ZIMBABWE

MINISTRY OF HIGHER AND TERTIARY EDUCATION, INNOVATION, SCIENCE AND TECHNOLOGY DEVELOPMENT

HIGHER EDUCATION EXAMINATIONS COUNCIL

(HEXCO)

2023

REGULATIONS AND MODULES FOR THE

NATIONAL CERTIFICATE

IN

PURCHASING AND SUPPLY MANAGEMENT

Course Code: **371/22/CO/0**

Implementation date: January 2023

HERITAGE-BASED EDUCATION 5.0

PART I: REGULATIONS

PREAMBLE

The course is designed to develop a gender sensitive Purchasing Assistants with the necessary knowledge, skills and attitudes to satisfy the basic Procurement & Supply Chain function in an organization across industries in the economy in a sustainable manner. The total duration of the course is 980 notional hours spread over a period of one year of institutional based education. The entry requirement is English Language passed at Ordinary Level with grade C or better and any other four ordinary level or National Foundation Certificate (NFC) subjects or equivalent. The course is offered on a Full-time, Part-time, Block Release, Open Distance Learning (ODeL) or Part Qualification on a Single Modular basis (The single module part qualification pathway is exempted from 5 O' levels requirement). The trainee will be assessed through continuous assessment, and written examinations. The course will consider gender mainstreaming, sustainable development, physical challenges, health disposition and intersections between race, class and culture. It shall embrace innovative heritage-based education and training philosophy to solve national problems and to produce goods and services for industrialization and modernization.

CONSULTATIONS	YEAR
Institute of Purchasing and Supply (Zimbabwe)	2022
Gweru Polytechnic	2022
Masvingo Polytechnic	2022
Harare Polytechnic	2022
Kushinga Phikelela	2022
Kwekwe Polytechnic	2022
Mega Market PVT LTD Finance and warehousing	2022
Ruwa City Council	2022
Chegutu municipality	2022
Mutoko General Hospital	2022
Chikomba Rural District	2022

1.0   TITLE AND LEVEL OF AWARD

National Certificate in Purchasing and Supply Management.

2.0   AIM

The aim of the course is to develop a Purchasing Assistant with the knowledge, skills and attitudes to satisfy the Procurement & Supply Chain function in an organization across industries of all sectors of the economy.

3.0   LEARNING OUTCOMES

By the end of the course the student should be able to:

3.1   process purchasing/procurement transactions and tender documents.

3.2   facilitate movement of materials and goods.

3.3   receive and store materials and goods.

3.4   dispatch materials and goods

3.5   communicate purchasing and supply information to other departments.

3.6   use a computer to process, store and retrieve data

3.7   demonstrate patriotism

3.8   operate a sustainable business

4.0 COURSE STRUCTURE

	MODULES	CODE	DURATION HOURS
	SEMESTER 1		
1.	Workplace Communication	310/22/M01	80
2.	Supply chain operations	367/22/M07	100
3.	Procurement Practice	371/22/M02	100
4.	Logistics Management	371/22/M03	100
5.	Business Computing and Digital Literacy	310/22/M04	120
6.	National Studies	402/22/M01	80
7.	Skill Proficiency	371/22/M07	
	SEMESTER 2		
8.	Stakeholder Management	371/22/M04	120
9.	Stores & Warehouse Management	371/22/M05	120
10.	Fundamentals of International Purchasing practice	371/22/M01	100
11.	Entrepreneurial Skills Development	402/22/M01	80
12.	Skill Proficiency	371/22/M07	
	TOTAL NUMBER OF HOURS		**980**

5.0 COURSE DURATION

The course duration is 980 notional hours of institutional based education

6.0 ENTRY REQUIREMENTS

The entry requirements for the course are:

i. English Language passed at Ordinary Level with grade C or better and any other four ordinary level or National Foundation Certificate (NFC) subjects or equivalent.
ii. The single module part qualification pathway is exempted from 5 O' levels requirement.
iii. The single modular part qualifications should be taken 1 (one) module at a time by those without 5 Ordinary levels.

7.0   MODE OF STUDY

Full time: **980 notional hours**.
Part time**:   980 notional hours**
Block release: **980 notional hours**.
Open Distance Learning: **980 notional hours**

8.0   ASSESSMENT SCHEME

EXAMINABLE MODULE AND CODE	MODE OF ASSESSMENT		TOTAL
	WRITTEN EXAMINATION 40%	CONTINUOUS ASSESSMENT 60%	
Workplace Communication **310/22/M01**	3 hour paper	A minimum of • 2 practical assignments – 20% • 2 theory assignments – 20% • 2 tests – 20%	100%
Fundamentals of International Purchasing practice **371/22/M01**	3 hour paper	A minimum of • 2 practical assignments – 20% • 2 theory assignments – 20% • 2 tests – 20%	100%
Procurement Practice **371/22/M02**	3 hour paper	A minimum of • 2 practical assignments – 20% • 2 theory assignments – 20% • 2 tests – 20%	100%
Logistics Management **371/22/M03**	3 hour paper	A minimum of • 2 practical assignments – 20% • 2 theory assignments – 20% • 2 tests – 20%	100%
Business Computing and Digital Literacy **310/22/M04**	3-hour practical paper (Wordprocessing, Spreadsheet, Databases and Presentation packages) 100%	A minimum of • 2 practical assignments – 20% • 2 theory assignments – 20% • 2 tests – 20%	100%

Stakeholder Management **371/22/M04**	3 hour paper	A minimum of • 2 practical assignments – 20% • 2 theory assignments – 20% • 2 tests – 20%	100%
Stores & Warehouse Management **371/22/M05**	3 hour paper	A minimum of • 2 practical assignments – 20% • 2 theory assignments – 20% • 2 tests – 20%	100%
Supply chain Operations **367/22/M07**	3 hour paper	A minimum of • 2 practical assignments – 20% • 2 theory assignments – 20% • 2 tests – 20%	100%
National Studies **401/22/M01**	3 hour paper	A minimum of • 2 practical assignments – 20% • 2 theory assignments – 20% • 2 tests – 20%	100%
Entrepreneurial Skills Development **402/22/M01**	3 hour paper	A minimum of • 2 practical assignments – 20% • 2 theory assignments – 20% • 2 tests – 20%	100%
Skill Proficiency **310/22/M07**		Submit marks	100%

9.0   GRADING

0% to 49%   -   Fail

50% to 59%   -   Pass

60% to 79%   -   Credit

80% to 100%   -   Distinction

10.0   CONDITIONS OF AWARD

10.1 A candidate should attend 100% learning sessions to qualify for examinations. An approved absence shall be considered as a present.

10.2 Approved absenteeism shall not exceed 15% of the learning sessions.

10.3 The final mark should be obtained through aggregation provided the candidate scores at least 50 % in each of continuous assessment and examinations.

10.4 The pass mark shall be 50 %

10.5 A candidate should pass all modules to be awarded a National Certificate in Purchasing and Supply Management.

10.6 Single module candidates will be awarded part certificates in passed single modules.

11.0 RE-WRITE

11.1 Re-writes should conform to current course structure.

11.2 Candidates should pass at least two thirds of the course to qualify for a referral.

11.3 Any candidate who fails to pass at least two thirds of the course should repeat the failed modules.

11.4 A candidate is given no time limit in which to re-write the failed module (s).

11.5 There is no aggregation for rewrites.

11.6 All re-writes should pass on performance in the examination.

11.7 If a candidate fails coursework he/she repeats the module.

12.0 EXEMPTIONS AND TRANSFER OF CREDITS

12.1 Exemptions are only granted in modules already attained from a complete accredited qualification provided an exemption certificate specifying exempted modules is produced.

12.2 Transfer of credits are only granted in modules passed from accredited course programmes.

12.3 Exemption or Transfer of credits certificate should be applied for at enrolment stage and produced before registration of examinations.

13.0 IRREGULAR PRACTICES

13.1 Cheating in examination will result in disqualification from the whole course and all other HEXCO courses. The candidate will be suspended for one (1) year.

13.2   Plagiarism with a similarity index of more than 15% in any of the assessments will result in automatic disqualification of the module.

14.0   RESOURCES

14.1   Lecturer Qualifications

A minimum of a National Diploma in Purchasing and Supply Management or equivalent

14.2   Facilities

14.2.1 Lecture rooms/classrooms grid

14.3   Tools and Equipment

14.3.1 Chalkboard, flipchart boards, white boards on stands, overhead projectors, slides and transparencies.

14.3.2 Furniture (desk and chair per student)

14.3.3 An equipped computer laboratory.

15.0   SUGGESTED REFERENCES

- Chizikani A.R. (2010) *Commercial Law in Zimbabwe*: Word and Image Publications. Harare
- Johnson G, Scholes K. & Whittington R. (2010) *Exploring Strategy: Text and Cases. 9th edition:* Prentice Hall. Harlow
- Killen, K.H. (1995) *Managing Purchasing*: Irwin London
- Lewis, C. (1997) *Demand Forecasting and Inventory Control*. Butterworth. London
- Wild, T. (2002) *Best Practice in Inventory Management*. Butterworth. London
- Gary, J. (1994) *Purchasing and the Management of Materials.7thEdition* John Willey and Sons New York

- Lysons, K. (2010) *Purchasing and Supply Management*. Prentice Hall. London: Management Homewoods: Irwin
- Lysons, K. & Farrington B. (2012) *Purchasing and Supply Chain Management*: Pearson Times, London

- Jessop, D. (2010) Storage and Supply of Materials. Pitman London:

- Killen, K.H. (2000) Managing Purchasing: Irwin London

- Lewis, C. (2012) Demand Forecasting and Inventory Control. Butterworth. London

- Wild, T. (2014) Best Practice In Inventory Management. Butterworth. London

- Gary, J. (1994) Purchasing and the Management of Materials. 7th Edition John Willey and Sons New York

PART 2: COURSE MODULES

Module Code:	**371/22/M01**
Module Title:	**Fundamentals of International Purchasing practice**
ZNQF Level:	**4**
Credits:	10
Duration:	100 hours
Relationship with Qualification Standards:	Based on Unit Standard
Pre-requisite modules:	N/A
Purpose of Module:	This unit enables an individual to have an appreciation of international purchasing. Procuring goods from outside the country, inclusive of information gathering, use of agents, freight forwarding etc. Access to this module is open to all target groups including unemployed youths, women and men wishing to establish or improve SMEs in any sector.
List of Learning Outcomes:	**LO1. Understand** International Purchasing **LO2. Know the** Procedures and Documentation in International Purchasing **LO3. Understand Challenges in international purchasing** **LO4. Define c**ommercial aspects in International Contracting **LO5. Know the p**ayment procedures and methods in International Purchasing **LO6. Identify the i**nstitutions involved in promoting International Purchasing **LO7. Explain the sources of information about international suppliers**
Learning Outcome 01	**L01: Understand International Purchasing**

Assessment Criteria:	1.1 Understand the Nature of international purchasing 1.2 Know the Reasons for international purchasing
Content:	1. Understand the Advantages and rationale of buying from abroad. 2. Explain the Role of international purchasing in the supply chain. 3. Evaluate Factors influencing international trade.
Assessment Tasks:	1. Written and/or oral assessment on the skills and knowledge required to hold stock as outlined in the assessment criteria. 2. Written and or oral assessment on factors considered in establishing Warehouses based on the performance criteria of the Qualification Standard Purchasing Assistant. 3. Written and/ or oral assessment on security systems, stores layout and materials handling.

Conditions/Context of assessment	1. Written and/or oral assessment can be conducted in a classroom environment. Oral assessment can also be conducted by the assessor during the performance of the practical assessment by the trainees.
	
	2. The practical assessment will be conducted in the workplace or simulated work environment in the training institution.
	
	3. The context of assessment should include the facilities, tools, equipment and materials listed below.
	    • Computers
	    • Printers
	    • Data Storage Devices
	    • Airtime
	    • Identification Cards
	    • Internet Connectivity
	    • Stationery
	    • Vehicle

Learning Outcome 02	**LO2: Know the Procedures and Documentation in International Purchasing**

Assessment Criteria	1. Explain the Methods of specifying requirements in international purchasing. 2. Analyse Methods of certifying quality of goods for international markets. 3. Understand dispute resolution methods in international purchasing. 4. Clearing and forwarding goods from overseas suppliers. 5. Identify Documents used in international purchasing
Content	1. Determining product specification. 2. Understand National and international standards of product specification (ISO). 4. Able to source potential suppliers 5. Analyse Factors considered in selecting international modes of transport. 6. Understand methods of Settling disputes in international purchasing. 7. Clearing and forwarding goods from overseas suppliers. 8. Identify Documents used in international purchasing.
Assessment Tasks	1. Written and/or oral assessment on the skills and knowledge required to present data as outlined in the assessment criteria. 2. Practical assessment on construction of stock records based on the performance criteria of the Qualification Standard management.

Conditions/Context of assessment	1. Written and/or oral assessment can be conducted in a classroom environment. Oral assessment can also be conducted by the assessor during the performance of the practical assessment by the trainees.
	2. The practical assessment will be conducted in the workplace or simulated work environment in the training institution.
	3. The context of assessment should include the facilities, tools, equipment and materials listed below.
	   • Computers
	   • Printers
	   • Data Storage Devices
	   • Airtime
	   • Identification Cards
	   • Internet Connectivity
	   • Stationery

	• Vehicle
Learning Outcome 03	**LO3: Understand Challenges in international purchasing**
Assessment Criteria	3.1 Understand Challenges faced in international purchasing 3.2 Overcoming challenges in international purchasing
Content	1. Identify Challenges faced in international purchasing 2. Overcoming challenges in international purchasing
Assessment Tasks	1. Written and/or oral assessment on the skills and knowledge required to analyse data as outlined in the assessment criteria. 2. Practical assessment on storage systems based on the performance criteria of the Qualification Standard Purchasing Assistant.

Conditions/Context of assessment	1. Written and/or oral assessment can be conducted in a classroom environment. Oral assessment can also be conducted by the assessor during the performance of the practical assessment by the trainees.
	2. The practical assessment will be conducted in the workplace or simulated work environment in the training institution.
	3. The context of assessment should include the facilities, tools, equipment and materials listed below.
	    • Computers
	    • Printers
	    • Data Storage Devices
	    • Airtime
	    • Identification Cards
	    • Internet Connectivity
	    • Stationery
	    • Vehicle

Learning Outcome 04	**LO4: Understand** Commercial Aspects in International Contracting.
Assessment Criteria	4.1 Identify commodity markets 4.2 Financing arrangements in international purchasing 4.3 Abide by Ethical Issues in international purchasing

Content	1. Identify commodity markets 2. Understand Financing arrangements in international purchasing 3. Abide by Ethical Issues in international purchasing 4. Understand Factors considered in selecting suitable international modes of transport.
Assessment Tasks	1 Written and/or oral assessment on the skills and knowledge required to solve payroll problems as outlined in the assessment criteria. 2 Practical assessment on stocktaking based on the performance criteria of the Qualification Standard Purchasing Assistant.

Conditions/Context of assessment	1 Written and/or oral assessment can be conducted in a classroom environment. Oral assessment can also be conducted by the assessor during the performance of the practical assessment by the trainees.
	2 The practical assessment will be conducted in the workplace or simulated work environment in the training institution.
	3 The context of assessment should include the facilities, tools, equipment and materials listed below.
	    • Computers
	    • Printers
	    • Data Storage Devices
	    • Airtime
	    • Identification Cards
	    • Internet Connectivity
	    • Stationery
	    • Vehicle

Learning Outcome 05	**LO5: Know the** Payment Procedures and Methods in International Purchasing

Assessment Criteria	5.1 Evaluate Factors to consider in processing payments in international purchasing. 5.2 Perform the Payment procedure in international purchasing
Content	1. Evaluate Factors to consider in processing payments in international purchasing. 2. Perform Payment procedures in international purchasing
Assessment Tasks	1. Written and/or oral assessment on the skills and knowledge required to dispose stock as outlined in the assessment criteria. 2. Practical assessment on determining stock/items for disposal based on the performance criteria of the Qualification Standard in Management.
Conditions/Context of assessment	1. Written and/or oral assessment can be conducted in a classroom environment. Oral assessment can also be conducted by the assessor during the performance of the practical assessment by the trainees. 2. The practical assessment will be conducted in the workplace or simulated work environment in the training institution. 3. The context of assessment should include the facilities, tools, equipment and materials listed below. - Computers - Printers - Data Storage Devices - Airtime - Identification Cards - Internet Connectivity - Stationery - Vehicle
Learning Outcome 06	**LO6 Identify** Institutions Involved in Promoting International Purchasing
Assessment criteria	6.1 Identify Institutions Involved in Promoting International Purchasing. 6.2. Understand The role of institutions in promoting international purchasing. 6.3. Understand The role of government in promoting international purchasing. 6.4. Identify Regional blocks involved in international purchasing.

Content	6.1 Identify Institutions Involved in Promoting International Purchasing (Commercial Banks, Zimtrade, ZNCC, etc)
	6.2. Understand The role of institutions in promoting international purchasing.
	6.3. Understand The role of government in promoting international purchasing (Ministry of Industry & Trade)
	6.4. Explain the role played by Regional blocks in international purchasing (SADC, COMESA, etc.)
Assessment Tasks	1. Written and/or oral assessment on the skills and knowledge required to dispose stock as outlined in the assessment criteria.
	2. Practical assessment on determining stock/items for disposal based on the performance criteria of the Qualification Standard in Management.
Conditions/Context of assessment	1. Written and/or oral assessment can be conducted in a classroom environment. Oral assessment can also be conducted by the assessor during the performance of the practical assessment by the trainees.
	2. The practical assessment will be conducted in the workplace or simulated work environment in the training institution.
	3. The context of assessment should include the facilities, tools, equipment and materials listed below.
	• Computers
	• Printers
	• Data Storage Devices
	• Airtime
	• Identification Cards
	• Internet Connectivity
	• Stationery
	• Vehicle
Learning Outcome 07	**LO7. Explain the Sources of information for international suppliers**
Assessment criteria	7.1 Professional contacts
	7.2 Trade Journals
	7.3 Directories
	7.4 Trading companies
	7.5 Exhibits
	7.6 Internet
Content	1.Professional contacts
	2.Trade Journals
	3. Directories
	4. Trading companies

	5. Exhibits 6. Internet
Assessment Tasks	1. Written and/or oral assessment on the skills and knowledge required to dispose stock as outlined in the assessment criteria. 2. Practical assessment on determining stock/items for disposal based on the performance criteria of the Qualification Standard in Management.
Conditions/Context of assessment	1. Written and/or oral assessment can be conducted in a classroom environment. Oral assessment can also be conducted by the assessor during the performance of the practical assessment by the trainees. 2. The practical assessment will be conducted in the workplace or simulated work environment in the training institution. 3. The context of assessment should include the facilities, tools, equipment and materials listed below. • Computers • Printers • Data Storage Devices • Airtime • Identification Cards • Internet Connectivity • Stationery • Vehicle

Approach to Teaching and Learning:

1. Observation of adult learning principles.
2. Both institution-based and work-based learning to facilitate the integration of theory and practice.
3. Face-to-face education and learning.
4. Problem-based learning.
5. Online/distance education and learning.
6. Blended/hybrid education and learning.
7. Use of social media.

Approach to Assessment:

1. Weighting of practical and theory assessment: 70% theory and 30% practical.
2. Weighting of institution-based and work-based assessment: 50% institution-based assessment and 50%.
3. Oral assessment to be conducted by a panel of two or more assessors.

4. RPL assessment.

5. Portfolio of evidence.

6. Assessment of work conducted by both individual learners and teams of learners.

Assessment Specification Grids

Learning Outcome		Weighting %
1	Introduction to International Purchasing	15
2	Procedures and Documentation in International Purchasing	20
3	Challenges in international purchasing	15
4	Commercial Aspects in International Contracting	15
5	Payment Procedures and Methods in International Purchasing	15
6	Institutions Involved in Promoting International Purchasing	10
7	Sources of information for international suppliers	10
Total		**100%**

Resources:

1. Qualifications and experience of Trainers, Assessors and Moderators

All trainers, assessors and moderators should have undergone ZNQF accredited training programmes and should have qualifications and experience recognised by the Zimbabwe National Qualifications Authority (ZNQA).

2. Facilities, Tools, Equipment and Materials

- Computers
- Printer
- Data storage device
- Airtime
- Identification records
- Internet connectivity
- stationery
- Vehicle
- Insulation tape
- Mutton cloth

3. Learning Resources

Relevant training manual (learners' guide) and facilitators' guide

4. Reference Materials (recommended textbooks, recommended readings)

Bailey, P Farmer, D, Crocker B Jessop and Jones D, (2008) Procurement principles and management 10 edition Prentice Hall Pearson Education limited England

Handfield, R, B Monczka R, M, Giunipero L, C and Patterson (2009) Sourcing and supply chain management 4 the edition end, South Western Cengage Learning Canada

International trade centre (2017) module 6 Developing supply strategies

International Trade centre (2015) Specifying requirements and planning supply, international Purchasing and supply management modular learning system UCTAD/WTO

Leenders, M, Johnson Pf Flynn, Ae and Fearon H E (2006) Purchasing and supply management. McGraw Hill Irwin USA

Lysons, K. (2006) Purchasing and Supply Management: Pearson Education Limited. England:

Lysons K and Farrington B (2016) Procurement and Supply Management 9th ed. Pearson Education Ltd. UK

Wisner JD Leong, Tan k.c (2005) Principles of supply chain management: A Balanced approach. Southern - Western Thomson, USA.

Zenz, Gary J. (1994) Purchasing and the Management of Materials. Seventh Edition John Willey and Sons New

Module Code:	**371/22/M02**
Module Title:	**PROCUREMENT PRACTICE**
ZNQF Level:	**4**
Credits:	10
Duration:	100 hours
Relationship with Qualification Standards:	Based on Unit Standard **PROCUREMENT** of Qualification Standard for A Procurement Clerk
Pre-requisite modules:	N/A

Purpose of Module:	This module describes the skills, knowledge and attitudes required by a Procurement Clerk to configure procurement operations by applying the fundamentals of procurement to specific types of procurement, set plans for procurement, implement the procurement principles and improve the performance of the procurement. This module is important, as it will ensure that goods and services flow continuously and efficiently into organizations in order to meet user departments' needs. This gives business entities that use proper procurement principles a competitive edge to our position rivals through the attainment of five rights, procuring right quality requirements, in the right quantities, from the right source, to be delivered at the right time and to right place, at the right price. This module targets individuals who are interested in procurement processes. It caters for youths and adults as well as men and women. It is useful for both established businesses and upcoming indigenous business enterprises.
List of Learning Outcomes:	**LO1: Prepare procurement plans and budgets** **LO2: Compile procurement requirements** **LO3: Maintain supplier database** **LO4: Process procurement documents** **LO5: Develop procurements strategies** **LO6: Negotiate Contracts** **LO7: Manage procurement risks**

Learning Outcome 01	Prepare Procurement Plans and Budgets
Assessment Criteria:	1.1 Organisational requirements are established. 1.2 Cost estimates are in line with prevailing market rates. 1.3 Quantities are in line with Organisational requirements. 1.4 Product specifications are in line with user needs. 1.5 Budgets and plans prepared in line with Organisational policies. 1.6 Procurement priorities established and adhered to.
Content:	**1.1. Establish the organizational requirements** • **Requisitioning process** • **Types off requisitions** **1.2. Estimate costs in line with prevailing market rates** • **Use of price lists** • **Compile pricelist** • **Supply market research** **1.3. Ascertain that quantities are in line with organizational requirements** • **Stock registers** **1.4. Ensure that product specifications are in line with user needs** • **Specifications** • **Types of specifications** **1.5. Prepare budgets and plans in line with Organisational Policies** • **Material planning** • **Material budgets** • **Budget preparation** **1.6. Procurement priorities** • **Master production schedule** • **Manufacturing Resource Planning**

Assessment Tasks:	1. Written and/or oral assessment on the skills and knowledge required to conduct identification of organizational requirements, prepare budgets and requisite documentation. 2. Practical assessment on the establishment and adherence to organizational priorities and requisite documentation.

Conditions/Context of assessment	1. Written and/or oral assessment can be conducted in a classroom environment. Oral assessment can also be conducted by the assessor during the performance of the practical assessment by the trainees.
	2. The practical assessment will be conducted in the workplace or simulated work environment in the training institution.
	3. The context of assessment should include the facilities, tools, equipment and materials listed below:
	   • Computers
	   • Stationery
	   • Computer
	   • Printer
	   • Photocopier
	   • Stapler
	   • Staple remover
	   • Paper trays
	   • Mutton cloth

Learning Outcome 02	Compile Procurement Requirements
Assessment Criteria	2.1 Requisitions from departments are filed in accordance with procurement procedures. 2.2 Priorities are determined according to organisational requirements. 2.3 Procurement policies and standards adhered to. 2.4 Procurement records are recorded and kept according to company specific requirements. 2.5 Specifications are in line with organisational requirements
Content	**2.1 Ensure that requisitions from user departments are filed in accordance with procurement procedures** • **Procurement process** • **Filing methods** **2.2 Ascertain that priorities are determined according to organisational requirements** • **Production planning** • **Demand forecasting** • **Dependent and independent demand** • **Demand as determined by operations** **2.3 Adhere to procurement policies and standards** • **Purchasing manual** • **Contents of purchasing manual** • **Purposes of purchasing manual** **2.4 Maintain procurement records** • **Procurement records** • **Types of procurement records** • **Filing documents** **2.5 Analyse specifications for conformance to organisational requirements** • **Methods of specifying quality** • **Role of procurement in quality conformance**

Assessment Tasks	1. Written and/or oral assessment on the skills and knowledge required to interpret requisitions, perform procurement activities and completion of relevant documentation.
	2. Practical assessment on the analysis of specifications.
Conditions/Context of assessment	1. Written and/or oral assessment can be conducted in a classroom environment. Oral assessment can also be conducted by the assessor during the performance of the practical assessment by the trainees.
	2. The practical assessment will be conducted in the workplace or simulated work environment in the training institution.
	The context of assessment should include the facilities, tools, equipment and materials listed below:
	• Computers
	• Stationery
	• Computer
	• Printer
	• Photocopier
	• Stapler
	• Staple remover
	• Paper trays
	• Mutton cloth

Learning Outcome 03	Maintain Supplier Database
Assessment Criteria	3.1 Supplier assessment conducted in line with set criteria. 3.2 Supplier evaluation conducted in line with set criteria. 3.3 Supplier ranking conducted in line with set criteria. 3.4 Supplier capacity is established according to organisational needs/requirements. 3.5 Database is updated according to supplier rankings. 3.6 Supplier records maintained in accordance with set standards
Content	**3.1 Conduct supplier assessment in line with set criteria** • **Supplier plant visits** • **Credit ratings** • **Trade references** **3.2 Perform supplier evaluation in line with set criteria.** • **Supplier evaluation forms** • **Compile supplier evaluation forms** **3.3 Undertake supplier ranking in line with set criteria.** • **Vendor rating** • **Completing vendor rating** **3.4 Establish supplier capacity in accordance to Organisational needs** • **Make to order versus Make to stock** • **Supplier's order cycle times** **3.5 Update the supplier database according to supplier ranking** • **Compile supplier database** **3.6 Maintain supplier records in accordance with set criteria** • **Procurement records**
Assessment Tasks	1. Written and/or oral assessment on the skills and knowledge required to perform supplier assessments, supplier evaluation and supplier rankings 2. Practical assessment on supplier database.

Conditions/Context of assessment	1. Written and/or oral assessment can be conducted in a classroom environment. Oral assessment can also be conducted by the assessor during the performance of the practical assessment by the trainees.
	2. The practical assessment will be conducted in the workplace or simulated work environment in the training institution.
	3. The context of assessment should include the facilities, tools, equipment and materials listed below:
	    • Computers
	    • Stationery
	    • Computer
	    • Printer
	    • Photocopier
	    • Stapler
	    • Staple remover
	    • Paper trays
	    • Mutton cloth

Learning Outcome 04	Process Procurement Documents
Assessment Criteria	4.1 Procurement documents are drafted according to approved formats. 4.2 Procurement requirements are published using appropriate media. 4.3 Procurement procedures and regulations are adhered to.
Content	**4.1 Draft Procurement documents according to approved formats** • **Types of procurement documents** • **Contents of purchasing documents** **4.2 Publish procurement requirements in appropriate media** • **Invitation to tender (ITT)** • **Requests for quotations (RFQ)** • **Electronic procurement** **4.3 Adhere to procurement procedures and regulations** • **Industry custom** • **Policies and legislation**

Assessment Tasks	1. Written and/or oral assessment on the skills and knowledge required to publish RFQs and, adhere to procurement procedures and regulations 2. Practical assessment on the drafting of procurement documents.

Conditions/Context of assessment	1. Written and/or oral assessment can be conducted in a classroom environment. Oral assessment can also be conducted by the assessor during the performance of the practical assessment by the trainees.
	2. The practical assessment will be conducted in the workplace or simulated work environment in the training institution.
	3. The context of assessment should include the facilities, tools, equipment and materials listed below.
	   • Computers
	   • Stationery
	   • Computer
	   • Printer
	   • Photocopier
	   • Stapler
	   • Staple remover
	   • Paper trays
	   • Mutton cloth

Learning Outcome 05	Develop Procurements Strategies
Assessment Criteria	5.1 Procurement costs established. 5.2 Procurement benefits identified. 5.3 Cost benefit analysis performed according to set parameters. 5.4 Procurement method selected in line with organisational policy.

Content	**5.1 Establish procurement costs**
	    • **Types of procurement costs**
	    • **Managing procurement costs**
	
	5.2 Identify the procurement benefits
	    • **Contribution to profitability**
	    • **Supplier relationship management**
	    • **Vendor management inventory**
	    • **Supplier development**
	    • **Total Quality Management**
	    • **Sustainable competitive advantage**
	    • **Agility**
	    • **Lean thinking**
	
	5.3 Perform cost benefit analysis according to set parameters
	
	    • **Definition of Cost Benefit Analysis (CBA)**
	    • **CBA process**
	    • **Application of CBA**
	
	5.4 Select procurement method in line with organisational policies
	    • **Competitive methods**
	    • **Non-competitive methods**
	    • **Blanket ordering**
	    • **Small order**

Assessment Tasks	1. Written and/or oral assessment on the skills and knowledge required to establish procurement costs, identify benefits and select appropriate procurement methods. 2. Practical assessment on the conducting cost benefit analysis.
Conditions/Context of assessment	1. Written and/or oral assessment can be conducted in a classroom environment. Oral assessment can also be conducted by the assessor during the performance of the practical assessment by the trainees. 2. The practical assessment will be conducted in the workplace or simulated work environment in the training institution. 3. The context of assessment should include the facilities, tools, equipment and materials listed below. • Computers • Stationery • Computer • Printer • Photocopier • Stapler • Staple remover • Paper trays • Mutton cloth

Learning Outcome 06	Negotiate Contracts
Assessment Criteria	6.1 Procurement terms and conditions are negotiated according to set parameters. 6.2 Rights and obligations of the parties are established. 6.3 Contract duration is specified according to agreed parameters
Content	**6.1 Negotiate procurement terms and conditions.** • **Terms of contract** • **Conditions in contract** • **Battle of forms** **6.2 Establish the rights and obligations of the parties to a procurement contract.** • **Obligations of a seller** • **Obligations of a buyer** • **Consumer Protection Act- rights** **6.3 Specify contract duration according to agreed parameters.** • **Contract formation** • **Procurement contracts** • **Litigation** • **Arbitration**
Assessment Tasks	1 Written and/or oral assessment on the skills and knowledge required to negotiate contracts. 2 Practical assessment on the rights and obligations of the parties to a contract.

Conditions/Context of assessment	1. Written and/or oral assessment can be conducted in a classroom environment. Oral assessment can also be conducted by the assessor during the performance of the practical assessment by the trainees.
	2. The practical assessment will be conducted in the workplace or simulated work environment in the training institution.
	3. The context of assessment should include the facilities, tools, equipment and materials listed below.
	    • Computers
	    • Stationery

	- Computer - Printer - Photocopier - Stapler - Staple remover - Paper trays - Mutton cloth

Learning Outcome 07	Manage Procurement Risks
Assessment Criteria	7.1 Risks are identified in line with environmental factors. 7.2 Risk mitigation measures adhered to. 7.3 Appropriate insurance services identified. 7.4 Products are insured against loss and damages
Content	**7.1 Identify risks in line with environmental factors** • **Environment factors** • **Internal environment** • **External environment** **7.2 Determine the risk mitigation measures** • **Procurement risks** • **Types of procurement risks** • **Procurement risk mitigation** **7.3 Identify appropriate insurance services** • **Types of insurance services on procurement** • **Brokers and agents** • **Insurance companies** **7.4 Insure products against loss and damages** • **Law of insurance** • **Pertinent insurance concepts**
Assessment Tasks	1. Written and/or oral assessment on the skills and knowledge required to identify risks and mitigation measures for risks. 2. Practical assessment on the identification of insurance services so as to ensure products against loss and damage

Conditions/Context of assessment	1. Written and/or oral assessment can be conducted in a classroom environment. Oral assessment can also be conducted by the assessor during the performance of the practical assessment by the trainees.
	2. The practical assessment will be conducted in the workplace or simulated work environment in the training institution.
	3. The context of assessment should include the facilities, tools, equipment and materials listed below.
	   • Computers
	   • Stationery
	   • Computer
	   • Printer
	   • Photocopier
	   • Stapler
	   • Staple remover
	   • Paper trays
	   • Mutton cloth

Reference Materials (recommended textbooks, recommended readings)

- Chizikani A.R. (2010) *Commercial Law in Zimbabwe*: Word and Image Publications. Harare
- Johnson G, Scholes K. & Whittington R. (2010) *Exploring Strategy: Text and Cases. 9th edition:* Prentice Hall. Harlow
- Killen, K.H. (1995) *Managing Purchasing*: Irwin London
- Lewis, C. (1997) *Demand Forecasting and Inventory Control*. Butterworth. London
- Wild, T. (2002) *Best Practice in Inventory Management*. Butterworth. London
- Gary, J. (1994) *Purchasing and the Management of Materials.7thEdition* John Willey and Sons New York

- Lysons, K. (2010) *Purchasing and Supply Management*. Prentice Hall. London: Management Homewoods: Irwin
- Lysons, K. & Farrington B. (2012) *Purchasing and Supply Chain Management*: Pearson Times, London

ASSESSMENT SPECIFICATION GRID

LEARNING OUTCOME		WEIGHTING 100%
LO1	**Prepare procurement plans and budgets**	20
LO2	**Compile procurement requirements**	10
LO3	**Maintain supplier database**	10
LO4	**Process procurement documents**	15
LO5	**Develop procurements strategies**	20
LO6	**Negotiate Contracts**	10
LO7	**Manage procurement risks**	15
Total		**100%**

Module Code:	**371/22/M03**
Module Title:	**Logistics management**
ZNQF Level:	**4**
Credits:	**4**
Duration:	**40 Hours**
Relationship with Qualification Standards:	**Based on Unit Standard LOGISTICS MANAGEMENT of Qualification Standard for A Purchasing Clerk**
Pre-requisite modules:	**No pre-requisite modules**

Purpose of Module: *(adapt purpose of unit standard: summary of learning outcomes, importance of module, target groups)*	This Module enables an individual to determine the mode of transport, , Implement security measures and maintain procurement records. This module describes the skills, knowledge and attitudes required by a Purchasing Clerk. This module is important, as it will ensure that the graduates are able to facilitate movement of goods and charge freight. This module targets individuals who are interested in Purchasing and supply management. It caters for youths and adults both males and females.
List of Learning Outcomes: *(Same as elements in relevant unit standard)*	LO1: Determine mode of transport LO2 Charge movement of freight/ movement of purchases LO3: Implement security measures LO4: Maintain procurement records

Learning Outcome 01	Determine mode of transport
Assessment Criteria: *(based on performance criteria of the unit standard and adaptation of relevant curriculum content from other sources)*	1.1 Nature and quantity of goods are established according to order specifications. 1.2 Transport is selected according to nature of goods. 1.3 Follow up procedures are established

Content: *(a summary (list) of the topics that will be covered under each assessment criterion)*	**1.1 Nature and quantity of goods are established according to order specifications** • specifications • Characteristics of purchases • Characteristics of goods and services • Documents used in purchasing **1.2 Transport is selected according to nature of goods** • modes of transport • Intermodal transport. • Requirements and conditions for moving goods • Selection of transport according to nature of goods. • Establishes Principles of transport • Matching the vehicle configuration to the characteristics of goods or purchases • Handling aids to match the goods • Process of loading and offloading • Health and safe • Costing of transport • Supply chain management **1.3 Follow up procedures are established** • Follow up and expediting process • Documents involved in following up and expediting • Establish the frequency of expediting • Methods of following up and expediting

Assessment Tasks:	1. Written and/or oral assessment on the skills and knowledge required to determine the mode of transport, , Implement security measures and maintain procurement records 2. Practical assessment on Logistics management.
Conditions/Context of assessment	1. Written and/or oral assessment can be conducted in a classroom environment. Oral assessment can also be conducted by the assessor during the performance of the practical assessment by the trainees. 2. The practical assessment will be conducted in the workplace or simulated work environment in the training institution. 3. The context of assessment should include the facilities, tools, equipment and materials listed below: **tools** Inter-net access Vehicle Phone Computer Printer **Materials** Reference manuals Distance tables

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Learning Outcome 02	Charge movement of Freight/ movement of purchases
Assessment Criteria	2.1 Determine the destination of purchases and calculate the distance. 2.2 Explain the different charging units. 2.3 State and implement various charging rates. 2.4 Establish payment terms.
Content	**2.1 Determine the destination of purchases and calculate the distance.** • Costing and pricing methods • Classifying costs • Exchange rates of currencies • Fuel management **2.2 Explain the different charging units.** • Methods of determining freight cost • Tariff of freight rates **Calculations of costs** • Cost per km • Cost per ton per km • Cost per ton/ liter/ cubic/pallet

	2.3 State and implement various charging rates. • Absorption costing and complete haul • Marginal costing and return load • Flat rates • Stage and graduate/ step up rates • Seasonal rates • Market based rates (customer and competitor rates) **2.4 Establish payment terms.** • Pay forward • Half payment terms (Deposit and balance) • Cash on delivery • Key Account (fortnight and 30 day account)
Assessment Tasks	1.Written and/or oral assessment on the skills and knowledge required to determine the destination of purchases and calculate the distance, explain the different charging units, state and implement various charging rates and establish payment terms. 2.Practical assessment on transport pricing..
Conditions/Context of assessment	1. Written and/or oral assessment can be conducted in a classroom environment. Oral assessment can also be conducted by the assessor during the performance of the practical assessment by the trainees. 2. The practical assessment will be conducted in the workplace or simulated work environment in the training institution. 3.The context of assessment should include the facilities, tools, equipment and materials listed Computer Printer Phone **Materials** Reference manuals Distance tables Tariffs .

Learning Outcome 03	Implement security measures
Assessment Criteria	3.1 Appropriate packaging materials used. 3.2 Appropriate handling procedures used 3.3 Insurance is organised in accordance with standards. 3.4 Inco terms are adhered to.
Content	**3.1 Appropriate packaging materials used** • Importance of packaging • Describe appropriate packaging for the different types of purchases • Verify quantity and quality of purchases • Methods and types of packaging • Establish Physical characteristics of goods Dangerous goods Specialized goods such as temperature-controlled goods, fragile and animate. Bulk purchases Finished goods Work in progress • Packaging and unitization • Containerization and palletization • Risk assessment related to the type of the goods **3.2 Appropriate handling procedures used** • Types of materials handling • Principles of materials handling • Standard of operations for materials handling • handling equipment's • Risks associated with each type of handling method • Safety and security preconditions when handling goods **3.3 Insurance is organised in accordance with standards.** • Safety and security of goods • Risk management • Types of insurance • Insurance principles **3.4 Inco terms are adhered to** • Types of incoterms • Explain the purposes of incoterms • Duties and responsibilities of a buyer and seller under each

	incoterm
Assessment Tasks	1. Written and/or oral assessment on the skills and knowledge required to determine **the mode of transport,** **, Implement security measures and maintain procurement records** 2. Practical assessment on implement security measures.

Conditions/Context of assessment	1. Written and/or oral assessment can be conducted in a classroom environment. Oral assessment can also be conducted by the assessor during the performance of the practical assessment by the trainees.
	2. The practical assessment will be conducted in the workplace or simulated work environment in the training institution.
	The context of assessment should include the facilities, tools, equipment and materials listed below.
	      tools
	      Inter-net access
	      Vehicle
	      Phone
	      Computer
	      Printer
	
	 Materials
	Reference manuals
	Distance tables

Learning Outcome 04	: **Maintain procurement records**
Assessment Criteria	. 4.1 Appropriate filing system adhered to. 4.2 Transaction registers updated timeously. 4.3 Procurements reports produced timeously. 4.4 Security standards adhered to.
Content	**4.1 Appropriate filing system adhered to** • Basic filling systems -filling by category/subject -filling in alphabetical order -filling by numbers -Filling by places -Filling by dates/ chronological order • Various filling equipment for storage -Clip folders -Suspension fills -Registers -Filling cabinets -Filling shelves -Computer **4.2 Transaction registers updated timeously** Types of transaction registers to be updated -Financial transactions -Transport transactions -**Purchasing transactions** Record of open orders Record of closed orders Tools record Suppliers record Contract records Commodity record -Warehousing transactions - Delivery transactions -Dispatching transaction **4.3 Procurements reports produced timeously** • Procurement Key performance indicators (KPI) Report • Supplier delivery report • Procurement cost report • Procurement quality report

	4.4 Appropriate storage media used • Cloud storage • flash storage • Backup software and appliances • Hard drive storage • Manual storage **4.5 Security standards adhered to**. • Physical security • Software security • biometrics security • non biometrics security • electronic transaction security • password
Assessment Tasks	1.Written and/or oral assessment on the skills and knowledge required to determine the mode of transport, , Implement security measures and maintain procurement records 2.Practical assessment on **Maintain procurement records**

Conditions/Context of assessment	3. Written and/or oral assessment can be conducted in a classroom environment. Oral assessment can also be conducted by the assessor during the performance of the practical assessment by the trainees.
	4. The practical assessment will be conducted in the workplace or simulated work environment in the training institution.
	   3.The context of assessment should include the facilities, tools, equipment and materials listed
	
	       tools
	       Inter-net access
	       Vehicle
	       Phone
	       Computer
	       Printer
	
	 Materials
	Reference manuals
	Distance tables
	
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ASSESSMENT SPECIFICATION GRID

Learning Outcomes		WEIGHTING 100 %
1	Determine mode of transport	20
2	Charge fright/ charge movement of purchases	30
3	Implement security measures	30
4	Maintain procurement records	20
Total		100%

Approach to teaching and learning:
1. Observation of adult learning principles.
2. Both institution-based and work-based learning to facilitate the integration of theory and practice.
3. Face-to-face education and learning.
4. Problem-based learning.
5. Online/distance education and learning.
6. Blended/hybrid education and learning.
7. Use of social media.

Approach to assessment:
1. Weighting of 60% continuous assessment and 40% examination.
2. Oral assessment to be conducted by a panel of two or more assessors.
3. RPL assessment.
4. Portfolio of evidence.
5. Assessment of work conducted by both individual learners and teams of learners.

Resources:
1. Qualifications and experience of trainers, assessors and moderators

All trainers, assessors and moderators should have undergone ZNQF accredited training programmes and should have qualifications and experience recognised by the Zimbabwe National Qualifications Authority (ZNQA).

2. Facilities, tools, equipment and materials

- Computer
- Desk
- Swivel chair
- Visitors chairs
- Filing cabinets
- Puncher
- Stapler
- Pens
- Dust bin

- Fax machine
- Printer
- Paper tray
- Document scanner
- Photocopier
- Heater
- Fan/air conditioner
- Document holders
- Refrigerator
- Water dispenser
- Water glasses
- Tea set
- Electric jugs
- Trays
- Cash box
- Microwave
- Office ornaments
- Paper scissors
- First aid kit

3. Learning resources

Relevant training manual (learners' guide) and facilitators' guide

4. Reference materials (recommended textbooks, recommended readings)

- Abdullah, N. A. H. N. , & Yaakub, S. (2014). *Reverse logistics: Pressure for adoption and the impact on firm's performance*. International Journal of Business and Society, 15(1), 151.
- Aboelmaged, M. G. (2012). *Sustainable supply chain management in a developing context: An empirical examination of antecedents and consequences*. International Journal of Social Ecology and Sustainable Development (IJSESD), 3(3), 22–41.
- Abugre, J. B. , & Nyuur, R. B. (2015). *Organizations' commitment to and communication of CSR activities: Insights from Ghana*. Social Responsibility Journal, 11(1), 161–178. doi:10.1108/SRJ-06-2013
- Adolf, V. I. , Jacobsen, S. E. , & Shabala S. (2013). *Salt tolerance mechanisms in quinoa (Chenopodium quinoa Willd)*. Environmental and Experimental Botany, 92, 43–54. doi:10.1016/j.envexpbot.2012.07.004.
- Ageron, B. , Gunasekaran, A. , & Spalanzani, A. (2012). *Sustainable supply management: An empirical study*. International Journal of Production Economics, 140(1), 168–182.
- Ahi, P. , & Searcy, C. (2013). *A comparative literature analysis of definitions for green and sustainable supply chain management*. Journal of Cleaner Production, 52, 329–341.
- Ahi, P. , & Searcy, C. (2015). *An analysis of metrics used to measure performance in green and sustainable supply chains*. Journal of Cleaner Production, 86, 360–377.

✓ Aich, S. , & Tripathy, S. (2014). *An interpretive structural model of green supply chain management in Indian computer and its peripheral industries*. International Journal of Procurement Management, 7(3), 239–256.

✓ Aigner, J. , & Lloret, A. (2013). *Sustainability and competitiveness in Mexico*. Management Research Review, 36(12), 1252–1271.

✓ Ali, S. S. (2015). *Exploring Green supply chain performance measures framework for Indian Manufacturing Practices*. POMS conference.

✓ Ali, S. S. , & Kaur, R. (2018). *An analysis of satisfaction level of 3PL service users with the help of ACSI*. Benchmarking: An International Journal,

✓ Ali, S. S. , Kaur, R. , & Jaramillo, A. B. (2018). *An assessment of green supply chain framework in Indian automobile industry using interpretive structural modelling and its validation using MICMAC analysis*. International Journal of Services and Operations Management.

✓ Anoop, A. T. , & Regi Kumar, V. (2013). A review of GSCM issues in Indian bottle water industry, Kerala, India. Retrieved from.

✓ Appolloni, A. , Sun, H. , Jia, F. , & Li, X. (2014). *Green procurement in the private sector: A state of the art review between 1996 and 2013*. Journal of Cleaner Production, 85, 122–133.

Module Code:	371/22/M04

Module Title:	**Stakeholder Management**
ZNQF Level:	**4**
Credits:	10
Duration:	100 hours
Relationship with Qualification Standards:	Based on Unit Standard
Pre-requisite modules:	N/A
Purpose of Module:	On completion of this module learners will be able to define stakeholders and explain key market factors that impact on procurement and supply function. They will be able to develop understanding of successful maintenance of internal and external relationships. Access to this module is open to all target groups including unemployed youths, women and men wishing to establish or improve SMEs in any sector.
List of Learning Outcomes:	LO1. Identify stakeholders in procurement and supply. LO2. Analyse market factors that impact on a procurement and supply function. LO3. Understand the techniques associated with successful and effective communication in procurement and supply. LO4. Explain approaches for conflict resolution with stakeholders in procurement and supply.
Learning Outcome 01	**L01: Identify Stakeholders in procurement and supply**

Assessment Criteria:	**L01: Identify Stakeholders in procurement and supply** 1.1 External stakeholders in procurement and supply. 1.2 Identify internal stakeholders that can be involved in purchases from suppliers and supplies delivered to customers. **1.3** Describe how internal and external stakeholders influence procurement and supply activities
Content:	1. Defining and profiling stakeholders 2. Typical stakeholders such as suppliers, customers, consumers, communities, government, financial services etc. 3. Distinction between customers and consumers. 4. The role of procurement and supply in dealing with other business functions e.g. production… 5. Internal and external stakeholders that can influence and success of procurement and supply
Assessment Tasks:	4. Written and/or oral assessment on the skills and knowledge required to hold stock as outlined in the assessment criteria. 5. Written and or oral assessment on factors considered in establishing Warehouses based on the performance criteria of the Qualification Standard Purchasing Assistant. 6. Written and/ or oral assessment on security systems, stores layout and materials handling.
Conditions/Context of assessment	4. Written and/or oral assessment can be conducted in a classroom environment. Oral assessment can also be conducted by the assessor during the performance of the practical assessment by the trainees. 5. The practical assessment will be conducted in the workplace or simulated work environment in the training institution. 6. The context of assessment should include the facilities, tools, equipment and materials listed below. - Computers - Printers - Data Storage Devices - Airtime - Identification Cards - Internet Connectivity - Stationery

	• Vehicle
Learning Outcome 02	**LO2: Analyse Market factors that impact on a procurement and supply function.**
Assessment Criteria	**LO2: Analyse Market factors that impact on a procurement and supply function.** 2.1 Identify the key economic factors that impact on procurement and supply function. 2.2 Indicate the impact of demand and supply on markets. 2.3 Describe how market factors impact on procurement and supply activities of an organisation. 2.4 Identify contribution made by marketing in developing customer and supplier relationships.

Content	1. Public, private and not for profit and third sector
	
	2. Primary, Secondary and Tertiary sectors
	
	3 Demand and supply curves
	
	   7. How demand and supply factors can change.
	
	   8. How demand and supply factors can impact on pricing and availability of goods and services.
	
	   9. Level of competition (Perfect Competition, imperfect completion, oligopoly, duopoly and monopolies)
	
	   10. Impact of demand on sales
	
	   11. Market growth and decline
	
	   12. Competitive forces on organisations
	
	   13. Define principles of marketing, techniques associated with marketing, sources of competitive advantage sought through marketing
	
	   14. Relevance of marketing principles rto purchasers.

Assessment Tasks	3. Written and/or oral assessment on the skills and knowledge required to present data as outlined in the assessment criteria. 4. Practical assessment on construction of stock records based on the performance criteria of the Qualification Standard management.
Conditions/Context of assessment	4. Written and/or oral assessment can be conducted in a classroom environment. Oral assessment can also be conducted by the assessor during the performance of the practical assessment by the trainees. 5. The practical assessment will be conducted in the workplace or simulated work environment in the training institution.

	6. The context of assessment should include the facilities, tools, equipment and materials listed below. • Computers • Printers • Data Storage Devices • Airtime • Identification Cards • Internet Connectivity • Stationery • Vehicle
Learning Outcome 03	**LO3: Understand the techniques associated with successful and effective communication in procurement and supply**
Assessment Criteria	**LO3: Understand the techniques associated with successful and effective communication in procurement and supply** 3.1 Describe and explain approaches to build rapport with internal and external stakeholders. 3.2 Explain methods of negotiating with suppliers and customers 3.3 Describe key characteristics of successful and effective team work.
Content	1. Techniques to develop, maintain and improve relations with internal stakeholders to promote effective procurement and supply 2. Negotiating techniques for use with suppliers and customers to agree contract terms and relations that will achieve the interests of the overall organisation. 3. Importance of appropriate and timely communication with stakeholders and suppliers 4. Group cohesiveness and performance 5. Characteristics of an effective work group. 6. Stages of team development
Assessment Tasks	3. Written and/or oral assessment on the skills and knowledge required to analyse data as outlined in the assessment criteria. 4. Practical assessment on storage systems based on the performance criteria of the Qualification Standard Purchasing Assistant.
Conditions/Context of assessment	4. Written and/or oral assessment can be conducted in a classroom environment. Oral assessment can also be conducted by the assessor during the performance of the practical assessment by the trainees. 5. The practical assessment will be conducted in the workplace or simulated work environment in the training institution.

	6. The context of assessment should include the facilities, tools, equipment and materials listed below. • Computers • Printers • Data Storage Devices • Airtime • Identification Cards • Internet Connectivity • Stationery • Vehicle
Learning Outcome 04	**LO4: Explain approaches for conflict resolution with stakeholders in procurement and supply.**
Assessment Criteria	**LO4: Explain approaches for conflict resolution with stakeholders in procurement and supply.** **4.1 Identify types of information that can be exchanged between the purchasers and suppliers.** **4.2 Indicate how conflict can arise in the work of procurement and supply** **4.3 Identify approaches to conflict resolution with stakeholders**
Content	1. Types of information exchange such as scheduling difficulties, demand forecasting, trends in cost and availability, designs and innovations and new product development. 2. Define work place conflict 3. Sources of conflict between organisations and their personnel. 4. Approaches to conflict resolution 5 Clarifying of roles and responsibilities 6. Group cohesion 7. Achieving buy in from stakeholders
Assessment Tasks	3 Written and/or oral assessment on the skills and knowledge required to solve payroll problems as outlined in the assessment criteria. 4 Practical assessment on stocktaking based on the performance criteria of the Qualification Standard Purchasing Assistant.
Conditions/Context of assessment	4 Written and/or oral assessment can be conducted in a classroom environment. Oral assessment can also be conducted by the assessor during the performance of the practical assessment by the trainees. 5 The practical assessment will be conducted in the workplace or simulated work environment in the training institution.

	6	The context of assessment should include the facilities, tools, equipment and materials listed below.
		• Computers
		• Printers
		• Data Storage Devices
		• Airtime
		• Identification Cards
		• Internet Connectivity
		• Stationery
		• Vehicle

Assessment Specification Grid

Learning Outcomes		Weighting %
1	LO1. Identify stakeholders in procurement and supply.	15
2	LO2. Analyse market factors that impact on a procurement and supply function.	15
3	LO3. Understand the techniques associated with successful and effective communication in procurement and supply.	15
4	LO4. Explain approaches for conflict resolution with stakeholders in procurement and supply.	20
Total		**100%**

Approach to Teaching and Learning:

✓ Observation of adult learning principles.
✓ Both institution-based and work-based learning to facilitate the integration of theory and practice.
✓ Face-to-face education and learning.
✓ Problem-based learning.
✓ Online/distance education and learning.
✓ Blended/hybrid education and learning.
✓ Use of social media.

Approach to Assessment:

- ✓ Weighting of practical and theory assessment: 70% theory and 30% practical.
- ✓ Weighting of institution-based and work-based assessment: 50% institution-based assessment and 50%.
- ✓ Oral assessment to be conducted by a panel of two or more assessors.
- ✓ RPL assessment.
- ✓ Portfolio of evidence.
- ✓ Assessment of work conducted by both individual learners and teams of learners.

Resources:

1. Qualifications and experience of Trainers, Assessors and Moderators

All trainers, assessors and moderators should have undergone ZNQF accredited training programmes and should have qualifications and experience recognised by the Zimbabwe National Qualifications Authority (ZNQA).

2. Facilities, Tools, Equipment and Materials

- • Computers
- • Printer
- • Data storage device
- • Airtime
- • Identification records
- • Internet connectivity
- • stationery
- • Vehicle
- • Insulation tape
- • Mutton cloth

3. Learning Resources

Relevant training manual (learners' guide) and facilitators' guide

4. Reference Materials (recommended textbooks, recommended readings)

- ✓ Jessop, D. (2010) Storage and Supply of Materials. Pitman London:

- ✓ Killen, K.H. (2000) Managing Purchasing: Irwin London

- ✓ Lewis, C. (2012) Demand Forecasting and Inventory Control. Butterworth. London

- ✓ Wild, T. (2014) Best Practice In Inventory Management. Butterworth. London

- ✓ Gary, J. (1994) Purchasing and the Management of Materials. 7th Edition John Willey and Sons New York

- ✓ Assiamahak. (2008) Materials Management and its Effects on Costs of Supplies. Huston Texas University

✓ Crocker B. Jessop D. & Morrison A. (2010) Inbound Logistics Management: Storage & Supply of Materials for Morden……….Sandford University

Module Code:	**372/22/M05**
Module Title:	**Stores & Warehouse Management**
ZNQF Level:	**4**
Credits:	10
Duration:	100 hours
Relationship with Qualification Standards:	Based on Unit Standard
Pre-requisite modules:	N/A
Purpose of Module:	This unit enables an individual to receive and store goods.This includes coding, issue and dispatch, stock valuation and stock control. The advantage of stores and warehouse management module is to develop managers who can effectively implement stock control systems for organisations. Access to this module is open to all target groups including unemployed youths, women and men wishing to establish or improve SMEs in any sector.

List of Learning Outcomes:	LO1. Design a store/warehouse layout.
	LO2. Receive goods.
	LO3. Store goods.
	LO4. Implement stock control measures.
	LO5. Process disposal.
	LO6. Dispatch goods
	LO7. Manage assets
Learning Outcome 01	**L01:** Design a store/warehouse layout.
Assessment Criteria:	1.1 Nature of goods to be stored is established. 1.2 Goods categories determined in line with standards. 1.3 Methods of material handling established. 1.4 Location is determined according to nature or type of goods. 1.5 Security standards are adhered to. 1.6 Goods accessibility is in line with organisational requirements.
Content:	**L01: Assess the following:** 1.1 Reasons for holding stock 1.2 Objectives of Warehousing 1.3 Factors considered in establishing a Warehouse 1.4 Security systems 1.5 Stores layout 1.6 Materials Handling
Assessment Tasks:	7. Written and/or oral assessment on the skills and knowledge required to hold stock as outlined in the assessment criteria. 8. Written and or oral assessment on factors considered in establishing Warehouses based on the performance criteria of the Qualification Standard Purchasing Assistant. 9. Written and/ or oral assessment on security systems, stores layout and materials handling.
Conditions/Context of assessment	15. Written and/or oral assessment can be conducted in a classroom environment. Oral assessment can also be conducted by the assessor during the performance of the practical assessment by the trainees. 16. The practical assessment will be conducted in the workplace or

	simulated work environment in the training institution.
	17. The context of assessment should include the facilities, tools, equipment and materials listed below.
	• Computers
	• Printers
	• Data Storage Devices
	• Airtime
	• Identification Cards
	• Internet Connectivity
	• Stationery
	• Vehicle
Learning Outcome 02	**LO2: Receive goods**
Assessment Criteria	2.1 Quantity of goods verified against documentation. 2.2 Goods specifications are verified against order. 2.3 State of goods is verified. 2.4 Receiving documentation is maintained in line with procedures.
Content	**LO2: Receive goods** 2.1 Quantities verified against order 2.2 Product specifications verified against order 2.3 Defective goods identified 2.4 Signed invoice or delivery note is availed 2.5 Goods received voucher is availed 2.6 Updated bin-cards are produced 2.7 Stock records updated in line with procurement policies.
Assessment Tasks	5. Written and/or oral assessment on the skills and knowledge required to present data as outlined in the assessment criteria. 6. Practical assessment on construction of stock records based on the performance criteria of the Qualification Standard management.
Conditions/Context of assessment	7. Written and/or oral assessment can be conducted in a classroom environment. Oral assessment can also be conducted by the assessor during the performance of the practical assessment by the trainees. 8. The practical assessment will be conducted in the workplace or simulated work environment in the training institution. 9. The context of assessment should include the facilities, tools, equipment and materials listed below. • Computers

	• Printers
	• Data Storage Devices
	• Airtime
	• Identification Cards
	• Internet Connectivity
	• Stationery
	• Vehicle
Learning Outcome 03	**LO3: Store goods**
Assessment Criteria **Content**	3.1 Goods are arranged according to warehouse layout. 3.2 Goods are arranged in line with dispatch procedures. 3.3 Safety, Health, Environment and Quality standards adhered to. 3.4 Housekeeping is carried out in accordance with best practices. 3.5 Security standards are adhered to.
Assessment Tasks	5. Written and/or oral assessment on the skills and knowledge required to analyse data as outlined in the assessment criteria. 6. Practical assessment on storage systems based on the performance criteria of the Qualification Standard Purchasing Assistant.
Conditions/Context of assessment	7. Written and/or oral assessment can be conducted in a classroom environment. Oral assessment can also be conducted by the assessor during the performance of the practical assessment by the trainees. 8. The practical assessment will be conducted in the workplace or simulated work environment in the training institution. 9. The context of assessment should include the facilities, tools, equipment and materials listed below. • Computers • Printers • Data Storage Devices • Airtime • Identification Cards • Internet Connectivity • Stationery • Vehicle
Learning Outcome 04	**LO4: Implement stock control measures**

Assessment Criteria	4.1 Re-order levels are established according to organisational requirements.
	4.2 Security standards are adhered to.
	4.3 Physical stock count is carried out according to set guidelines.
	4.4 Records are reconciled with physical stock.
	4.5 Stores records are maintained in line with standards.
Content	**LO4: Store goods** 4.1 Update stock movement 4.2 Excess stock report is produced 4.3 Stock valuation report 4.4 Stock sheets produced 4.5 Variance report submitted 4.6 Stock adjustment report produced
Assessment Tasks	5 Written and/or oral assessment on the skills and knowledge required to solve payroll problems as outlined in the assessment criteria. 6 Practical assessment on stocktaking based on the performance criteria of the Qualification Standard Purchasing Assistant.
Conditions/Context of assessment	7 Written and/or oral assessment can be conducted in a classroom environment. Oral assessment can also be conducted by the assessor during the performance of the practical assessment by the trainees. 8 The practical assessment will be conducted in the workplace or simulated work environment in the training institution. 9 The context of assessment should include the facilities, tools, equipment and materials listed below. • Computers • Printers • Data Storage Devices • Airtime • Identification Cards • Internet Connectivity • Stationery • Vehicle
Learning Outcome 05	**LO5: Process disposals**

Assessment Criteria	5.1 Goods to be disposed of are identified in set criteria.
	5.2 Disposal procedures adhered to.
	5.3 Safety, Health and Environment standards adhered to.
	5.4 Disposal records maintained in line with standards.
Content	**LO5: Process disposal**
	5.1 Compile a list of obsolete stocks
	5.2 Determine method of disposal
	5.4 Obsolete stock report is availed
	5.5 Seek authority to dispose stock
	5.6 Signed authorisation document is produced
Assessment Tasks	1. Written and/or oral assessment on the skills and knowledge required to dispose stock as outlined in the assessment criteria.
	2. Practical assessment on determining stock/items for disposal based on the performance criteria of the Qualification Standard in Management.
Conditions/Context of assessment	1. Written and/or oral assessment can be conducted in a classroom environment. Oral assessment can also be conducted by the assessor during the performance of the practical assessment by the trainees.
	2. The practical assessment will be conducted in the workplace or simulated work environment in the training institution.
	3. The context of assessment should include the facilities, tools, equipment and materials listed below.
	• Computers
	• Printers
	• Data Storage Devices
	• Airtime
	• Identification Cards
	• Internet Connectivity
	• Stationery
	• Vehicle
Learning Outcome 06	**LO6 Manage Assets**
Content	6.1 All assets are recorded in master asset register 6.2 List of obsolete items is produced

	6.3 Asset serial numbers are indicated in register
	6.4 Assets without serial numbers have institutional numbers indicated in register
	6.5 Asset return compiled bi-annually
Assessment Tasks	1. Written and/or oral assessment on the skills and knowledge required to dispose stock as outlined in the assessment criteria.
	2. Practical assessment on determining stock/items for disposal based on the performance criteria of the Qualification Standard in Management.
Conditions/Context of assessment	1. Written and/or oral assessment can be conducted in a classroom environment. Oral assessment can also be conducted by the assessor during the performance of the practical assessment by the trainees.
	2. The practical assessment will be conducted in the workplace or simulated work environment in the training institution.
	3. The context of assessment should include the facilities, tools, equipment and materials listed below.
	• Computers
	• Printers
	• Data Storage Devices
	• Airtime
	• Identification Cards
	• Internet Connectivity
	• Stationery
	• Vehicle
Learning Outcome 07	**LO7. Dispatch Goods**
Content	**LO7. Dispatch management**
	7.1 Goods are sorted as per request.
	7.2 Appropriate packaging materials used.
	7.3 Appropriate handling procedures used.
	7.4 Methods of material handling established.
	7.5 Dispatch records maintained.
	7.6 SHEQ standards are adhered to.
	7.7 Dispatch procedures adhered to.
	7.8 Dispatch timelines adhered to.
Assessment Tasks	1. Written and/or oral assessment on the skills and knowledge required to dispose stock as outlined in the assessment criteria.
	2. Practical assessment on determining stock/items for disposal based on the performance criteria of the Qualification Standard in Management.

Conditions/Context of assessment	1. Written and/or oral assessment can be conducted in a classroom environment. Oral assessment can also be conducted by the assessor during the performance of the practical assessment by the trainees. 2. The practical assessment will be conducted in the workplace or simulated work environment in the training institution. 3. The context of assessment should include the facilities, tools, equipment and materials listed below. • Computers • Printers • Data Storage Devices • Airtime • Identification Cards • Internet Connectivity • Stationery • Vehicle

Assessment Specification Grid

Learning Outcome		Weighting %
1	Design a store/warehouse layout.	15
2	Receive goods.	15
3	Store goods	15
4	Implement stock control measures.	20
5	Process disposal	10
6	Dispatch Goods	10
7	Asset Management	15
Total		**100%**

Approach to Teaching and Learning:

✓ Observation of adult learning principles.
✓ Both institution-based and work-based learning to facilitate the integration of theory and practice.
✓ Face-to-face education and learning.
✓ Problem-based learning.

- ✓ Online/distance education and learning.
- ✓ Blended/hybrid education and learning.
- ✓ Use of social media.

Approach to Assessment:

- ✓ Weighting of practical and theory assessment: 70% theory and 30% practical.
- ✓ Weighting of institution-based and work-based assessment: 50% institution-based assessment and 50%.
- ✓ Oral assessment to be conducted by a panel of two or more assessors.
- ✓ RPL assessment.
- ✓ Portfolio of evidence.
- ✓ Assessment of work conducted by both individual learners and teams of learners.

Resources:

1. Qualifications and experience of Trainers, Assessors and Moderators

All trainers, assessors and moderators should have undergone ZNQF accredited training programmes and should have qualifications and experience recognised by the Zimbabwe National Qualifications Authority (ZNQA).

2. Facilities, Tools, Equipment and Materials

- Computers
- Printer
- Data storage device
- Airtime
- Identification records
- Internet connectivity
- stationery
- Vehicle
- Insulation tape
- Mutton cloth

3. Learning Resources

Relevant training manual (learners' guide) and facilitators' guide

4. Reference Materials (recommended textbooks, recommended readings)

Jessop, D. (2010) Storage and Supply of Materials. Pitman London:

Killen, K.H. (2000) Managing Purchasing: Irwin London

Lewis, C. (2012) Demand Forecasting and Inventory Control. Butterworth. London

Wild, T. (2014) Best Practice In Inventory Management. Butterworth. London

Gary, J. (1994) Purchasing and the Management of Materials. 7th Edition John Willey and Sons New York

Assiamahak. (2008) Materials Management and its Effects on Costs of Supplies. Huston Texas University

Crocker B. Jessop D. & Morrison A. (2010) Inbound Logistics Management: Storage & Supply of Materials for Morden……….Sandford University

Module Code:	**367/22/M07**
Module Title:	**Supply chain Operations**
ZNQF Level:	**4**
Credits:	10
Duration:	100 HOURS
Relationship with Qualification Standards:	Based on Unit Standard **on supply chain management** of Qualification Standard for A Purchasing Assistant
Pre-requisite modules:	NO PREREQUISITES
Purpose of Module:	This Module enables an individual to manage the supply chain , to do supply chain planning, supply chain operations. sourcing and procurement.This module describes the skills, knowledge and attitudes required by a Purchasing Assistant .This module is important, as it will ensure that the graduates are able to manage supply chain, do supply chain planning. This module targets individuals who are interested in purchasing and Supply industry . It caters for youths and adults both males and females
List of Learning Outcomes:	LO1:Supply chain context LO2: supply chain operations LO3 sourcing and procurement L04: supply chain performance

Learning Outcome 01	SUPPLY CHAIN CONTEXT
Assessment Criteria:	1.1 Supply chain trends 1.2 Micro-economic factors 1.3 Macro- economic factors 1.4 Value chain concept

Content:	**1.1 Supply chain trends**
	    • Supply chain agility
	    • Supply chain visibility
	    • Supply chain resilience
	    • Digital supply chain
	    • Supply chain planning
	
	1.2 Micro-economic factors
	Micro economic factors that affect the supply chain
	 -currents fluctuations
	-Instability in demand
	-Change in labour cost
	-Inflation pressures
	
	1.3 Macro- economic factors
	Macro-economic factors that affect supply chain
	
	-inflation
	-Fiscal policy
	-Employment levels
	-National income
	-International trade
	
	1.4 Value chain concept
	Primary Components of value chain
	-Inbound logistics
	-Outbound logistics
	-Marketing and sales
	-Service
	Secondary components of value chain
	-Procurement
	-Human recourses management
	-Technological development
	-Company structure

	-infrastructure

Assessment Tasks:	1.Written and/or oral assessment on the skills and knowledge required to determine Supply chain trends ,Micro-economic factors ,Macro- economic factors and Value chain concept 2. Practical assessment on supply chain context

Conditions/Context of assessment	1.Written and/or oral assessment can be conducted in a classroom environment. Oral assessment can also be conducted by the assessor during the performance of the practical assessment by the trainees.
	2The practical assessment will be conducted in the workplace or simulated work environment in the training institution.
	3The context of assessment should include the facilities, tools, equipment and materials listed below:
	
	      Phone
	       Computer
	       Printer
	      Materials Routing software
	      Maps
	      Distance tables
	      Stationery

Learning Outcome 02	LO2: supply chain operations
Assessment Criteria	1.1 Supply chain drivers 1.2 ICT in supply chains 1.3 Inventory management 1.4 Customer Service 1.5 Supply chain integration 1.6 Supply chain risk
Content	**1.1 Supply chain drivers** • Production • Inventory • Location • Transportation • information **1.2 ICT in supply chains** • Role of ICT in supply chains • supply chain integration • Enterprise resource planning (ERP) • Customer relationship management system • Emerging technologies and their impact on supply chains **1.3 Inventory management** • functions of inventory in supply chains • Inventory cost structure • models of inventory management **1.4 Customer Service** Elements of customer service Importance of customer service Customer retention Phases of customer service **1.1 Supply chain integration** • Elements of supply chain integration • Stages of supply chain integration • Types of supply chain integration • Barriers of supply chain integration **1.6 Supply chain risk** • Major supply chain risks • Drivers of supply chain risks • Risk mitigation strategies

Assessment Tasks	1.6 1.Written and/or oral assessment on the skills and knowledge required to determine Supply chain drivers , ICT in supply chains ,Inventory management ,Customer Service, supply chain integration and Supply chain risk 2. Practical assessment on supply chain operation
Conditions/Context of assessment	1.Written and/or oral assessment can be conducted in classroom environment. 2.Oral assessment can also be conducted by the assessor during the performance of the practical assessment by the trainees. 3.The practical assessment will be conducted in the workplace or simulated work environment in the training institution. The context of assessment should include the facilities, tools, equipment and materials listed below. Phone Computer Printer Materials handling equipments **Materials** Maps Distance tables Stationery

Learning Outcome 03	sourcing and procurement
Assessment Criteria	1.1 Sourcing 1.2 Procurement cycle 1.3 Role of procurement in organizations

Content	**1.1 Sourcing**
	  • Role of sourcing in supply chains
	  • Make or buy decision
	  • Supplier selection criteria
	  • Supplier selection model
	1.2 Procurement cycle
	  • Stages in the procurement cycle
	  • Documents used in the purchasing cycle
	  • Records used in the purchasing cycle
	
	1.3 Role of procurement in organizations
	  • Supplier selection
	  • Placing of orders
	  • Follow up and expediting
	  • Quality management
	  • Negotiation
	  • Manage the procurement process

Assessment Tasks	1.Written and/or oral assessment on the skills and knowledge required on Sourcing and Procurement 2.Practical assessment on sourcing and procurement

Conditions/Context of assessment	1.Written and/or oral assessment can be conducted in a classroom environment. Oral assessment can also be conducted by the assessor during the performance of the practical assessment by the trainees.
	2.The practical assessment will be conducted in the workplace or simulated work environment in the training institution.
	3.The context of assessment should include the facilities, tools, equipment and materials listed below.
	  Phone
	  Computer
	  Printer
	  Materials handling equipments
	
	  Materials
	
	  Maps
	  Distance tables
	  Stationery

Learning Outcome 04	**supply chain performance**
Assessment Criteria	**1.1 Key performance indicators** **1.2 Supply chain costs**
Content	**1.1 performance indicators** • Types of key performance indicators • Balance score card • Performance measurement **1.2 Supply chain costs** • Procurement cost • Transport cost • Inventory cost • Quality cost

Assessment Tasks	**1.3** 1.Written and/or oral assessment on the skills and knowledge required to determine **key performance indicators and Supply chain costs** 2.Practical assessment on Performance indicators.
Conditions/Context of assessment	1.Written and/or oral assessment can be conducted in a classroom environment. Oral assessment can also be conducted by the assessor during the performance of the practical assessment by the trainees. 2.The practical assessment will be conducted in the workplace or simulated work environment in the training institution. 3.The context of assessment should include the facilities, tools, equipment and materials listed below. Phone Computer Printer Handling equipments **Materials** Routing software Maps Stationery

ASSESSMENT SPECIFICATION GRID

Learning Outcomes		WEIGHTING %
1	Supply chain context	25
2	supply chain operations	25
3	sourcing and procurement	25
4	supply chain performance	25

Approach to teaching and learning:
- ✓ Observation of adult learning principles.
- ✓ Both institution-based and work-based learning to facilitate the integration of theory and practice.
- ✓ Face-to-face education and learning.
- ✓ Problem-based learning.
- ✓ Online/distance education and learning.
- ✓ Blended/hybrid education and learning.
- ✓ Use of social media.

Approach to assessment:
- ✓ Weighting of 60% continuous assessment and 40% examination.
- ✓ Oral assessment to be conducted by a panel of two or more assessors.
- ✓ RPL assessment.
- ✓ Portfolio of evidence.
- ✓ Assessment of work conducted by both individual learners and teams of learners.

Resources:

Qualifications and experience of trainers, assessors and moderators

All trainers, assessors and moderators should have undergone ZNQF accredited training programmes and should have qualifications and experience recognised by the Zimbabwe National Qualifications Authority (ZNQA).

Facilities, tools, equipment and materials

- ▪ Computer
- ▪ Desk

- Swivel chair
- Visitors chairs
- Filing cabinets
- Puncher
- Stapler
- Pens
- