legal and regulatory requirements</li> <li>• International standards IFRS (International Financial Reporting Standards)</li> <li>• Specific donor or financier standards or requirements</li> </ul>
5. Audit tools may include but not limited to:	<ul style="list-style-type: none"> <li>• Software</li> <li>• Questionnaires</li> <li>• Audit checklists</li> </ul>
6. Budget requirements may include but not limited to:	<ul style="list-style-type: none"> <li>• Finances,</li> <li>• Human resources/personnel,</li> <li>• Hardware</li> <li>• Software</li> <li>• Time</li> </ul>
7. Type of review may include but not limited to:	<ul style="list-style-type: none"> <li>• Project phase review</li> <li>• End of project review</li> </ul>
8. Parameters may include but not limited to:	<ul style="list-style-type: none"> <li>• Project schedule/timelines</li> <li>• Scope</li> <li>• Budget</li> <li>• Deliverables</li> <li>• Risk control and mitigation</li> </ul>
9. Review team may include but not limited to:	<ul style="list-style-type: none"> <li>• 3<sup>rd</sup> party</li> <li>• Project team</li> <li>• <u>Peer review team</u></li> </ul>

## REQUIRED SKILLS AND KNOWLEDGE

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

### Required Skills

The individual needs to demonstrate the following skills:

- Problem solving skills
- Interpersonal skills
- Decision making skills
- Report writing
- Time management skills
- Communication
- Analytical skills
- Basic ICT
- Data collection
- Budgeting
- Planning and organizing

### **Required Knowledge**

The individual needs to demonstrate knowledge of:

- Guidelines and standards in audits and reviews (International Standards on Auditing (ISAs), Kenya's Generally Accepted Auditing Standards (GAAP), Auditing guidelines as issued by the Institute of Certified Public Accountants of Kenya (ICPAK) and the Kenya Companies Act)
  - Auditing methodologies
  - Auditing software and other tools
  - Preparing and monitoring audit budgets
  - Legal and statutory guidelines on audit requirements (thresholds, frequency, filing, approved/ licensed service providers, rotation, professional bodies)
  - Responsibility of shareholders, management, auditor and other stakeholders in the audit cycle
  - Responding to and action on audit reports and recommendations arising out of audit
  - Conflict resolution and handling material disagreements during the audit cycle
  - Management responsibility in relation to prevention, detection and reporting of fraud
  - Data collection methods and tools
  - Data analysis
  - Data cleaning
  - Report writing
  - Report dissemination
  - Conducting meetings
- Team management  
Change management

### **EVIDENCE GUIDE**

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

1. Critical aspects of competency	Assessment requires evidence that the candidate: 1.1 Developed audit plan and budget 1.2 Utilized audit tools 1.3 Conducted audit 1.4 Prepared audit report
2. Resource implications	2.1 Reprography facilities Telecommunication equipment Stationery
3. Methods of assessment	Competency in this unit may be assessed through: 3.1 Written tests 3.2 Interviews 3.3 Third party reports
4. Context of Assessment	Competency may be assessed: 4.1 On-the-job 4.2 Off-the –job 4.3 During Industrial attachment
5. Guidance information for assessment	Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended.

## MANAGE PROJECT ENVIRONMENT

**UNIT CODE:** BUS/OS/PM/CR/05/5/A

### UNIT DESCRIPTION

This unit covers the competencies required to manage project environment. It involves identifying project environment, performing project environment analysis, developing project environment monitoring plan and monitoring project environment.

### ELEMENTS AND PERFORMANCE CRITERIA

ELEMENT	PERFORMANCE CRITERIA
<p>These describe the key outcomes which make up workplace function</p>	<p>These are assessable statements which specify the required level of performance for each of the elements.</p> <p><i><b>Bold and italicized terms are elaborated in the Range</b></i></p>
<p>1. Identify project environment</p>	<p>1.1 Project’s cultural environment is identified based on stakeholders’ customs, religious believes, ethnicity, and ethical behaviors.</p> <p>1.2 Project’s social environment is identified based on stakeholders’ demographics, educational, and economic status</p> <p>1.3 Project’s physical environment is identified based on geographical location, climate, and working conditions</p> <p>1.4 Project’s organizational environment is identified based on <i><b>organizational process assets</b></i> and <i><b>enterprise environmental factors</b></i></p> <p>1.5 Project’s political environment is identified based on the political systems, logistics, import/export issues, travel restrictions obtaining in the country the project is located</p> <p>1.6 Project’s legal environment is identified based on international, national, regional, and local laws and customs</p> <p>1.7 Stakeholders are involved in identifying project environment</p>
<p>2. Perform project environment analysis</p>	<p>2.1 <i><b>Project environment analysis</b></i> is performed based on project needs</p> <p>2.2 Stakeholders are involved in performing project environment analysis</p> <p>2.3 Project environment analysis is documented based on the organizational standard procedures</p>

