****

**REPUBLIC OF KENYA**

**COMPETENCY BASED CURRICULUM**

**FOR**

**SUPPLY CHAIN MANAGEMENT**

**LEVEL 6**



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 Kenya’s development blue print 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. 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 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 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 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 has been developed following the CBET framework policy; the CBETA standards and guidelines provided by the TVET Authority and the Kenya National Qualification Framework designed by the Kenya National Qualification Authority

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 Business Sector acquire competencies that will enable them to perform their work more efficiently.

**COUNCIL SECRETARY/CEO**

**TVET CDACC**

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# ABBREVIATIONS AND ACRONYMS

CDACC Curriculum Development, Assessment and Certification Council

CU Curriculum

BC Basic Competency

CC Core Competency

CO Common Units

KCSE Kenya Certificate of Secondary Education

KNQA Kenya National Qualifications Authority

OSHA Occupational Safety and Health Standards

PPE Personal Protective Equipment

SSAC Sector Skills Advisory Committee

TVET Technical and Vocational Education and Training

SOP Standard Operating Procedures

FIFO First In First Out

LIFO Last In First Out

LSO Local Service Order

LPO Local Purchase Order

# KEY TO UNIT CODE

**BUS/ CU/ SC/BC/ 01 / 6/ A**

Industry or sector

Curriculum

Occupational area

Type of Unit

Unit number

Competency level

Version control

# COURSE OVERVIEW

Supply Chain Management Level 6consists of competencies that a person must achieve to procuring organizations’ goods and services, overseeing warehousing of procured goods, overseeing distribution of stored goods, managing supply chain operations, managing procurement contracts and disposing organizational assets.

**BASIC UNITS OF LEARNING**

|  |  |  |  |
| --- | --- | --- | --- |
| **Unit Code** | **Unit Title** | **Duration**  **in Hours** | **Credit**  **Factor** |
| BUS/CU/SC/BC/01/6/A | Communication Skills | 40 | 4 |
| BUS/CU/SC/BC/02/6/A | Numeracy Skills | 60 | 6 |
| BUS/CU/SC/BC/03/6/A | Digital Literacy | 60 | 6 |
| BUS/CU/SC/BC/04/6/A | Entrepreneurial Skills | 100 | 10 |
| BUS/CU/SC/BC/05/6/A | Employability Skills | 80 | 8 |
| BUS/CU/SC/BC/06/6/A | Environmental Literacy | 40 | 4 |
| BUS/CU/SC/BC/07/6/A | Occupational Safety And Health Practices | 40 | 4 |
| **Total** | | **420** | **42** |

**CORE UNITS OF LEARNING**

|  |  |  |  |
| --- | --- | --- | --- |
| **Unit Code** | **Unit Title** | **Duration in Hours** | **Credit Factor** |
| BUS/CU/SC/CR/01/6/A | Organizations’ Goods and Services | 320 | 32 |
| BUS/CU/SC/CR/02/6/A | Warehousing of Procured Goods | 300 | 30 |
| BUS/CU/SC/CR/03/6/A | Distribution of Stored Goods | 360 | 36 |
| BUS/CU/SC/CR/04/6/A | Supply Chain Operations | 340 | 34 |
| BUS/CU/SC/CR/05/6/A | Procurement Contracts | 300 | 30 |
| BUS/CU/SC/CR/06/6/A | Organizational Assets | 300 | 30 |
| BUS/CU/SC/CR/07/6/A | Industrial attachment | 480 | 48 |
| **Total** | | 2400 | 240 |
| **Grand total** | | **2880** | **288** |

The total duration of the course is **2880** hours, which include 480 Hours of industrial attachment.

**Entry Requirements**

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

1. Kenya Certificate of Secondary Education (KCSE) mean grade C-(minus)

**Or**

1. Certificate in Supply Chain Management Level 5

**Or**

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

**Industrial attachment**

An individual enrolled in this course will be required to undergo an attachment for a period of three months. An individual enrolled in one of the core units of learning will be required to undergo a month’s attachment.

**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 Certificate of Competency for each core unit of competency. To attain the national certificate for Supply Chain Management Level 6, the candidate must demonstrate competence in all the units of competency as given in qualification pack. TVET CDACC will issue these certificates in conjunction with training provider.

