

**REPUBLIC OF KENYA**

**COMPETENCY BASED CURRICULUM**

**FOR**

**SUPPLY CHAIN MANAGEMENT**

**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 and sustainable development goals.

Reforms in the education sector are necessary for the achievement of Kenya Vision 2030 and meeting the provisions of the Constitution of Kenya 2010. The education sector had to be aligned to the Constitution and this resulted to the formulation of the Policy Framework for Reforming Education and Training (Sessional Paper No. 4 of 2016). A key feature of this policy is the radical change in the design and delivery of 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 this curriculum has been developed.

It is my conviction that this curriculum will play a great role towards development of competent human resource for the Supply Chain Sector’s growth and 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 to address the mismatch between skills acquired through training and skills needed by industry as well as increase the global competitiveness of Kenyan labor force.

TVET Curriculum Development, Assessment and Certification Council (TVET CDACC) in conjunction with Supply Chain Skills Advisory Committee (SSAC) have developed this curriculum.

This curriculum is designed and organized with an outline of learning outcomes; suggested delivery methods, training/learning resources and methods of assessing the trainee’s achievement. The curriculum is competency-based and allows multiple entry and exit to the course.

I am grateful to the Council Members, Council Secretariat, Supply Chain SSAC, expert workers and all those who participated in the development of this curriculum.

**CHAIRPERSON,**

**TVET CDACC**

# ACKNOWLEDGMENT

This curriculum has been designed for competency-based training and has independent units of learning that allow the trainee flexibility in entry and exit. In developing the curriculum, significant involvement and support was received from various organizations.

I recognize with appreciation the role of the Supply Chain Sector Skills Advisory Committee (SSAC) in ensuring that competencies required by the industry are addressed in the curriculum. I also thank all stakeholders in the Supply Chain sector for their valuable input and all those who participated in the process of developing this curriculum.

I am convinced that this curriculum will go a long way in ensuring that workers in Supply Chain Sector acquire competencies that will enable them to perform their work more efficiently.

**COUNCIL SECRETARY/CEO**

**TVET CDACC**

# ABBREVIATION AND ACRONYMS

CDACC Curriculum Development Assessment and Certification Council

CU Curriculum

BC Basic Competency

CR Core Competency

CC Common Units

OSHA Occupation Safety and Health Act

PPE Personal Protective Equipment

SSAC Sector Skills Advisory Committee

TVET Technical and Vocational Education and Training

FIFO First in First Out

LIFO Last in First Out

LSO Local Service order

LPO Local Purchase order

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# KEY TO UNIT CODE

 **BUS/CU/SC/ BC/ 01/ 5/ A**

Industry or sector

Occupational Standards

Occupational area

Type of competency

Competency number

Competency level

Version control

# COURSE OVERVIEW

The Supply Chain Management Level Five (5) Qualificationconsists of competencies that a person must achieve to procure organizations’ goods and services, warehouse procured goods, distribute stored goods, participate in procurement contracts management, participate in organizational assets disposal, conduct market survey and handle organizations goods within the institution’s/organizations acceptable standard operating procedures (SOPs).

**Basic Units of Learning**

|  |  |  |  |
| --- | --- | --- | --- |
| **Unit of Learning****Code** | **Unit of****Learning Title** | **Duration****in Hours** | **Credit****Factor** |
| BUS/CU/SC/BC/01/5/A | CommunicationSkills | 25 | 2.5 |
| BUS/CU/SC/BC/02/5/A | Numeracy Skills | 40 | 4.0 |
| BUS/CU/SC/BC/03/5/A | Digital Literacy | 45 | 4.5 |
| BUS/CU/SC/BC/04/5/A | EntrepreneurialSkills | 70 | 7.0 |
| BUS/CU/SC/BC/05/5/A | EmployabilitySkills | 50 | 5.0 |
| BUS/CU/SC/BC/06/5/A | EnvironmentalLiteracy | 25 | 2.5 |
| BUS/CU/SC/BC/07/5/A | Occupational Safety andHealth Practices | 25 | 2.5 |
| **Total** | **280** | 28.0 |

**Core Units of Learning**

|  |  |  |  |
| --- | --- | --- | --- |
| **Unit of Learning****Code** | **Unit of****Learning Title** | **Duration****in Hours** | **Credit****Factor** |
| BUS/CU/SC/CR/01/5/A | Procurement of Goods andServices | 100 | 10 |
| BUS/CU/SC/CR/02/5/A | WarehousingOperations | 100 | 10 |
| BUS/CU/SC/CR/03/5/A | Procured GoodsDistribution | 100 | 10 |
| BUS/CU/SC/CR/04/5/A | Procurement ContractsManagement | 100 | 10 |
| BUS/CU/SC/CR/05/5/A | Organizational | 100 | 10 |

|  |  |  |  |
| --- | --- | --- | --- |
| **Unit of Learning****Code** | **Unit of****Learning Title** | **Duration****in Hours** | **Credit****Factor** |
|  | Assets Disposal |  |  |
| BUS/CU/SC/CR/06/5/A | Market Survey | 100 | 10 |
| BUS/CU/SC/CR/07/5/A | IndustrialAttachment | 360 | 10 |
| **Total** | **1,080** | **106** |
| **Grand total** | **1,340** | **134** |

**Entry Requirements**

An individual entering this course should have any of the following minimum requirements:

1. Supply Chain Master Craft Certificate Level 4

**Or**

1. Kenya Certificate of Secondary Education (KCSE) D (PLAIN)

**Or**

1. Equivalent qualifications as determined by Kenya National Qualifications Authority (KNQA)

**Trainer qualification**

A trainer for this course should have a higher qualification than the level of this course.

**Assessment**

The course will be assessed at two levels: internally and externally. Internal assessment is continuous and is conducted by the trainer who is monitored by an accredited internal verifier while external assessment is the responsibility of TVET CDACC.

**Certification**

A candidate will be issued with a Record of Achievement for each Unit of Competency. To attain the qualification National Diploma Level 5 Supply Chain Management, the candidate must demonstrate competence in all the units of competency as given in qualification pack. These certificates will be issued by TVET CDACC in conjunction with training provider.

# BASIC UNITS OF COMPETENCY

## COMMUNICATION SKILLS

**UNIT CODE: BU/CU/SC/**BC/01/5/B

**Relationship to Occupational Standards**

This unit addresses the Unit of Competency: Demonstrate Communication Skills

**Duration of Unit:** 25hours

**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.

**Summary of Learning Outcomes**

1. Meet communication needs of clients and colleagues
2. Contribute to the development of communication strategies
3. Conduct interviews
4. Facilitate group discussions
5. Represent the organization

**Learning Outcomes, Content and Suggested Assessment Methods**

|  |  |  |
| --- | --- | --- |
| **Learning Outcome** | **Content** | **Suggested Assessment Methods** |
| 1. Meet communication needs of clients and colleagues
 | * Communication process
* Modes of communication
* Medium of communication
* Effective communication
* Barriers to communication
* Flow of communication
* Sources of information
* Organizational policies
* Organization requirements for written and electronic communication methods
* Report writing
* Effective questioning techniques (clarifying and probing)
* Workplace etiquette
* Ethical work practices in handling communication
* Active listening
* Feedback
* Interpretation
* Flexibility in communication
 | * Interview
* Third party reports
* Written texts
 |
| 1. Contribute to the development of communication strategies
 | * Dynamics of groups
* Styles of group leadership
* Openness and flexibility in communication
* Communication skills relevant to client groups
 | * Written
* Observation
 |
| 1. Conduct interviews
 | * Types of interview
* Establishing rapport
* Facilitating resolution of issues
* Developing action plans
 | * Written
* Observation
 |
| 1. Facilitate group discussions
 | * Identification of communication needs
* Dynamics of groups
* Styles of group leadership
* Presentation of information
* Encouraging group members participation
* Evaluating group communication strategies
 | * Written
* Observation
 |
| 1. Represent the organization
 | * Presentation techniques
* Development of a presentation
* Multi-media utilization in presentation
* Communication skills relevant to client groups
 | * Observation
* Written
 |

**Suggested Methods of Instruction**

* Role playing
* Viewing of related videos

**Recommended Resources**

* Desktop computers/laptops
* Internet connection
* Projectors
* Telephone

## NUMERACY SKILLS

**UNIT CODE:** BU/CU/SC/BC/02/5/B

**Relationship to Occupational Standards:**

This unit addresses the Unit of Competency: Demonstrate Numeracy Skills

**Duration of Unit:** 40 hours

**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

**Summary of Learning Outcomes**

1. Calculate with whole numbers and familiar fractions, decimals and percentages for work
2. Estimate, measure and calculate with routine metric measurements for work
3. Use routine maps and plans for work
4. Interpret, draw and construct 2D and 3D shapes for work
5. Interpret routine tables, graphs and charts for work
6. Collect data and construct routine tables and graphs for work
7. Use basic functions of calculator

**Learning Outcomes, Content and Suggested Assessment Methods**

|  |  |  |
| --- | --- | --- |
| **Learning Outcome** | **Content** | **Suggested Assessment Methods** |
| 1. Calculate with whole numbers and familiar fractions, decimals and percentages for work
 | * Interpretation of whole numbers, fractions, decimals, percentages and rates
* Calculations involving several steps
* Calculation with whole numbers and routine or familiar fractions, decimals and percentages
* Conversion between equivalent forms of fractions, decimals and percentages
* Application of order of operations to solve multi-step calculations
* Application of problem-solving strategies
* Making estimations to check reasonableness of problem-solving process, outcome and its appropriateness to the context and task
* Use of formal and informal mathematical language and symbolism to communicate the result of a task
 | * Written
* Practical test
* Observation
 |
| 1. Estimate, measure and calculate with routine metric measurements for work
 | * Selection and interpretation of measurement information in workplace tasks and texts
* Identification and selection of routine measuring equipment
* Estimation and making measurements using correct units
* Estimation and calculation using routine measurements
* Performing conversions between routinely used metric units
* Using problem solving processes to undertake tasks
* Recording information using mathematical language and symbols
 | * Written
* Practical test
* Observation
 |
| 1. Use routine maps and plans for work
 | * Identification of features in routine maps and plans
* Symbols and keys used in routine maps and plans
* Identification and interpretation of orientation of map to North
* Demonstrate understanding of direction and location
* Apply simple scale to estimate length of objects, or distance to location or object
* Give and receive directions using both formal and informal language
 | * Written
* Practical test
* Observation
 |
| 1. Interpret, draw and construct 2D and 3D shapes for work
 | * Identify two dimensional shapes and routine three-dimensional shapes in everyday objects and in different orientations
* Explain the use and application of shapes
* Use formal and informal mathematical language and symbols to describe and compare the features of two-dimensional shapes and routine three-dimensional shapes
* Identify common angles
* Estimate common angles in everyday objects
* Use formal and informal mathematical language to describe and compare common angles
* Use common geometric instruments to draw two dimensional shapes
* Construct routine three-dimensional objects from given nets
 |  • Written• Practical test• Observation |
| 1. Interpret routine tables, graphs and charts for work
 | * Identify routine tables, graphs and charts in predominately familiar texts and contexts
* Identify common types of graphs and their different uses
* Identify features of tables, graphs and charts
* Locate specific information
* Perform calculations to interpret information
* Explain how statistics can inform and persuade
* Identify misleading statistical information
* Discuss information relevant to the workplace
 | * Oral
* Written
* Practical test
* Observation
 |
| 1. Collect data and construct routine tables and graphs for work
 | * Identify features of common tables and graphs
* Identify uses of ***different tables and graphs***
* Determine data and variables to be collected
* Determine audience
* Select a method to collect data
* Collect data
* Collate information in a table
* Determine suitable scale and axes
* Draft and draw graph to present information
* Check that data meets the expected results and context
* Report or discuss information using formal and informal mathematical language
 | * Written
* Practical test
* Observation
 |
| 1. Use basic functions of calculator
 | * Identify and use keys for basic functions on a calculator
* Calculate using whole numbers, money and routine decimals and percentages
* Calculate with routine fractions and percentages
* Apply order of operations to solve multi-step calculations
* Interpret display and record result
* Make estimations to check reasonableness of problem solving process, outcome and its appropriateness to the context and task
* Use formal and informal mathematical language and appropriate symbolism and conventions to communicate the result of the task
 | * Written
* Practical test
* Observation
 |