3. Develop project environment monitoring plan.	3.1 Project environment monitoring plan is developed based on the project environment analysis 3.2 Stakeholders are involved in the development of the project environment monitoring plan
4. Monitor project environment.	4.1 Project environment is monitored based on the project environment monitoring plan 4.2 Stakeholders are in involved in monitoring of the project environment 4.3 Challenges to the project emanating from the project environment are addressed based on project objectives

## RANGE

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

Variable	Range
1. Project environment may include but not limited to:	<ul style="list-style-type: none"> <li>• organizational cultural norms and behaviours</li> <li>• social context</li> <li>• political climate</li> <li>• physical environment</li> <li>• economic environment</li> <li>• government or industry standards</li> <li>• organizational standard processes</li> <li>• organizational policies</li> <li>• organizational knowledge bases</li> <li>• organizational templates</li> <li>• internal databases</li> <li>• organizational structure</li> <li>• infrastructure</li> <li>• stakeholder risk tolerance</li> <li>• organizational politics and power</li> </ul>
2. Organizational process assets may include but not limited to:	<ul style="list-style-type: none"> <li>• processes</li> <li>• procedures</li> <li>• methodologies</li> <li>• policies</li> <li>• organizational politics</li> </ul>
3. Enterprise environmental	<ul style="list-style-type: none"> <li>• organizational culture, structure, and governance</li> <li>• geographic distribution of facilities and resources</li> </ul>

<p>factors may include but not limited to:</p>	<ul style="list-style-type: none"> <li>• infrastructure</li> <li>• information technologies</li> <li>• resource availability</li> <li>• employee capability</li> <li>• market place conditions</li> <li>• social and cultural influences and issues</li> <li>• government or industry standards</li> <li>• legal restrictions</li> <li>• physical environment conditions e.g. climate, working conditions and constraints</li> <li>• financial considerations e.g. interest rates, tariffs, geographical location, and inflation rates</li> <li>• Activists or pressure groups</li> </ul>
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## REQUIRED SKILLS AND KNOWLEDGE

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

### Required Skills

The individual needs to demonstrate the following skills:

- Problem solving skills
- Interpersonal skills
- Decision making skills
- Report writing
- Time management skills
- Communication
- Analytical skills
- Basic ICT
- Data collection
- Budgeting
- Planning and organizing

### Required Knowledge

The individual needs to demonstrate knowledge of:

- Social environment
- Cultural environment
- Economic environment
- International and political environment
- Organizational process assets
- Enterprise environmental assets



- Legal environment
- Physical environment

## EVIDENCE GUIDE

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

1. Critical aspects of competency	Assessment requires evidence that the candidate: 1.1 Identified project environment 1.2 Performed project environment analysis 1.3 Developed project environment monitoring plan 1.4 Monitored project environment
2. Resource implications	2.1 Computers 2.2 Telecommunication equipment 2.3 Stationery 2.4 Travel 2.5 Internet 2.6 Print and electronic media
3. Methods of assessment	Competency in this unit may be assessed through: 3.1 Written tests 3.2 Interviews 3.3 Third party reports
4. Context of Assessment	Competency may be assessed: 4.1 On-the-job 4.2 Off-the –job 4.3 During Industrial attachment
5. Guidance information for assessment	Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended.

## MANAGE PROJECT CLOSURE

**UNIT CODE:** BUS/OS/PM/CR/06/5/A

### UNIT DESCRIPTION

This unit covers the competencies required to manage project closure. It involves, planning for project closure review meeting, completing documentation and signing off, reviewing project sustainability ,releasing resources, archiving project documents, preparing project closure reports, preparing project transition and celebrating success.

### ELEMENTS AND PERFORMANCE CRITERIA

ELEMENT	PERFORMANCE CRITERIA
These describe the key outcomes which make up workplace function	These are assessable statements which specify the required level of performance for each of the elements.  <i><b>Bold and italicized terms are elaborated in the Range</b></i>
1. Plan for Project Closure Review Meeting	1.1 Develop checklist for review as per Project requirements 1.2 Invite key stakeholders for review process as per stakeholder register 1.3 Conduct meeting as per organizational operating procedures 1.4 Document lessons learned as per project implementation
2. Complete documentation and Signoff	2.1 Review completion of requirements as per requirements traceability matrix 2.2 Ensure all invoices have been paid up as per contractual obligations 2.3 Document discrepancies to be addressed in the next phase or in claims administration as per organization operating procedures and contractual obligations 2.4 Capture the value for project management as per organization operating procedures
3. Review project sustainability	3.1 Project <i><b>Sustainability measures</b></i> are reviewed as per benefits realization plan 3.2 Perform benefits assessment as per project business case 3.3 Develop business cases and potential initiation of new projects to respond to operational issues as per organization strategy 3.4 Perform value analysis and document value for money as per business case
4. Release Resources	4.1 Develop checklist for releasing resources as per project schedule and contractual obligations 4.2 Project team is disengaged according to labour laws 4.3 project assets are disposed as per <i><b>procurement and disposal procedures</b></i> 4.4 Ensure signoff for resources release and file evidence as per organization procedure
5. Archive Project	5.1 Define the documents to be archived as per project

Documents	<p>requirements and Organization standard procedures</p> <p>5.2 Establish archive location and format as per document requirements</p> <p>5.3 Catalog information to be archived as per organization standard procedures</p> <p>5.4 Share link to document archival to relevant stakeholders as per operating procedures</p>
6. Prepare project closure reports	<p>6.1 Project financial reports are prepared (budget close-out)</p> <p>6.2 Project narrative reports are prepared</p> <p>6.3 Project closure reports is submitted to management and stakeholders</p>
7. Prepare project transition	<p>7.1 Define how changes to the business units and new environment will be implemented as per project requirements and organization operating procedures</p> <p>7.2 Define maintenance and support requirements and how they will be achieved as per operational requirements</p> <p>7.3 Document intellectual property and copyrights as organization procedures</p> <p>7.4 Develop SLAs as per KPIs and Underpinning contracts</p> <p>7.5 Handover project as per set organization operating procedures</p>
8. Celebrate Success	<p>8.1 Prepare a bash for the project team members as per organization operating procedures</p> <p>8.2 Communicate value of project management to key stakeholders as per organization operating procedures</p> <p>8.3 Reward project team as per organization operating procedures</p>

## RANGE

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

Variable	Range
1. Sustainability Measures may include but not limited to:	<ul style="list-style-type: none"> <li>• Community engagement/ participation</li> <li>• Community associations</li> <li>• Member contributions</li> <li>• Charging of levies/ fees</li> <li>• Fundraising</li> </ul>
2. Procurement and disposal procedures may include but not limited to:	<ul style="list-style-type: none"> <li>• Public procurement and regulations authority (PPRA)</li> <li>• Public procurement and disposal act</li> <li>• Organizational policies on procurement and disposal</li> </ul>

## REQUIRED SKILLS AND KNOWLEDGE

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

### Required Skills

The individual needs to demonstrate the following skills:

- Problem solving skills
- Interpersonal skills
- Decision making skills
- Report writing
- Time management skills
- Communication
- Analytical skills
- Basic ICT
- Data collection
- Planning and organizing

### Required Knowledge

The individual needs to demonstrate knowledge of:

- Environmental conservation
- Conflict resolution
- Community mobilization and engagement
- Identifying and documenting lessons learnt
- Report writing

## EVIDENCE GUIDE

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

1. Critical aspects of competency	Assessment requires evidence that the candidate: 1.1 Reviewed project sustainability plan 1.2 Handed over the project to users 1.3 Collected lessons learnt 1.4 Decommissioned project site 1.5 Prepared project closure report
1. Resource implications	2.1 Computers 2.2 Telecommunication equipment 2.3 Stationery
2. Methods of	Competency in this unit may be assessed through:

assessment	<ul style="list-style-type: none"> <li>3.1 Written tests</li> <li>3.2 Interviews</li> <li>3.3 Third party reports</li> </ul>
3. Context of Assessment	<p>Competency may be assessed:</p> <ul style="list-style-type: none"> <li>4.1 On-the-job</li> <li>4.2 Off-the –job</li> <li>4.3 During Industrial attachment</li> </ul>
4. Guidance information for assessment	Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended.

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