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# BASIC UNITS OF COMPETENCY

# COMMUNICATION SKILLS

**UNIT CODE:** BUS/CU/SC/BC/01/6/A

**Relationship to Occupational Standards**

This unit addresses the Unit of Competency: Demonstrate Communication Skills

**Duration of Unit:** 40 hours

**Unit Description**

This unit covers the competencies required to demonstrate communication skills .It involves, meeting communication needs of clients and colleagues; developing communication strategies, establishing and maintaining communication pathways, conducting interviews, facilitating group discussion and representing the organization.

**Summary of Learning Outcomes**

1. Meet communication needs of clients and colleagues
2. Develop communication strategies
3. Establish and maintain communication pathways
4. Promote use of communication strategies
5. Conduct interview
6. Facilitate group discussion
7. Represent the organization

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

|  |  |  |
| --- | --- | --- |
| **Learning Outcome** | **Content** | **Methods of Assessment** |
| 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 * Types of communication strategies * Elements of communication strategy | * Interview * Written texts |
| 1. Develop communication strategies | * Dynamics of groups * Styles of group leadership * Openness and flexibility in communication * Communication skills relevant to client groups | * Interview * Written texts |
| 1. Establish and maintain communication pathways | * Types of communication pathways | * Interview * Written texts |
| 1. Promote use of communication strategies | * Application of elements of communication strategies * Effective communication techniques | * Interview * Written texts |
| 1. Conduct interview | * Types of interview * Establishing rapport * Facilitating resolution of issues * Developing action plans | * Interview * Written texts |
| 1. Facilitate group discussion | * Identification of communication needs * Dynamics of groups * Styles of group leadership * Presentation of information * Encouraging group members participation * Evaluating group communication strategies | * Interview * Written texts |
| 1. Represent the organization | * Presentation techniques * Development of a presentation * Multi-media utilization in presentation * Communication skills relevant to client groups | * Interview * Written texts |

**Suggested Methods of Instruction**

* Discussion
* Role playing
* Simulation
* Direct instruction

**Recommended Resources**

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

# NUMERACY SKILLS

**UNIT CODE:** BUS/CU/SC/BC/02/6/A

**Relationship to Occupational Standards**

This unit addresses the Unit of Competency: Demonstrate Numeracy Skills.

**Duration of Unit:** 60 hours

**Unit Description**

This unit describes the competencies required to demonstrate numeracy skills. It involves applying a wide range of mathematical calculations for work; applying ratios, rates and proportions to solve problems; estimating, measuring and calculating measurement for work; using detailed maps to plan travel routes for work; using geometry to draw and construct 2D and 3D shapes for work; collecting, organizing and interpreting statistical data; using routine formula and algebraic expressions for work and using common functions of a scientific calculator.

**Summary of Learning Outcomes**

1. Apply a wide range of mathematical calculations for work
2. Apply ratios, rates and proportions to solve problems
3. Estimate, measure and calculate measurement for work
4. Use detailed maps to plan travel routes for work
5. Use geometry to draw and construct 2D and 3D shapes for work
6. Collect, organize and interpret statistical data
7. Use routine formula and algebraic expressions for work
8. Use common functions of a scientific calculator

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

|  |  |  |
| --- | --- | --- |
| **Learning Outcome** | **Content** | **Methods of Assessment** |
| 1. Apply a wide range of mathematical calculations for work | * Fundamentals of mathematics * Addition, subtraction, multiplication and division of positive and negative numbers * Algebraic expressions manipulation * Forms of fractions, decimals and percentages * Expression of numbers as powers and roots | * Written tests * Assignments * Supervised exercises |
| 1. Apply ratios, rates and proportions to solve problems | * Rates, ratios and proportions * Meaning * Conversions into percentages * Direct and inverse proportions determination * Performing calculations * Construction of graphs, charts and tables * Recording of information | * Written tests * Assignments * Supervised exercises |
| 1. Estimate, measure and calculate measurement for work | * Units of measurements and their symbols * Identification and selection of measuring equipment * Conversion of units of measurement * Perimeters of regular figures * Areas of regular figures * Volumes of regular figures * Carrying out measurements * Recording of information | * Assignments * Supervised exercises * Written tests |
| 1. Use detailed maps to plan travel routes 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 * Planning of routes * Calculation of distance, speed and time | * Written * Practical test |
| 1. Use geometry to 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 * Evaluation of unknown angles * Use formal and informal mathematical language to describe and compare common angles * Symmetry and similarity * Use common geometric instruments to draw two dimensional shapes * Construct routine three dimensional objects from given nets |  |
| 1. Collect, organize and interpret statistical data | * + Classification of data * Grouped data * Ungrouped data   + Data collection * Observation * Recording   + Distinguishing between sampling and census   + Importance of sampling   + Errors in sampling   + Types of sampling and their limitations e.g. * Stratified random * Cluster * Judgmental   + Tabulation of data * Class intervals * Class boundaries * Frequency tables * Cumulative frequency   + Diagrammatic and graphical presentation of data e.g. * Histograms * Frequency polygons * Bar charts * Pie charts * Cumulative frequency curves * Interpretation of data | * Assignments * Supervised exercises * Written tests |
| 1. Use routine formula and algebraic expressions for work | * + Solving linear equations   + Linear graphs * Plotting * Interpretation * Applications of linear graphs * Curves of first and second degree * Plotting * Interpretation | * Assignments * Supervised exercises * Written tests |
| 8. Use common functions of a scientific calculator | * Identify and use keys for common 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 | * Written * Practical test |

**Suggested Methods of Instruction**

* Group discussions
* Demonstration by trainer
* Practical work by trainee
* Exercises

**Recommended Resources**

* Calculators
* Rulers, pencils, erasers
* Charts with presentations of data
* Graph books
* Dice

# DIGITAL LITERACY

**UNIT CODE:** BUS/CU/SC/BC/03/6/A

**Relationship to Occupational Standards**

This unit addresses the Unit of Competency: Demonstrate Digital Literacy

**Duration of Unit:** 60 hours

**Unit Description**

This unit describes competencies required to demonstrate digital literacy. It involves in identifying computer software and hardware, applying security measures to data, hardware, software in automated environment, computer software in solving task, internet and email in communication at workplace, desktop publishing in official assignments 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 Methods of Assessment**

|  |  |  |
| --- | --- | --- |
| **Learning Outcome** | **Content** | **Methods of Assessment** |
| 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 |
| 1. Apply security measures to data, hardware, software in automated environment | * 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 * 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 * Project |
| 1. Apply internet and email in communication at workplace | * Computer networks * Network configurations * Uses of internet * Electronic mail (e-mail) concept | * Oral questioning * 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 * 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 * Written report * Project |

**Suggested Methods of Instruction**

* Instructor led facilitation of theory
* Demonstration by trainer
* Practical work by trainee
* Viewing of related videos
* Project
* Group discussions

**Recommended Resources**

* Computers
* Printers
* Storage devices
* Internet access

# ENTREPRENEURIAL SKILLS

**UNIT CODE:** BUS/CU/SC/BC/04/6/A

**Relationship to Occupational Standards**

This unit addresses the Unit of Competency: Demonstrate Entrepreneurial Skills

**Duration of unit:** 100 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 who an entrepreneur
  2. Demonstrate knowledge of entrepreneurship and self-employment
  3. Identify entrepreneurship opportunities
  4. Create entrepreneurial awareness
  5. Apply entrepreneurial motivation
  6. Develop business innovative strategies
  7. Develop Business plan

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

|  |  |  |
| --- | --- | --- |
| **Learning Outcome** | **Content** | **Methods of Assessment** |
| 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 |
| 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 |
| 6. 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:** BUS/CU/SC/BC/05/6/A

**Relationship to Occupational Standards**

This unit addresses the Unit of Competency: Demonstrate Employability Skills

**Duration of Unit:** 80 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 ethical performance.

**Summary of Learning Outcomes**

1. Conduct self-management
2. Demonstrate interpersonal communication
3. Demonstrate critical safe work habits
4. Lead a workplace team
5. Plan and organize work
6. Maintain professional growth and development
7. Demonstrate workplace learning
8. Demonstrate problem solving skills
9. Manage ethical performance

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

|  |  |  |
| --- | --- | --- |
| **Learning Outcome** | **Content** | **Methods of Assessment** |
| 1. Conduct self-management | * Self-awareness * Formulating personal vision, mission and goals * Strategies for overcoming life challenges * Managing emotions * Emotional intelligence * Assertiveness versus aggressiveness * Expressing personal thoughts, feelings and beliefs * Developing and maintaining high self-esteem * Developing and maintaining positive self-image * Setting performance targets * Monitoring and evaluating performance * Articulating ideas and aspirations * Accountability and responsibility * Good work habits * Self-awareness * Values and beliefs * Self-development * Financial literacy * Healthy lifestyle practices * Adopting safety 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 * Public speaking * Writing skills * Negotiation skills * Reading skills * Meaning of empathy * Understanding customers’ needs * Establishing communication networks * Assertiveness * Sharing information | * Written tests * Oral questioning * Interviewing * Portfolio of evidence * Third party report |
| 1. Demonstrate critical safe work habits | * Stress and stress management * Time concept * Punctuality and time consciousness * Leisure * Integratingpersonal objectives into organizational objectives * Resources mobilization * Resources utilization * Setting work priorities * Developing healthy relationships * HIV and AIDS * Drug and substance abuse * Managing emerging issues | * Written tests * Oral questioning * Interviewing * Portfolio of evidence * Third party report |
| 1. Lead a workplace team | * Leadership qualities * Power and authority * Team building * Determination of team roles and objectives * Team parameters and relationships * Individual responsibilities in a team * Forms of communication * Complementing team activities * Gender and gender mainstreaming * Human rights * Developing healthy relationships * Maintaining relationships * Conflicts and conflict resolution * Coaching and mentoring skills | * 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 concept * Task allocation * Developing work plans * Developing work goals/objectives and deliverables * Monitoring work activities * Evaluating work activities * Resource mobilization * Resource allocation * Resource utilization * Proactive planning * Risk evaluation * Problem solving * Collecting, analysing and organising information * Negotiation | * Written tests * Oral questioning * Interviewing * Portfolio of evidence * Third party report |
| 1. Maintain professional growth and development | * Avenues for professional growth * Training and career opportunities * Assessing training needs * Mobilizing training resources * Licenses and certifications for professional growth and development * Pursuing personal and organizational goals * Managing work priorities and commitments * Recognizing career advancement | * Written tests * Oral questioning * Interviewing * Portfolio of evidence * Third party report |
| 1. Demonstrate workplace learning | * Managing own learning * Mentoring * Coaching * Contributing to the learning community at the workplace * Cultural aspects of work * Networking * Variety of learning context * Application of learning * Safe use of technology * Taking initiative/proactivity * Flexibility * Identifying opportunities * Generating new ideas * Workplace innovation * Performance improvement * Managing emerging issues * Future trends and concerns in learning | * Written tests * Oral questioning * Interviewing * Portfolio of evidence * Third party report |
| 1. Demonstrate problem solving skills | * Critical thinking process * Data analysis tools * Decision making * Creative thinking * Development of creative, innovative and practical solutions * Independence in identifying and solving problems * Solving problems in teams * Application of problem-solving strategies * Testing assumptions * Resolving customer concerns | * Written tests * Oral questioning * Interviewing * Portfolio of evidence * Third party report |
| 1. Manage ethical performance | * Meaning of ethics * Ethical perspectives * Principles of ethics * 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
* Group Discussion
* Presentations
* Assignments
* Q&A

**Recommended Resources**

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

# ENVIRONMENTAL LITERACY

**UNIT CODE**:BUS/CU/SC/BC/06/6/A

**Relationship to Occupational Standards**:

This unit addresses the Unit of Competency: Demonstrate Environmental Literacy

**Duration of Unit:** 40 hours

**Unit Description**

This unit describes the competencies required demonstrate environmental literacy.it involves controlling environmental hazard, controlling 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, monitoring activities on environmental protection/programs, analysing resource use and developing resource conservation plans.

**Summary of Learning Outcomes**

1. Control environmental hazard
2. Control environmental Pollution
3. Demonstrate sustainable resource use
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
8. Analyze resource use
9. Develop resource conservation plans

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

|  |  |  |
| --- | --- | --- |
| **Learning Outcome** | **Content** | **Methods of Assessment** |
| 1. Control environmental hazard | * Purposes and content of Environmental Management and Coordination Act 1999 * 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 questions * Oral questions |
| 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 questions * Oral questions * Role play |
| 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 questions * Oral questions * Role play |
| 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 questions * Oral questions * Role play |
| 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 |
| 1. Implement specific environmental programs | * Community needs and expectations * Resource availability * 5s of good housekeeping * Identification of programs/Activities * Setting of individual roles /responsibilities * Resolving problems /constraints encountered * Consultation with stakeholders | * Written questions * Oral questions * Role play |
| 1. Monitor activities on Environmental protection/Programs | * Periodic monitoring and Evaluation of activities * Gathering feedback from stakeholders * Analyzing 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 |
| 1. Analyze resource use | * Identification of resource consuming processes * Determination of quantity and nature of resource consumed * Analysis of resource flow through different parts of the process. * Classification of wastes for possible source of resources. | * Written tests * Oral questions * Practical test |
| 1. Develop resource Conservation plans | * Determination of efficiency of use/conversion of resources * Causes of low efficiency of use of resources * Plans for increasing the efficiency of resource use | * Written tests * Oral questions * Practical test |

**Suggested Methods of Instruction**

* Instructor led facilitation of theory
* Practical demonstration of tasks by trainer
* Practice by trainees
* Observations and comments and corrections by trainers

**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
* Company environmental management systems (EMS)
* Montreal Protocol
* Kyoto Protocol

# OCCUPATIONAL SAFETY AND HEALTH PRACTICES

**UNIT CODE:** BUS/CU/SC/BC/07/6/A

**Relationship to Occupational Standards**

This unit addresses the Unit of Competency: Demonstrate Occupational Safety and Health Practices

**Duration of Unit:** 40 hours

**Unit Description**

This unit specifies the competencies required to demonstrate occupational health and safety practices. It involves identifying workplace hazards and risk, identifying and implementing appropriate control measures to hazards and risks and implementing 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 Methods of Assessment**

|  |  |  |
| --- | --- | --- |
| **Learning Outcome** | **Content** | **Methods of Assessment** |
| 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 * Gathering of OSH issues and/or concerns | * Oral questions * Written tests * Portfolio of evidence * Third party report |
| 1. Control OSH hazards | * Prevention and control measures e.g. use of PPE * Risk assessment * Contingency measures | * Oral questions * Written tests * Portfolio of evidence * Third party report |
| 1. Implement OSH   programs | * Company OSH program, evaluation and review * Implementation of OSH programs * 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/01/6/A**

**Relationship to Occupational Standards**

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

**Duration of Unit:** 320 Hours

**UNIT DESCRIPTION**

This unit specifies the competencies required to procure organizations’ goods and services. It involves planning for procurement of organizations’ goods, works and services, procuring organizations’ goods, works and services, taking charge of procured goods and issuing procured goods.

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 Methods of Assessment**

|  |  |  |
| --- | --- | --- |
| **Learning Outcome** | **Content** | **Methods of assessment** |
| 1. Plan for   procurement of  organization’s goods, works and services | **Theory**   * Definition of terms   + Procurement   + Goods   + Works   + Services   + Purchasing   + Supply chain * Procurement department and its function * Why organizations buy goods, works and services * Relationship between procurement department and other functions of the organization * Documents used in the procurement process * Procurement plan and its Components   **Practice**   * Development of a consolidated procurement plan | * Written tests * Observation * Oral questioning * Third party report |
| 1. Procure organization’s goods, works and services | **Theory**   * Legal framework for public procurement * Procurement cycle   + Identification of needs   + Specification of needs/requirements   + Make or buy decision (market research)   + 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 * Initiate payment * Principles of procurement * Variety reduction / standardization * Procurement contracts and their components   **Practice**   * Development of procurement contracts * Evaluation of procurement documents * Development of sample   procurement documents | * Written tests * Observation * Oral questions * Third party report |
| 1. Take charge of procured goods | **Theory**   * Procedure for receiving procured goods   Documents used in the receiving process   * Documentation of received goods. * Warehousing/storage of goods   **Practice**   * Demonstrate inspection and receipt of goods * Demonstrate documentation of received goods. * Warehousing/storage of   goods | * Written tests * Observation * Oral questioning |
| 1. Issue procured goods | **Theory**   * Principles of issuing procured goods * Procedure of issuing goods * Documents used in issuing of goods and their preparation * Documentation of issued   Goods  **Practice**   * Demonstrate procedure of issuing goods * Demonstrate stock level   management | * Written tests * Observation * Oral questions * 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 Case Studies on Procurement, 2009

# WAREHOUSING OF PROCURED GOODS

**UNIT CODE: BUS/CU/SC/CR/02/6/A**

**Relationship to Occupational Standards**:

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

**Duration of Unit:** 300 Hours

**UNIT DESCRIPTION**

This unit specifies the competencies required to store procured goods. It involves designing/ layout a store / warehouse, maintaining layout 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. Design/ layout a store/warehouse
2. Maintain layout of goods in the store
3. Maintain records of stored goods
4. Maintain quality of stored goods
5. Maintain optimum stock levels
6. Secure stored goods

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

|  |  |  |
| --- | --- | --- |
| **Learning Outcomes** | **Content** | **Methods of Assessment** |
| 1. Design/ layout a store/ware house | **Theory:**   * Nature of procurement goods and their storage conditions * Types of warehouse/stores designs * Design of warehouses/stores * Flow, accessibility and space requirements for procurement goods/needs * Occupational Safety and Health Procedures in warehousing   **Practice**  Design of a storage warehouse | * Written tests * Observation * Oral questioning   Third party report |
| 1. Maintain layout of goods in the store | **Theory**   * Classification of procurement goods * Goods storage requirements * Arrangement of goods in warehouse layouts * Storage hygiene * Stacking methods * Storage and handling equipment   **Practice**   * 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 | **Theory**   * Types of stores ledgers * Stock utilization * Recording data in stores ledgers * Unit quantities * Costed quantities * Types of delivery documents * Inventory systems   **Practice**  Recoding of data in stores ledgers | * Written tests * Observation * Oral questioning * Third party   report |
| 1. Maintain quality of stored goods | **Theory**   * Types of storage pests * Storage pest control * Inventory valuation   + Weighted average   + FIFO   + LIFO * Stores handling methods * Storage/warehouse security measures and best practices * Legal requirements in   maintenance of stored goods  **Practice**   * Calculation of inventory value using FIFO and LIFO methods and weighted average | * Written tests * Observation * Oral questioning   Third party report |
| 1. Maintain optimum stock levels | **Theory**   * Purchase order process and procedures * Development of stock taking schedules * Stock verification and valuation * Demand forecasting methods   **Practice**   * Development of a stock taking schedule * Verification and   valuation of stock | * Written tests * Observation * Oral questioning   Third party report |
| 1. Secure stored goods | **Theory**   * Types of high value goods * Risks assessment and mitigation * Reinforced warehouse building materials * Advanced warehouse security and surveillance systems * Emergency security protocols   **Practice**  Securing of 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 Case Studies on Procurement, 2009

# DISTRIBUTION OF STORED GOODS

**UNIT CODE: BUS/CU/SC/CR/03/6/A**

**Relationship to Occupational Standards**

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

**Duration of Unit:** 360 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. Establish goods distribution channels
2. Organise goods distribution logistics
3. Track movement of goods
4. Oversee delivery of goods to customers

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

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| --- | --- | --- |
| **Learning Outcome** | **Content** | **Methods of Assessment** |
| 1. Establish goods distribution channels | **Theory**   * Customer prospecting * Factors affecting choice of distribution channels * Types of distribution channels * Development of customer location maps * Principles of cost minimization Establishment of distribution routes   **Practice**   * Develop customer location maps * Identify distribution channels * Establishment of distribution routes | * Written tests * Observation * Oral questioning * Third party report |
| 2. Organize goods distribution logistics | **Theory**   * Modes of transport * Factors affecting choice of modes of transport * Categories of goods * Transport and safety requirements * Cost effective measures in logistics * Routing the transport fleet * Transport fleet authorization protocols   **Practice**   * Development of a transport fleet route * Develop transport authorization documents * Assign transport fleet   route | * Written tests * Observation * Oral questioning * Third party report |
| 3. Track  movement of goods | **Theory**   * Types of transport tracking systems * Principles of transport tracking systems * Monitoring transport fleet tracking systems * Evaluation of transport fleet tracking systems * Review of transport fleet tracking systems * Demonstrate understanding of risks associated with different transport tracking systems   **Practice**  Monitor transport fleet tracking system | * Written tests * Observation * Oral questioning * Third party report |
| 4. Oversee delivery of goods to customers | **Theory**   * Key performance indicators in goods distribution * Staff supervision techniques * Resources for goods delivery * Types of documents * Processes and procedures in goods delivery   **Practice**   * Set key performance indicators * Supervise staff * Identification of resources for goods delivery * Assess risks associated with different transport tracking systems | * 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 Case Studies on Procurement, 2009
  + Sample emergency security protocols
  + Sample case studies on distribution,
  + Sample transport tracking systems,
  + Qualified staff

# SUPPLY CHAIN OPERATIONS MANAGEMENT

**UNIT CODE: BUS/CU/SC/CR/04/6/A**

**Relationship to Occupational Standards**:

This unit addresses the Unit of Competency: Manage Supply Chain Operations.

**Duration of Unit:** 340 Hours

**UNIT DESCRIPTION**

This unit specifies the competencies required to manage supply chain operations. It involves developing organizations’ procurement policy, planning and organizing supply chain operations, managing procurement staff, overseeing supply chain operations and controlling supply chain operations.

**Summary of Learning Outcomes**

1. Develop organisations procurement and asset disposal policy
2. Plan and organise supply chain operations
3. Manage procurement staff
4. Oversee supply chain operations
5. Control supply chain operations

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

|  |  |  |
| --- | --- | --- |
| **Learning Outcomes** | **Content** | **Methods of Assessment** |
| 1. Develop organisations procurement policy | **Theory**   * Principles of administration and management * Procurement cycle * Legal framework on procurement and asset disposal * Procurement procedures and regulations * Development of internal policy on procurement and disposal of assets * Development of standard operating procedures * Dissemination of procurement and asset   disposal policies to stakeholders   * Implementation of procurement and disposal policy * Monitoring, evaluating and review of procurement and disposal policies   **Practice**   * Develop standard operating procedures * Develop internal policy on procurement and disposal * Monitor, evaluate and   review procurement and disposal policy | * Written tests * Observation * Oral questioning * Third party report |
| 2. Plan and  organise supply chain operations | **Theory**   * Identification of departmental operational resources * Development of departmental   organizational structure   * Allocation of operational resources * Allocation of duties and responsibilities to procurement staff   **Practice**   * Develop a departmental organizational structure * Identify departmental operational resources * Allocate operational resources * Allocate duties and   responsibilities | * Written tests * Observation * Oral questioning * Third party report |
| 3. Manage procurement staff | **Theory**   * Development of procurement staff induction program * Induction of procurement staff * Setting performance targets * Motivation of procurement staff * Staff supervision procedures * Measuring procurement staff performance * Maintenance of procurement staff performance records * Monitoring staff adherence to standard operating procedures * Establishment of procurement staff capacity building program * Code of ethics   **Practice**   * Develop a procurement staff induction program * Implement procurement staff induction program * Set performance targets * Motivate procurement staff * Maintain Procurement staff performance records * Establish a procurement staff capacity building program | * Written tests * Observation * Oral questioning * Third party   report |
| 4. Oversee supply chain operations | **Theory**   * Leadership skills * Staff motivation techniques * Maintenance of procurement documents * Preparing procurement reports   **Practice**   * Maintain procurement documents * Motivate and/or reprimand * Adherence to workplace policy and legal requirements * Prepare procurement reports | * Written tests * Observation * Oral questioning * Third party report |
| 5. Control supply chain operations | **Theory**   * Formulation of procurement control mechanisms * Implementation of procurement control mechanisms * Monitoring, evaluation and review of supply chain operations   **Practice**   * Formulate procurement control mechanisms * Implement procurement control mechanisms * Monitor, evaluate and review supply chain operations | * Written tests * Observation * Oral questioning * Third party report |

**Suggested Methods of Instruction**

* + Direct instruction
  + Role play
  + Simulation
  + 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
  + Organisational 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 emergency security protocols
  + Sample case studies on supply chain operations
  + Supply chain court case decisions

# PROCUREMENT CONTRACTS MANAGEMENT

**UNIT CODE: BUS/CU/SC/CR/05/6/A**

**Relationship to Occupational Standards**

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

**Duration of Unit:** 300 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 Methods of Assessment**

|  |  |  |
| --- | --- | --- |
| **Learning Outcomes** | **Contents** | **Methods of Assessment** |
| 1. Monitor progress of procurement contracts | **Theory**   * Program monitoring * Risk management * Contract transition management * Performance management * Performance measurement * Vendor relationships * Contract evaluation * Contract termination * Development of tools for monitoring procurement contract progress * Development of procurement contract progress monitoring schedule * Implementation of procurement contract progress monitoring schedule * Preparation of procurement contract progress monitoring report. * Implementation of procurement contract progress report recommendations   **Practice**   * Develop tools for monitoring procurement contract progress * Develop procurement contract progress monitoring schedule | * Written tests * Observation * Oral questioning * Third party report |
| 1. Manage vendor relationships | **Theory**   * Preparation of Specifications of needs/requirements in contracts * Preparation of Bids * Evaluation of vendors * Awarding Contracts * Contract acceptance and negotiation * Incentives in managing vendor relationships * Flexibility in vendor relationships * Payment of vendors * Vendor appraisal   **Practice**   * Prepare specifications of needs * Evaluate vendors * Award contracts * Accept and negotiate contracts * Implement the contract | * Written tests * Observation * Oral questions * Third party report |
| 1. Evaluate vendor contract performance | * Appointment of vendor contract progress evaluation committee. * 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 * Termination of non-   performing vendor  contracts   * Negotiate Contracts | * Written tests * Observation * Oral questions * 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
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    - LPOs
    - Counter receipt
    - Counter issue voucher
    - inspection report form
    - Professional opinion
    - Prequalification lists
    - Contracts
    - Bid documents
    - Tender documents
  + Sample case studies on procurement contracts
  + Sample court case decisions
  + Sample tender advertisements

# ORGANIZATIONS’ ASSETS DISPOSAL

**UNIT CODE: BUS/CU/SC/CR/06/6/A**

**Relationship to Occupational Standards**

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

**Duration of Unit:** 300 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 Methods of Assessment**

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| --- | --- | --- |
| **Learning Outcomes** | **Contents** | **Methods of Assessment** |
| 1. Prepare list of assets for disposal | **Theory**   * 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 * Receiving notification of assets for disposal. * Verification of   assets for disposal   * Categories of assets for disposal * Appointment of a disposal committee * Assessment of Assets to be disposed * Preparation of an assessment report   **Practice**   * Identify reasons for asset disposal * Receive notification of assets for disposal. * Verify of assets for disposal. * Categorize of assets for disposal * Appoint a disposal committee * Assess Assets to be disposed * Prepare an assessment report | * Written tests * Observation * Oral questioning * Third party report |
| 2. Classify assets for disposal | **Theory**   * Identification and categorization Serviceable/surplu s assets, Unserviceable assets, Obsolete and obsolescent assets * Preparation of a classification report and its recommendation * Identification of suitable methods of assets disposal   **Practice**   * Identify and categorize Serviceable/surplus assets, Unserviceable assets, Obsolete and obsolescent assets * Prepare a classification report and its recommendation * Identify suitable methods of assets   disposal | * Written tests * Observation * Oral questioning * Third party report |
| 3. Execute  disposal orders | **Theory**   * Identification of methods of asset disposal * Seeking Relevant Authority to dispose * Preparation and dissemination of Schedules for asset disposal to relevant stakeholders. * Execution of the actual disposal   **Practice**   * Identify methods of asset disposal * Seek relevant and appropriate authority to dispose assets * Prepare and disseminate Schedules for asset disposal to relevant stakeholders   Execute asset disposal | * Written tests * Observation * Oral questioning * Third party report |
| 4. Prepare disposal certificate | **Theory**   * Documentation of disposal orders * Ratification of Disposal documents * Filing and maintenance of Disposal documents   **Practice**   * Document disposal orders * Ratify Disposal documents * File and maintain Disposal documents | * 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
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    - inspection report form
    - Professional opinion
    - Prequalification lists
    - Contracts
    - Bid documents
    - Tender documents
  + Sample case studies on procurement contracts
  + Sample court case decisions
  + Sample tender advertisements
  + Sample advertisement for disposal,
  + Kenya Gazette,
  + Records Disposal Act 2, 1990