**Suggested Methods of Instruction**

* Demonstrations
* Role playing
* Viewing of related videos
* Discussion
* Assignments

**Recommended resources**

* Calculators
* Basic measuring instruments

## DIGITAL LITERACY

**UNIT CODE:** BU/CU/SC/BC/03/5/B

**Relationship to Occupational Standards**

This unit addresses the Unit of Competency: Demonstrate Digital Literacy

**Duration of Unit:** 45 hours

**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.

**Summary of Learning Outcomes**

1. Identify computer software and hardware
2. Apply security measures to data, hardware, software in automated environment
3. Apply computer software in solving tasks
4. Apply internet and email in communication at workplace
5. Apply desktop publishing in official assignments
6. Prepare presentation packages

**Learning Outcomes, Content and Suggested Assessment Methods**

|  |  |  |
| --- | --- | --- |
| **Learning Outcome** | **Content** | **Suggested Assessment Methods** |
| 1. Identify computer hardware and software
 | * Concepts of ICT
* Functions of ICT
* History of computers
* Components of a computer
* Classification of computers
 | * Written tests
* Oral presentation
* Observation
 |
| 1. Apply security measures to data, hardware and software
 | * Data security and control
* Security threats and control measures
* Types of computer crimes
* Detection and protection against computer crimes
* Laws governing protection of ICT
 | * Written tests
* Oral presentation
* Observation
* Project
 |
| 1. Apply computer software in solving tasks
 | * Operating system
* Word processing
* Spread sheets
* Data base design and manipulation
* Data manipulation, storage and retrieval
 | * Oral questioning
* Observation
* Project
 |
| 1. Apply internet and email in communication at workplace
 | * Computer networks
* Network configurations
* Uses of internet
* Electronic mail (e-mail) concept
 | * Oral questioning
* Observation
* Oral presentation
* Written report
 |
| 1. Apply desktop publishing in official assignments
 | * Concept of desktop publishing
* Opening publication window
* Identifying different tools and tool bars
* Determining page layout
* Opening, saving and closing files
* Drawing various shapes using DTP
* Using colour pellets to enhance a document
* Inserting text frames
* Importing and exporting text
* Object linking and embedding
* Designing of various publications
* Printing of various publications
 | * Oral questioning
* Observation
* Oral presentation
* Written report
* Project
 |
| 1. Prepare presentation packages
 | * Types of presentation packages
* Procedure of creating slides
* Formatting slides
* Presentation of slides
* Procedure for editing objects
 | * Oral questioning
* Observation
* Oral presentation
* Written report
* Project
 |

**Suggested Methods of Instruction**

* Demonstration
* Viewing of related videos
* Discussions
* Assignments
* Direct instructions

**Recommended Resources**

* Computers
* Other digital devices
* Printers
* Storage devices
* Internet access
* Computer software

## ENTREPRENEURIAL SKILLS

**UNIT CODE:** BU/CU/SC/BC/04/5/B

**Relationship to Occupational Standards**

This unit addresses the Unit of Competency: Demonstrate Entrepreneurship

**Duration of unit:** 70 hours

**Unit Description**

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

**Summary of Learning Outcomes**

* 1. Demonstrate understanding of an entrepreneur
	2. Demonstrate knowledge of entrepreneurship and self-employment
	3. Identify entrepreneurship opportunities
	4. Create entrepreneurial awareness
	5. Apply entrepreneurial motivation
	6. Develop innovative business strategies
	7. Develop Business plan

|  |  |  |
| --- | --- | --- |
| **Learning Outcome** | **Content** | **Suggested Assessment Methods** |
| 1. Demonstrate knowledge of entrepreneurship and self-employment
 | * Importance of self-employment
* Requirements for entry into self-employment
* Role of an Entrepreneur in business
* Contributions of Entrepreneurs to National development
* Entrepreneurship culture in Kenya
* Born or made entrepreneurs
 | * Individual/group assignments
* Projects
* Written tests
* Oral questions
* Third party report
* Interviews
 |
| 1. Identify entrepreneurship opportunities
 | * Business ideas and opportunities
* Sources of business ideas
* Business life cycle
* Legal aspects of business
* Assessment of product demand
* Business environment
* Factors to consider when evaluating business environment
* Technology in business
 | * Individual/group assignments
* Projects
* Written tests
* Oral questions
* Third party report
* Interviews
 |
| 1. Create entrepreneurial awareness
 | * Forms of businesses
* Sources of business finance
* Factors in selecting source of business finance
* Governing policies on Small Scale Enterprises (SSEs)
* Problems of starting and operating SSEs
 | * Individual/group assignments
* Projects
* Written tests
* Oral questions
* Third party report
* Interviews
 |
| 1. Apply entrepreneurial motivation
 | * Internal and external motivation
* Motivational theories
* Self-assessment
* Entrepreneurial orientation
* Effective communications in entrepreneurship
* Principles of communication
* Entrepreneurial motivation
 | * Case studies
* Individual/group assignments
* Projects
* Written tests
* Oral questions
* Third party report
* Interviews
 |
| 1. Develop business innovative strategies
 | * Innovation in business
* Small business Strategic Plan
* Creativity in business development
* Linkages with other entrepreneurs
* ICT in business growth and development
 | * Case studies
* Individual/group assignments
* Projects
* Written tests
* Oral questions
* Third party report
* Interviews
 |
| 1. Develop Business Plan
 | * Business description
* Marketing plan
* Organizational/Management
* plan
* Production/operation plan
* Financial plan
* Executive summary
* Presentation of Business Plan
 | * Case studies
* Individual/group assignments
* Projects
* Written tests
* Oral questions
* Third party report
* Interviews
 |

