

**THE REPUBLIC OF KENYA**

**COMPETENCY BASED CURRICULUM**

**FOR**

**STOREKEEPING MANAGEMENT**

**LEVEL 5**



TVET CDACC

P.O. BOX 15745-00100

NAIROBI

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**Council Secretary/CEO**

**TVET Curriculum Development, Assessment and Certification Council**

**P.O. Box 15745–00100**

**Nairobi, Kenya**

**Email:** **info@tvetcdacc.go.ke**

# 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. 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 business 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 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 labour force.

TVET Curriculum Development, Assessment and Certification Council (TVET CDACC) in conjunction with Supply Chain Management Sector 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 Management 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 Management Sector Skills Advisory Committee (SSAC) in ensuring that competencies required by the industry are addressed in the curriculum. I also thank all stakeholders in business 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 acquires the competencies that will enable them to perform their work more efficiently and effectively.

**COUNCIL SECRETARY/CEO**

**TVET CDACC**

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# ABBREVITIONS AND ACRONYMS

A Control version

AIDS Acquired Immunodeficiency Syndrome

BC Basic Unit

BUS Business

CBET Competency Based Education and Training

CDACC Curriculum Development Assessment Certification Council

CEO Council Secretary

CR Core Unit

CU Curriculum

HIVAcquired Immunodeficiency Virus

KCSE Kenya Certificate of Secondary Education

KNQA Kenya National Qualifications Authority

LCD Liquid Crystal Display

LPOs Local Purchase Orders

LSOs Local Services Orders

M&E Monitoring and evaluation

MROs Maintenance, Repair and Operating spares

OSH Occupational Safety and Health

PESTEL Political Environmental Social Technological Economic Legal

PPE Personal Protective Equipment

Q&A Questions and Answer

SK Storekeeping

SSAC Sector Skills Advisory Committee

SWOT Strength Weakness Opportunity Threat

TVET Technical and Vocational Education and Training

WIP Work- in- Progress

# KEY TO UNIT CODE

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

Industry or sector

Curriculum

Occupational area

Type of competency

Competency number

Competency level

Version control

#

# COURSE OVERVIEW

Store Keeping Level 5 consist of competencies that an individual must achieve to enable him/her to receive delivered goods, identify and codify goods, manage storage of goods, preserve stored goods, issue and dispatch goods and manage stores safety and security.

The course consists of basic and core units of learning as shown below:

**Basic Units of Learning**

|  |  |  |  |
| --- | --- | --- | --- |
| **Unit Code** | **Unit Title** | **Duration in Hours** | **Credit factor** |
| BUS/CU/SK/BC/01/5/A | Communication Skills | 25 | 2.5 |
| BUS/CU/SK/BC/02/5/A | Numeracy Skills | 40 | 4 |
| BUS/CU/SK/BC/03/5/A | Digital Literacy | 45 | 4.5 |
| BUS/CU/SK/BC/04/5/A | Entrepreneurial Skills | 70 | 7 |
| BUS/CU/SK/BC/05/5/A | Employability Skills | 50 | 5 |
| BUS/CU/SK/BC/06/5/A | Environmental Literacy | 25 | 2.5 |
| BUS/CU/SK/BC/07/5/A | Occupational Safety and Health Practices | 25 | 2.5 |
| **Total** | **280** | **28.0** |

**Core Units of Learning**

|  |  |  |  |
| --- | --- | --- | --- |
| **Unit Code** | **Unit Title** | **Duration in Hours** | **Credit Factor** |
| BUS/CU/SK/CR/01/5/A | Receipt of Goods | 100 | 10.0 |
| BUS/CU/SK/CR/02/5/A | Classification and Coding of Procured Goods | 100 | 10.0 |
| BUS/CU/SK/CR/03/5/A | Stores Management | 100 | 10.0 |
| BUS/CU/SK/CR/04/5/A | Preservation of Stored Goods | 100 | 10.0 |
| BUS/CU/SK/CR/05/5/A | Issuing and Dispatching Goods | 100 | 10.0 |
| BUS/CU/SK/CR/06/5/A | Stores Safety and Security | 100 | 10.0 |
| BUS/CU/SK/CR/07/5/A | Industrial Attachment | 360 | 36.0 |
| **Total** | **960** | **96.0** |
| **Grand total** | **1240** | **124.0** |

The total duration of the course is 1240 hours

**Entry Requirements**

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

1. Kenya Certificate of Secondary Education (KCSE) mean grade D plain

**Or**

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

**Industrial attachment**

An individual enrolled in this course will undergo an industrial attachment for a period of 360 hours in a warehouse/store.

**Trainer qualification**

The trainer for this course must have a qualification higher than these course

**Assessment**

The course will be assessed at two levels:

1. **Internal assessment**: conducted continuously by the trainer (internal assessor) who is monitored by an accredited internal verifier.
2. **External assessment:** conducted by an accredited external assessor who is monitored by an accredited external verifier.

The assessors and verifiers are registered by TVET CDACC which also coordinates external assessment.

**Certification**

An individual will be awarded a Certificate of Competency on demonstration of competence in a unit of competency. To be awarded a National Certificate in Storekeeping Management Level 5, an individual must demonstrate competence in all the units of competency.

These certificates will be awarded by TVET CDACC in conjunction with the training provider.

# BASIC UNITS OF LEARNING

##

# COMMUNICATION SKILLS

**UNIT CODE:** BUS/CU/SK/BC/01/5/A

**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:** BUS/CU/SK/BC/02/5/A

**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:** BUS/CU/SK/BC/03/5/A

**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:** BUS/CU/SK/BC/04/5/A

**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:** BUS/CU/SK/BC/05/5/A

**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
* Resources 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 organising 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:** BUS/CU/SK/BC/06/5/A

**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:** BUS/CU/SK/BC/07/5/A

**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 LEARNING

# RECEIPT OF GOODS

**UNIT CODE:** BUS/CU/SK/CR/01/5/A

**Relationship to Occupational Standards**

This unit addresses the Unit of Competency: Receive delivered goods.

**Duration of Unit:** 100 Hours

**Unit Description**

This unit specifies the competencies required to receive delivered goods. It involves planning to receive goods, receiving delivered inbound goods, inspecting, accepting or rejecting received goods or deliveries and processing the relevant documents.

**Summary of Learning Outcomes**

1. Plan to receive goods
2. Receive delivered inbound goods
3. Inspect received goods
4. Accept or reject deliveries
5. Process the relevant documents

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

|  |  |  |
| --- | --- | --- |
| **Learning Outcome**  | **Content**  | **Suggested Assessment Methods**  |
| 1. Plan to receive goods
 | * Introduction to store keeping
* Definition of terms
* Objectives of storekeeping
* Functions of a store keeper
* Types of goods in the store
* Documentation used in the store
* Different types of stores design
* Design a receiving schedule
* Differentiate the types of goods in store
* Document the receipt of goods
* Design the store layouts
 | * Written tests
* Observation
* Practical
* Oral questions
* Third party report
 |
| 1. Receive delivered inbound goods
 | * Procedure for receiving goods
* Specifications
* Definition
* Importance
* Types
* Unloading
* Unpacking
* Physical counting
* Handling of discrepancies
* Oversee the un-loading, un-packing, and loading of received goods
* Handle discrepancies during the receipt of goods
* Raise an appropriate requisition as a perquisite for receiving goods
 | * Written tests
* Observation
* Practical
* Oral questions
* Third party report
 |
| 1. Inspect received goods
 | * Definition of inspection of goods
* Importance of inspection of goods
* Methods of inspections
* Documentation used in inspection of goods
* Handling discrepancies in inspection
* Preparation of goods inspection reports
* Commissioning
* Carry out inspection of received goods
* Prepare a goods received report
* Handle discrepancies arising from the inspection process
 | * Written tests
* Observation
* Practical
* Oral questions
* Third party report
 |
| 1. Accept or reject deliveries
 | * Purchase contract requirements
* Terms and conditions
* Reasons for rejection of goods
* Possible actions/ remedies for rejected goods
* Acceptance and integration of goods into the store system
* Preparation of acceptance and/or rejection report
* Demonstrate evidence of communication of reasons for rejection
* Prepare acceptance/rejection report
 | * Written tests
* Observation
* Practical
* Oral questions
* Third party report
 |
| 1. Process the relevant documents
 | * Processing of goods delivery documents
* Preparation of goods rejection documents
* Raising goods received documents
* Preparation and updating store documents
* Processing documents for payments
* Use of information technology in the stores
* Prepare goods received documents
* Demonstrate evidence/Update the stores document
 | * Written tests
* Observation
* Practical
* 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
* Operational store
* Trainer/ instructor
* Trainee
* Classroom and classroom resources
* Occupational health and safety standards
* Government Circulars
* Storekeeping reference
* The Constitution of Kenya 2010
* Public Procurement and Asset Disposal Act 2015
* Public Officers Ethics Act (2016)
* 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
	+ Local Services Orders (LSOs)
	+ Local Purchase Orders (LPOs)
	+ Counter receipt
	+ Counter issue voucher
	+ Inspection report form
	+ Professional opinion
	+ Prequalification lists
	+ Material data sheets

# CLASSIFICATION AND CODING OF PROCURED GOODS

**UNIT CODE:** BUS/CU/SK/CR/02/5/A

**Relationship to Occupational Standards**

This unit addresses the Unit of Competency: identify and codify goods

**Duration of Unit:** 100 Hours

**Unit Description**

This unit specifies the competencies required to identify and codify goods. It involves categorizing items for coding, identifying of relevant codes for goods, assigning codes on goods and stocking of coded goods.

**Summary of Learning Outcomes**

1. Categorize items for coding
2. Identify relevant codes for goods
3. Assign codes on goods
4. Stock coded goods

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

|  |  |  |
| --- | --- | --- |
| 1. Categorize items for coding
 | * Defining the nature of goods
* Classification of goods
* Raw materials
* Finished goods
* Work-in-progress (WIP)
* Scrap
* Consumables
* Maintenance, repair and operating spares (MROs)
* Classify goods
* Identify classification methods
 | * Written tests
* Observation
* Practical
* Oral questions
* Third party report
 |
| 1. Identify relevant codes for goods
 | * Definition of coding
* Coding principles
* Characteristics of coding
* Objectives of coding
* Systems of coding

-Numerical-Alphabetical-Alpha-numerical-Decimal-Colour-Bar coding -Quick response coding* Advantages and disadvantages of each coding systems
* Identification of coding systems
* Categorize coding
* Development of a coding system
* Operation of coding system
 | * Written tests
* Observation
* Practical
* Oral questions
* Third party report
 |
| 1. Assign codes on goods
 | * The process of coding goods
* Selection of items for coding
* Application of coding system on goods
* Validation of coding system
* Monitoring and Evaluation (M&E)
* Select appropriate codes for assigning on goods
* Assign codes
* Validate coding
 | * Written tests
* Observation
* Practical
* Oral questions
* Third party report
 |
| 1. Stocking coded goods
 | * Process of stocking
* Sorting of the items/goods
* Different methods of sorting
* Integrating the goods into the store systems
* Sort the coded items
* Integrate the goods/items in the store system
 | * Written tests
* Observation
* Practical
* 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
* Operational store
* Trainer/ instructor
* Trainee
* The Constitution of Kenya 2010
* Public Procurement and Asset Disposal Act 2015
* Public Officers Ethics Act 2009
* 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

# STORES MANAGEMENT

**UNIT CODE:** BUS/CU/SK/CR/03/5/A

 **Relationship to Occupational Standards**

This unit addresses the Unit of Competency: Manage storage of goods.

 **Duration of Unit:** 100 Hours

 **Unit Description**

This unit specifies the competencies required to manage storage of goods. It involves maintaining stores layout, maintaining quality of goods, maintaining optimum stock levels, securing stored goods and maintaining records of stored goods.

**Summary of Learning Outcomes**

1. Maintain stores layout
2. Maintain quality of goods
3. Maintain optimum stock levels
4. Secure stored goods
5. Maintain records of stored goods

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

|  |  |  |
| --- | --- | --- |
| **Learning Outcome** | **Content** | **Suggested Assessment Methods** |
| 1. Maintain stores layout
 | * Definition of stores layout
* Principles of efficient store layout
* Objectives of stores layout
* Factors to consider for stores layout
* Types of store layout
* Advantages / disadvantages of each type of stores layout
* Identification of stores layout
* Setting up different stores’ layout
 | * Written tests
* Observation
* Practical
* Oral questions
* Third party report
 |
| 1. Maintain quality of goods
 | * Definition of quality of goods
* Quality perspectives
* Quality control
* Variety reduction
* Quality assurance
* Standardization
* Identify different quality of goods
* Conduct quality control checks on goods
* Conduct stock Standardization
* Conduct variety reduction
 | * Written tests
* Observation
* Practical
* Oral questions
* Third party report
 |
| 1. Maintain optimum stock levels
 | * Definition of stock levels
* Levels of stock
* Minimum stock level
* Maximum stock level
* Reorder level
* Buffer level
* Factors to be considered in setting stock levels
* Checking, reconciling and reviewing stock level
* Maintaining stock level records
* Maintaining stock levels
* Setting different stock levels
* Checking, reconciling and reviewing stock level
 | * Written tests
* Observation
* Practical
* Oral questions
* Third party report
 |
| 1. Secure stored goods
 | * Types of risks in the stores
* Mitigation of risks
* Factors to consider in choosing risk mitigation measures
* Risk Mitigation Implementation process
* Monitoring and reviewing process for risk mitigation measures
* Stock-taking, checking and audits
* Demonstrate evidence of risks and mitigation measures
* Undertake a stock taking/checking and audit exercise
 | * Written tests
* Observation
* Practical
* Oral questions
* Third party report
 |
| 1. Maintain records of stored goods
 | * Reason for maintaining inventory records
* Identification of Inventory records
* Initiating inventory records
* Process of updating inventory records
* Tracking inventory
* Demonstrate evidence of tracking movement inventory records
* Update inventory records
* Maintain and secure inventory records
 | * Written tests
* Observation
* Practical
* 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
	+ Trainer/ instructor
	+ Trainee
	+ Classroom and classroom resources
	+ The Constitution of Kenya 2010
	+ Public Procurement and Asset Disposal Act 2015
	+ Public Officers Ethics Act 2009
	+ 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

#  PRESERVATION OF STORED GOODS

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

**Relationship to Occupational Standards**

This unit addresses the Unit of Competency: Preserve stored goods

**Duration of Unit:** 100 Hours

**Unit Description**

This unit specifies the competencies required to preserve stored goods. It involves identifying methods of preservation, selecting the most appropriate preservation methods, implementing the preservation methods of goods, monitoring condition of stored goods and reviewing the goods preservation process/methods.

**Summary of Learning Outcomes**

1. Identify methods of preservation
2. Select the most appropriate preservation methods
3. Implement the preservation methods of goods
4. Monitor condition of stored goods
5. Review the goods preservation process/ methods

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

|  |  |  |
| --- | --- | --- |
| **Learning Outcome** | **Content** | **Suggested Assessment Methods** |
| 1. Identify methods of preservation
 | * Introduction to preservation of stored commodities/goods
* Reasons for preservation of stored commodities/goods
* Objectives of preservation of stored commodities/ goods
* Storage conditions of stored commodities/goods
* Factor to consider when choosing preservation method of stored commodities/ goods
* Preservation methods of stored commodities/ goods
* Preparing goods for preservation
* Implementing preservation process
* Monitoring and reviewing process/method of stored commodities
* Prepare goods for preservation
* Implement preservation methods on goods
 | * Written tests
* Observation
* Practical
* Oral questions
* Third party report
 |
| 1. Select the most appropriate preservation methods
 | * Identification of goods for preservation
* Types of preservation methods
* Merits and demerits of each preservation method
* Factors to consider in the choice of preservation method
* Identification of preservation methods
* Choice of preservation methods
 | * Written tests
* Observation
* Practical
* Oral questions
* Third party report
 |
| 1. Implement the preservation methods of goods
 | * Sort goods for preservation
* Process of preservation of goods
* Preservation method Implementation process
* Monitor and review process
* Sort goods for preservation
* Administer preservation method
* Monitor methods of goods preservation
 | * Written tests
* Observation
* Practical
* Oral questions
* Third party report
 |
| 1. Monitor condition of stored goods
 | * Identification of methods to be monitored
* Identification of monitoring tool
* Identification of preserved goods to be monitored
* Monitoring process
* Documentation of monitoring results
* Preparation of monitoring report
* Identify goods for preservation
* Prepare a monitoring report
 | * Written tests
* Observation
* Practical
* Oral questions
* Third party report
 |
| 1. Review the goods preservation process
 | * Identification of preservation process for review
* Factors to consider when reviewing the preservation processes
* Assessing the goods preservation process
* Implement the reviewed processes
* Monitoring the process
* Identify the processes for possible review
* Prepare a goods review preservation report
 | * Written tests
* Observation
* Practical
* 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
* Trainer/ instructor
* Trainee
* Classroom and classroom resources
* The Constitution of Kenya 2010,
* Public Procurement and Asset Disposal Act 2015
* Public Officers Ethics Act 2009
* Anti-Corruption and Economic Crimes Act 2003
* Public Finance Management Act 2012
* Suppliers manual 2009
* Organizational policy
* Sample procurement documents
	+ Goods received note
	+ Delivery notes
	+ Stock control cards - Stock’s ledgers
	+ Requisition memos
	+ LSOs
	+ LPOs
	+ Counter receipt
	+ Counter issue voucher
	+ inspection report form
	+ Professional opinion
	+ Prequalification lists
	+ Contracts
* Sample case studies on preservation of goods
* Sample court case decisions
* Sample tender advertisements
* Preservation manuals

# ISSUING AND DISPATCHING GOODS

**UNIT CODE:** BUS/CU/SCK/CR/05/5/A

 **Relationship to Occupational Standards**

This unit addresses the Unit of Competency: Issue and dispatch goods.

 **Duration of Unit:** 100 Hours

 **Unit Description**

This unit specifies the competencies required to issue and dispatch goods. It involves receiving requisitions for stored goods, preparing to issue requested goods, identifying and picking the goods from the stores, arranging/packaging requested goods for issue, dispatching issued goods from the store and updating store records.

**Summary of Learning Outcomes**

1. Receive requisitions for stored goods
2. Prepare to issue requested goods
3. Identify and pick the goods from the stores
4. Arrange/package requested goods for issue
5. Dispatch issued goods from the store
6. Update stores records

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

|  |  |  |
| --- | --- | --- |
| **Learning Outcome** | **Content** | **Suggested Assessment Methods** |
| 1. Receive requisitions for stored goods
 | * Introduction to stores requisition process
* Stores requisition documents
* Store’s specifications
* Relationship between procurement plan and the stores requisition
* Process stores requisition documents
* Link procurement plan to stores requisition
 | * Written tests
* Observation
* Practical
* Oral questions
* Third party report
 |
| 1. Prepare to issue requested goods
 | * Authority to issue goods
* Issuing procedure
* Methods for issuing goods
* Order picking methods
* Resources, equipment and facilities for issuing goods
* Goods issuing schedules
* Prepare the issuing schedule
* Identify and use resources/facilities for issuing goods
* Order picking methods
 | * Written tests
* Observation
* Practical
* Oral questions
* Third party report
 |
| 1. Identify and pick the goods from the stores
 | * Preparation of order picking list
* Logical arrangements of goods on order picking list
* Order-picking
* Verification of picked goods
* Movement of picked good.
* Prepare order picking list
* Arrange goods in order of picking list
* Verify picked goods
 | * Written tests
* Observation
* Practical
* Oral questions
* Third party report
 |
| 1. Arrange/package requested goods for issue
 | * Sort picked goods
* Check for quality and specification of picked goods
* Package picked goods
* Verify picked goods /items
* Sort picked goods
* Verify quality and specification of picked goods
* Package picked goods
 | * Written tests
* Observation
* Practical
* Oral questions
* Third party report
 |
| 1. Dispatch issued goods from the store
 | * Removal of goods from store system
* Issuing schedules
* Issuing of stores for internal user
* Dispatch of goods to external users
* Remove goods from the store system
* Prepare issuing schedules
* Prepare issuing stores for internal users
* Prepare issuing stores for dispatch
 | * Written tests
* Observation
* Practical
* Oral questions
* Third party report
 |
| 1. Update stores records
 | * Bin card /ledger entries
* Updating stock records
* Accounting for stores
* Make bin card entries
* Update stock records
* Account for stores
 | * Written tests
* Observation
* Practical
* 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**

* Documentation of disposal orders
* Ratification of Disposal documents
* Filing and maintenance of Disposal Documents Practice
* Document disposal orders
* Ratify Disposal documents
* Issuing manuals
* Dispatch manuals
* 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
* Bid documents
* Tender documents
* Sample case studies on procurement
* Sample advertisement for disposal
* Kenya Gazette
* Records Disposal Act

# STORES SAFETY AND SECURITY

**UNIT CODE:** BUS/CU/SK/CR/06/5/A

**Relationship to Occupational Standards**

This unit addresses the Unit of Competency: Manage stores safety and security

**Duration of Unit:** 100 Hours

**Unit Description**

This unit specifies the competencies required to manage stores safety and security. It involves maintaining proper hygiene of stores, observing good housekeeping practices, preparing fire and safety emergency plan, ensuring compliance with the legal requirements and workplace safety, securing entry and exit points and ensuring proper custody of store keys and security equipment.

**Summary of Learning Outcomes**

1. Maintain proper hygiene of stores
2. Observe good housekeeping practices
3. Prepare fire and safety emergency plan
4. Ensure compliance with legal requirements and workplace safety
5. Secure entry and exit points
6. Ensure proper custody of store keys and security equipment

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

|  |  |  |
| --- | --- | --- |
| **Learning Outcome** | **Content** | **Suggested Assessment Methods** |
| 1. Maintain proper hygiene of stores
 | * Washrooms
* Wholesome drinking water
* Aeration and ventilation
* Dust and dirt removal
* Proper lighting
* Maintain cleanliness in the storeroom
* Provide wholesome drinking water
* Control pest
* Maintain washroom facilities
* Aerate and ventilate storeroom
* Lighting
 | * Written tests
* Observation
* Practical
* Oral questions
* Third party report
 |
| 1. Observe good housekeeping practices
 | * Gangways
* Tools and equipment
* Waste disposal
* Lock facilities
* Spillage
* Clear aisle
* Prepare and maintain gangways
* Maintain tools and equipment
* Ensure appropriate waste disposal
* Ensure provision of locker facilities
* Control spillage
* Maintain clear aisle
 | * Written tests
* Observation
* Practical
* Oral questions
* Third party report
 |
| 1. Prepare fire and safety emergency plan
 | * Fire detection and warning systems
* Emergency lighting
* Firefighting facilities and equipment
* Emergency routes and exists
* Fire safety signage and notices
* Usage and maintain firefighting facilities
* Provision of emergency and exist
* Ensure provision of safety signage and notices
* Position firefighting equipment
 | * Written tests
* Observation
* Practical
* Oral questions
* Third party report
 |
| 1. Ensure compliance with legal requirements and workplace safety
 | * Registration of stores area/workshop
* Relevant safety and health notices
* Safety and health risk assessment
* Information on safety and health issues
* Safety and health training
* First aid boxes
* Personal protection equipment and clothing
* Assess safety risks
* Identify and demonstrate usage of personal protective equipment
* Label safety and health notices
* Conduct health and safety training
 | * Written tests
* Observation
* Practical
* Oral questions
* Third party report
 |
| 1. Secure entry and exit points
 | * Anti-theft locks
* Surveillance equipment
* Bar coding system
* Burglar proofing
* Manning exists and entry points
* Access authorized personnel
* Mann entry and exist points
* Use security systems
* Raise key movement register
 | * Written tests
* Observation
* Practical
* Oral questions
* Third party report
 |
| 1. Ensure proper custody of store keys and security equipment
 | * Accounting for inventory
* Custody for inventory
* Keys movement register
* Double responsibilities for locking
* Report key loose/misplacement
* Account for inventory
* Raise key movement register
 | * Written tests
* Observation
* Practical
* 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
* Trainer/ instructor
* Trainee
* Classroom and classroom resources
* Safety registers
* Safety signage
* First aid boxes
* The Constitution of Kenya 2010,
* Public Procurement and Asset Disposal Act 2015
* Public Officers Ethics Act 2009
* 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 - Stocks ledgers
	+ Requisition memos
	+ LSOs
	+ LPOs
	+ Counter receipt
	+ Surveillance equipment
	+ Counter issue voucher
	+ inspection report form
	+ Professional opinion
	+ Prequalification lists
	+ Fire safety equipment
	+ Contracts
	+ Safety abstracts and notices (OSHA)
	+ Bid documents
	+ Tender documents
* Sample case studies on procurement