**Suggested Methods of instruction**

* Direct instruction
* Project
* Case studies
* Field trips
* Discussions
* Demonstration
* Question and answer
* Problem solving
* Experiential
* Team training

**Recommended Resources**

* Case studies
* Business plan templates
* Computers
* Overhead projectors
* Internet
* Mobile phone
* Video clips
* Films
* Newspapers and Handouts
* Business Journals
* Writing materials

## EMPLOYABILITY SKILLS

**UNIT CODE:** BU/CU/SC/BC/05/5/B

**Relationship to Occupational Standards**

This unit addresses the Unit of Competency: Demonstrate Employability Skills

**Duration of Unit:** 50 hours

**Unit Description**

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

**Summary of Learning Outcomes**

1. Conduct self-management

2. Demonstrate interpersonal communication

3. Demonstrate critical safe work habits

4. Lead small teams

5. Plan and organize work

6. Maintain professional growth and development

7. Demonstrate workplace learning

8. Demonstrate problem solving skills

9. Demonstrate workplace ethics

**Learning Outcomes, Content and Suggested Assessment Methods**

|  |  |  |
| --- | --- | --- |
| **Learning Outcome** | **Content** | **Suggested Assessment Methods** |
| 1. Conduct self-management
 | * Self-awareness
* Formulating personal vision, mission and goals
* Strategies for overcoming life challenges
* Emotional intelligence
* Assertiveness versus aggressiveness
* Expressing personal thoughts, feelings and beliefs
* Developing and maintaining high self-esteem
* Developing and maintaining positive self-image
* Articulating ideas and aspirations
* Accountability and responsibility
* Good work habits
* Self-awareness
* Self-development
* Financial literacy
* Healthy lifestyle practices
 | * Written tests
* Oral questioning
* Interviewing
* Portfolio of evidence
* Third party report
 |
| 1. Demonstrate interpersonal communication
 | * Meaning of interpersonal communication
* Listening skills
* Types of audience
* Writing skills
* Reading skills
* Meaning of empathy
* Understanding customers’ needs
* Establishing communication networks
* Sharing information
 | * Written tests
* Oral questioning
* Interviewing
* Portfolio of evidence
* Third party report
 |
| 1. Demonstrate critical safe work habits
 | * Stress and stress management
* Punctuality and time consciousness
* Leisure
* Integratingpersonal objectives into organizational objectives
* Resource’s utilization
* Setting work priorities
* HIV and AIDS
* Drug and substance abuse
* Handling emerging issues
 | * Written tests
* Oral questioning
* Interviewing
* Portfolio of evidence
* Third party report
 |
| 1. Lead a small team
 | * Leadership qualities
* Team building
* Determination of team roles and objectives
* Team performance indicators
* Responsibilities in a team
* Forms of communication
* Complementing team activities
* Gender and gender mainstreaming
* Human rights
* Maintaining relationships
* Conflicts and conflict resolution
 | * Written tests
* Oral questioning
* Interviewing
* Portfolio of evidence
* Third party report
 |
| 1. Plan and organize work
 | * Functions of management
* Planning
* Organizing
* Time management
* Decision making process
* Task allocation
* Evaluating work activities
* Resource utilization
* Problem solving
* Collecting and organizing information
 | * Written tests
* Oral questioning
* Interviewing
* Portfolio of evidence
* Third party report
 |
| 1. Maintain professional growth and development
 | * Opportunities for professional growth
* Assessing training needs
* Licenses and certifications for professional growth and development
* Pursuing personal and organizational goals
* Identifying work priorities
* Recognizing career advancement
 | * Written tests
* Oral questioning
* Interviewing
* Portfolio of evidence
* Third party report
 |
| 1. Demonstrate workplace learning
 | * Managing own learning
* Contributing to the learning community at the workplace
* Cultural aspects of work
* Variety of learning context
* Application of learning
* Safe use of technology
* Identifying opportunities
* Generating new ideas
* Workplace innovation
* Performance improvement
* Handling emerging issues
* Future trends and concerns in learning
 | * Written tests
* Oral questioning
* Interviewing
* Portfolio of evidence
* Third party report
 |
| 1. Demonstrate problem solving skills
 | * Problem identification
* Problem solving
* Application of problem-solving strategies
* Resolving customer concerns
 | * Written tests
* Oral questioning
* Interviewing
* Portfolio of evidence
* Third party report
 |
| 1. Demonstrate workplace ethics
 | * Meaning of ethics
* Ethical perspectives
* Principles of ethics
* Values and beliefs
* Ethical standards
* Organization code of ethics
* Common ethical dilemmas
* Organization culture
* Corruption, bribery and conflict of interest
* Privacy and data protection
* Diversity, harassment and mutual respect
* Financial responsibility/accountability
* Etiquette
* Personal and professional integrity
* Commitment to jurisdictional laws
* Emerging issues in ethics
 | * Written tests
* Oral questioning
* Interviewing
* Portfolio of evidence
* Third party report
 |

**Suggested Methods of Instruction**

* Demonstrations
* Simulation/Role play
* Discussion
* Presentations
* Case studies
* Q&A

**Recommended Resources**

* Computers
* Stationery
* Charts
* Video clips
* Audio tapes
* Radio sets
* TV sets
* LCD projectors

## ENVIRONMENTAL LITERACY

**UNIT CODE:** BU/CU/SC/BC/06/5/B

**Relationship to Occupational Standards**

This unit addresses the Unit of Competency: Demonstrate Environmental Literacy

**Duration of Unit:** 25 hours

**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.

**Summary of Learning Outcomes**

1. Control environmental hazards
2. Control environmental Pollution
3. Demonstrate sustainable use of resource
4. Evaluate current practices in relation to resource usage
5. Identify Environmental legislations/conventions for environmental concerns
6. Implement specific environmental programs
7. Monitor activities on Environmental protection/Programs

**Learning Outcomes, Content and Suggested Assessment Methods**

|  |  |  |
| --- | --- | --- |
| **Learning Outcome** |  **Content** | **Suggested Assessment Methods** |
| 1. Control environmental hazards
 | * Purposes and content of Environmental Management and Coordination Act 1999
* Purposes and content of Solid Waste Act
* Storage methods for environmentally hazardous materials
* Disposal methods of hazardous wastes
* Types and uses of PPE in line with environmental regulations
* Occupational Safety and Health Standards (OSHS)
 | * Written test
* Oral questions
* Observation
 |
| 1. Control environmental Pollution control
 | * Types of pollution
* Environmental pollution control measures
* Types of solid wastes
* Procedures for solid waste management
* Different types of noise pollution
* Methods for minimizing noise pollution
 | * Written test
* Oral questions
* Observation
 |
| 1. Demonstrate sustainable resource use
 | * Types of resources
* Techniques in measuring current usage of resources
* Calculating current usage of resources
* Methods for minimizing wastage
* Waste management procedures
* Principles of 3Rs (Reduce, Reuse, Recycle)
* Methods for economizing or reducing resource consumption
 | * Written test
* Oral questions
* Observation
 |
| 1. Evaluate current practices in relation to resource usage
 | * Collection of information on environmental and resource efficiency systems and procedures,
* Measurement and recording of current resource usage
* Analysis and recording of current purchasing strategies.
* Analysis of current work processes to access information and data
* Identification of areas for improvement
 | * Written test
* Oral questions
* Observation
 |
| 1. Identify Environmental legislations/conventions for environmental concerns
 | * Environmental issues/concerns
* Environmental legislations /conventions and local ordinances
* Industrial standard /environmental practices
* International Environmental Protocols (Montreal, Kyoto)
* Features of an environmental strategy
 | * Written questions
* Oral questions
* Observation
 |
| 1. Implement specific environmental programs
 | * Community needs and expectations
* Resource availability
* 5 s of good housekeeping
* Identification of programs/Activities
* Setting of individual roles /responsibilities
* Resolving problems /constraints encountered
* Consultation with stakeholders
 | * Written questions
* Oral questions
* Observation
 |
| 1. Monitor activities on Environmental protection/Programs
 | * Periodic monitoring and Evaluation of activities
* Gathering feedback from stakeholders
* Analysing data gathered
* Documentation of recommendations and submission
* Setting of management support systems to sustain and enhance the program
* Monitoring and reporting of environmental incidents to concerned /proper authorities
 | * Oral questions
* Written tests
* Practical test
* Observation
 |

**Suggested Methods of Instruction**

* Instructor led facilitation of theory
* Demonstration by trainer
* Viewing of related videos
* Project
* Assignements
* Role play

**Recommended Resources**

* Standard operating and/or other workplace procedures manuals
* Specific job procedures manuals
* Environmental Management and Coordination Act 1999
* Machine/equipment manufacturer’s specifications and instructions
* Personal Protective Equipment (PPE)
* ISO standards
* Ccompany environmental management systems (EMS)
* Montreal Protocol
* Kyoto Protocol

## OCCUPATIONAL SAFETY AND HEALTH PRACTICES

**UNIT CODE:** BU/CU/SC/BC/07/5/B

**Relationship to Occupational Standards**

This unit addresses the unit of competency: Demonstrate occupational safety and health practices

**Duration of Unit:** 25 hours

**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

**Summary of Learning Outcomes**

1. Identify workplace hazards and risk
2. Control OSH hazards
3. Implement OSH programs

**Learning Outcomes, Content and Suggested Assessment Methods**

|  |  |  |
| --- | --- | --- |
| **Learning Outcome** | **Content** | **Suggested Assessment Methods** |
| 1. Identify workplace hazards and risks
 | * Identification of hazards in the workplace and/or the indicators of their presence
* Evaluation and/or work environment measurements of OSH hazards/risk existing in the workplace is conducted by
* Authorized personnel or agency
* Gathering of OHS issues and/or concerns raised
 | * Oral questions
* Written tests
* Portfolio of evidence
* Third party report
 |
| 1. Control OSH hazards
 | * Prevention and control measures, including use of PPE (personal protective equipment) for specific hazards are identified and implemented
* Appropriate risk controls based on result of OSH hazard evaluation is recommended
* Contingency measures, including emergency procedures during workplace incidents and emergencies are recognized and established in accordance with organization procedures
 | * Oral questions
* Written tests
* Portfolio of evidence
* Third party report
 |
| 1. Implement OSH programs
 | * Providing information to work team about company OHS program, procedures and policies/guidelines
* Participating in implementation of OSH procedures and policies/ guidelines
* Training of team members and advice on OSH standards and procedures
* Implementation of procedures for maintaining OSH-related records
 | * Oral questions
* Written tests
* Portfolio of evidence
* Third party report
 |

**Suggested Methods of Instruction**

* Assigments
* Discussion
* Q&A
* Role play
* Viewing of related videos

**Recommended Resources**

* Standard operating and/or other workplace procedures manuals
* Specific job procedures manuals
* Machine/equipment manufacturer’s specifications and instructions
* Personal Protective Equipment (PPE) e.g.
* Mask
* Face mask/shield
* Safety boots
* Safety harness
* Arm/Hand guard, gloves
* Eye protection (goggles, shield)
* Hearing protection (ear muffs, ear plugs)
* Hair Net/cap/bonnet
* Hard hat
* Face protection (mask, shield)
* Apron/Gown/coverall/jump suit
* Anti-static suits
* High-visibility reflective vest

# CORE UNITS OF COMPETENCY

## PROCUREMENT OF GOODS AND SERVICES

UNIT CODE: BUS/CU/SC/CR/01/5/A

**Relationship to Occupational Standards**

This unit addresses the Unit of Competency: Procure organizations’ goods and services.

**Duration of Unit:** 100 Hours

**Unit Description**

This unit specifies the competencies required to procure organizations’ goods and services. It involves procurement of goods and services, and administration of the same until they are finally consumed by the organization.

**Summary of Learning Outcomes**

1. Plan for procurement of organizations’ goods, works and services
2. Procure organizations’ goods, works and services
3. Take charge of procured goods
4. Issue procured goods

**Learning Outcomes, Content and Suggested Assessment Methods**

|  |  |  |
| --- | --- | --- |
| **Learning Outcome** | **Content** | **Suggested Assessment****Methods** |
| 1. Plan for procurement of organizations’ goods, works and services
 | * Principles of procurement
* Definition of terms
	+ Procurement
	+ Goods
	+ Works
	+ Services
	+ Purchasing
	+ Supply Chain
	+ Specification
* Procurement department and its function
* Why organizations buy goods, works and services
* Relationship between procurement
* department and other
 | * Written tests
* Observation
* Oral questioning
* Third party report
 |
|  | * functions of the organization
* Documents used in the procurement process
* Procurement plan and its components
* Departmental procurement plan
 |  |
| 1. Procure organizations’ goods, works and services
 | * Legal framework for public procurement
* Procurement cycle
	+ Identification of needs
	+ Specification of needs/
	+ requirements
	+ Make or buy decision (market research)
 | * Written tests
* Observation
* Oral questions
* Third party report
 |
|  | * Types of procurement
* Methods of procurement
* Source for suppliers (market research)
* Supplier selection
* Supplier evaluation
* Negotiation
* Award of contracts
* Management of contracts
* Receipt/
* inspection of goods
* Initiation payment
* Principles of procurement
* Quality control and
* assurance
* Procurement contracts and their components
* Evaluation of procurement documents
* Development of sample procurement
* documents
 |  |
| 1. Take charge of procured goods
 | * Procedure for receiving procured goods
* Documents used in the receiving process
* Documentation of received goods.
* Warehousing/storage of goods
* Demonstrate inspection and
* receipt of goods
* Demonstrate documentation of received goods
* Warehousing/storage

of goods | * Written tests
* Observation
* Oral questioning
* Third party report
 |
| 1. Issue procured goods
 | * Principles of issuing procured goods
* Procedure of issuing goods
* Documents used in issuing of goods and their preparation
* Documentation of issued goods
* Demonstrate procedure of issuing goods
* Demonstrate stock
* Level management
 | * Written tests
* Observation
* Oral questioning
* Third party report
 |

**Suggested Methods of Instruction**

* + Direct instruction
	+ Role play
	+ Case studies
	+ Field trips
	+ Discussions
	+ Demonstration by trainer
	+ Practice by the trainee

**Recommended Resources**

* + Computers
	+ Stationery
	+ Classroom and classroom resources
	+ The Constitution of Kenya 2010
	+ Public Procurement and Asset Disposal Act 2009 0r 2013/15 Draft and its regulations
	+ Public Officers Ethics Act
	+ Anti-Corruption and Economic Crimes Act 2003
	+ Public Finance Management Act 2012
	+ Suppliers Manual
	+ Sample Procurement Documents
		- Goods received note
		- Delivery notes
		- Stock control cards
		- Requisition memos
		- LSOs
		- LPOs
		- Counter receipt
		- Counter issue voucher
		- Inspection report form
		- Professional opinion
		- Prequalification lists
		- Contracts
	+ Sample Case Studies on Procurement, 2009

## **WAREHOUSING OF PROCURED GOODS**

UNIT CODE: BUS/CU/SC/CR/02/5/A

**Relationship to Occupational Standards**

This unit addresses the Unit of Competency: Oversee warehousing of procured goods.

**Duration of Unit:** 100 Hours

**Unit Description**

This unit specifies the competencies required to oversee warehousing of procured goods. It involves, maintaining layouts of goods in the store, maintaining records of stored goods, maintaining quality of stored goods, maintaining optimum stock levels and securing stored goods.

**Summary of Learning Outcomes**

1. Maintain layout of goods in the store
2. Maintain records of stored goods
3. Maintain quality of stored goods
4. Maintain optimum stock levels
5. Secure stored good

Learning Outcomes, Content and Suggested Assessment Methods

|  |  |  |
| --- | --- | --- |
| **Learning Outcome** | **Content** | **Suggested Assessment Methods** |
| 1. Maintain layout of goods in the store
 | * Types of warehouse/stores designs
* Types of layout in a warehouse
* Factors to consider in choosing a warehouse layout.
* Nature of goods and their storage conditions
* Classification of goods
* Flow, accessibility and space requirements in the warehouse
* Occupational Safety and Health

Procedures inwarehousing* Classification of procured goods
* Arrangement of procured goods in a storage/warehouse

facility | * Written tests
* Observation
* Oral

questioning* Third party report
 |
| 1. Maintain records of stored goods
 | * Types of stores ledgers
* Stock utilization
* Recording data in stores ledgers
	+ Unit quantities
	+ Costed quantities
* Types of delivery documents
* Record data in stores ledgers Storage and handling equipment
 | * Written tests
* Observation
* Oral

questioning* Third party report
 |
| 1. Maintain quality of stored goods
 | * Standardization and variety reduction
* Types of storage pests
* Storage pest control
* Inventory valuation
	+ FIFO
	+ LIFO
* Materials handling methods
* Storage/warehouse security measures and best practices
* Legal requirements in maintenance of stored goods
* Calculation of inventory value using FIFO and LIFO methods
 | * Written tests
* Observation
* Oral questioning
* Third party report
 |
| 1. Manage warehouse Inventory
 | * Objectives of inventory control
* Demand Forecasting methods
* Placement of Purchase order (order reorder levels)
* Development of stock taking schedules
* Stock verification and valuation
* Development of a stock taking schedule
* Verification and

valuation of stock | * Written tests
* Observation
* Oral questioning
* Third party report
 |
| 1. Secure stored goods
 | * Types of high value goods
* Risks assessment

and mitigation* Reinforced warehouse building materials
* Advanced warehouse security and surveillance systems
* Emergency security protocols
* Secure high value goods
 | * Written tests
* Observation
* Oral questioning
* Third party report
 |

**Suggested Methods of Instruction**

* + Direct instruction
	+ Role play
	+ Case studies
	+ Field trips
	+ Discussions
	+ Demonstration by trainer
	+ Practice by the trainee

**Recommended Resources**

* + Computers
	+ Stationery
	+ Classroom and classroom resources
	+ The Constitution of Kenya 2010
	+ Public Procurement and Asset Disposal Act 2015 and its regulations
	+ Public Officers Ethics Act
	+ Anti-Corruption and Economic Crimes Act 2003
	+ Public Finance Management Act 2012
	+ Suppliers Manual
	+ Sample Procurement documents
		- Goods received note
		- Delivery notes
		- Stock control cards
		- Requisition memos
		- LSOs
		- LPOs
		- Counter receipt
		- Counter issue voucher
		- Inspection report form
		- Professional opinion
		- Prequalification lists
		- Contracts
	+ Sample emergency security protocols
	+ Sample case studies on procurement and warehousing

## **PROCURED GOODS DISTRIBUTION**

UNIT CODE: BUS/CU/SC/CR/03/5/A

**Relationship to Occupational Standards**

This unit addresses the Unit of Competency: Oversee distribution of stored goods.

**Duration of Unit:** 100 Hours

**Unit Description**

This unit specifies the competencies required to distribute goods to customers. It involves establishing goods distribution channels, organizing goods distribution logistics, tracking movement of goods and overseeing delivery of goods to customers.

**Summary of Learning Outcomes**

1. Implement goods distribution channels
2. Organize goods distribution logistics
3. Track movement of goods
4. Oversee delivery of goods to customers

**Learning Outcomes, Content and Suggested Assessment Methods**

|  |  |  |
| --- | --- | --- |
| **Learning Outcome** | **Content** | **Suggested Assessment Methods** |
| 1. Implement goods distribution channels
 | * Factors affecting choice of distribution channels
* Types of distribution channels
* Identify distribution channels
 | * Written tests
* Observation
* Oral questioning
* Third party report
 |
| 1. Organize goods distribution logistics
 | * Modes of transport
* Factors affecting choice of modes of transport
* Categories of goods
* Transport and safety requirements
* Transport fleet authorization protocols (internal

and external)* Identify best mode of transport
 | * Written tests
* Observation
* Oral questioning
* Third party report
 |
| 1. Track movement of goods
 | * Types of transport tracking systems
* Principles of transport tracking systems
* Monitoring transport fleet tracking systems
* Evaluation of transport fleet tracking systems
* Demonstrate understanding of risks associated with different transport tracking systems
* Monitor transport fleet tracking system
* Assess risks associated with different transport

tracking systems | * Written tests
* Observation
* Oral questioning
* Third party report
 |
| 1. Oversee delivery of goods to customers
 | * Key performance indicators in goods distribution
* Staff supervision techniques
* Resources for goods delivery
* Types of delivery documents
* Processes and procedures in goods delivery
* Set key performance indicators
* Supervise staff
* Identify resources for goods delivery
* Identify documents involved in delivery

of goods | * Written tests
* Observation
* Oral questioning
* Third party report
 |

**Suggested Methods of Instruction**

* + Direct instruction
	+ Role play
	+ Case studies
	+ Field trips
	+ Discussions
	+ Demonstration by trainer
	+ Practice by the trainee

**Recommended Resources**

* + Computers
	+ Stationery
	+ Classroom and classroom resources
	+ The Constitution of Kenya 2010
	+ Public Procurement and Asset Disposal Act 2015 and its regulations
	+ Public Officers Ethics Act
	+ Anti-Corruption and Economic Crimes Act 2003
	+ Public Finance Management Act 2012
	+ Suppliers Manual
	+ Sample Procurement Documents
		- Goods received note
		- Delivery notes
		- Stock control cards
		- Requisition memos
		- LSOs
		- LPOs
		- Counter receipt
		- Counter issue voucher
		- Inspection report form
		- Professional opinion
		- Prequalification lists
		- Contracts
	+ Sample emergency security protocols
	+ Sample case studies on distribution
	+ Sample transport tracking systems, qualified staff

## PROCUREMENT CONTRACTS MANAGEMENT

**UNIT CODE:** BUS/CU/SC/CR/04/5/A

**Relationship to Occupational Standards**

This unit addresses the Unit of Competency: **Manage Procurement Contracts.**

**Duration of Unit:** 100 Hours

**Unit Description**

This unit specifies the competencies required to Manage Procurement Contracts. It involves monitoring progress of procurement contracts, managing vendor relationships and evaluating vendor contract performance.

**Summary of Learning Outcomes**

1. Monitor progress of procurement contracts
2. Manage vendor relationships
3. Evaluate vendor contract performance

**Learning Outcomes, Content and Suggested Assessment Methods**

|  |  |  |
| --- | --- | --- |
| **Learning Outcome** | **Content** | **Suggested Assessment Methods** |
| 1. Monitor progress of procurement contracts
 | * Legal aspects in procurement
* Commercial law
* Sale of goods Act
* Program monitoring
* Risk management
* Contract transition management
* Performance measurement and management
* Vendor relationships
* Contract evaluation
* Contract termination

- Implement tools for monitoring procurement contract progress | * Written tests
* Observation
* Oral questioning
* Third party report
 |
|  | * Implementation of procurement contract progress monitoring schedule
* Preparation of procurement contract progress monitoring report
* Implementation of procurement contract progress report recommendations
* Implement tools for monitoring procurement contract progress
* Implement procurement contract progress monitoring

schedule* Implement procurement contract progress monitoring schedule.
* Prepare procurement

contract progress monitoring report |  |
| 1. Participate in vendor relationships management
 | * Preparation of Specifications of needs/requirements in contracts
* Preparation of Bids
* Organizing vendor evaluation
* Flexibility in vendor relationships
* Facilitate Payment of vendors
* Prepare

specifications of needs* Organize vendors

evaluation | * Written tests
* Observation
* Oral questioning
* Third party report
 |
| 1. Evaluate vendor contract performance
 | * Development of vendor contract progress evaluation tools
* Preparation and circulation of notice for vendor contract progress evaluation committee meeting
* Evaluation of vendor contract progress
* Preparation of vendor contract progress report
* Dissemination of vendor contract progress report
* Implementation of vendor contract progress report

recommendations | * Written tests
* Observation
* Oral questioning
* Third party report
 |

**Suggested Methods of Instruction**

* + Direct instruction
	+ Role play
	+ Case studies
	+ Field trips
	+ Discussions
	+ Demonstration by trainer
	+ Practice by the trainee
	+ Simulation

**Recommended Resources**

* + Computers
	+ Stationery
	+ Classroom and classroom resources
	+ The Constitution of Kenya 2010,
	+ Public Procurement and Asset Disposal Act 2015 and its regulations
	+ Public Officers Ethics Act
	+ Anti-Corruption and Economic Crimes Act 2003
	+ Public Finance Management Act 2012
	+ Suppliers’ manual
	+ Organizational policy
	+ Sample procurement documents
		- Goods received note
		- Delivery notes
		- Stock control cards
		- Stocks ledgers
		- Requisition memos
		- LSOs
		- LPOs
		- Counter receipt
		- Counter issue voucher
		- inspection report form
		- Professional opinion
		- Prequalification lists
		- Contracts
	+ Sample case studies on procurement contracts
	+ Sample court case decisions
	+ Sample tender advertisements

## ORGANIZATIONAL ASSETS DISPOSAL

UNIT CODE: BUS/CU/SC/CR/05/5/A

**Relationship to Occupational Standards**

This unit addresses the Unit of Competency: Dispose Organizational Assets.

**Duration of Unit:** 100 Hours

**Unit Description**

This unit specifies the competencies required to Dispose Organizational Assets. It involves preparing lists of assets for disposal, classifying assets for disposal, executing disposal orders and preparing disposal certificate.

**Summary of Learning Outcomes**

1. Prepare list of assets for disposal
2. Classify assets for disposal
3. Execute disposal orders
4. Prepare disposal certificate

**Learning Outcomes, Content and Suggested Assessment Methods**

|  |  |  |
| --- | --- | --- |
| **Learning Outcome** | **Content** | **Suggested Assessment****Methods** |
| 1. Prepare list of assets for disposal
 | * Methods of asset disposal
* Legal framework of asset disposal and related laws
* Waste management and disposal
* Disposal documents and documentation
* Health and safety in asset disposal
* Reasons for asset disposal
* Notification of assets for disposal.
* Identification of assets for disposal.
* Categories of assets for disposal
* Assessment of Assets to be disposed
* Preparation of an assessment report
* Identify reasons for asset disposal
* Receive notification of assets for disposal.
* Identify assets for

Disposal | * Written tests
* Observation
* Oral questioning

Third party report |
| 1. Classify assets for disposal
 | * Identification and categorization Serviceable/surplus assets, Unserviceable assets, Obsolete and obsolescent assets
* Preparation of a

classification report* Methods of assets disposal
* Identify and categorize Serviceable/surplus assets, Unserviceable assets, Obsolete and obsolescent assets
* Prepare a classification report
* Identify suitable

methods of assets disposal | * Written tests
* Observation
* Oral questions

Third party report |
| 1. Execute disposal orders
 | * Seeking Relevant Authority to dispose
* Preparation and dissemination of schedules for asset disposal to relevant

stakeholders | * Written tests
* Observation
* Oral questions

Third party report |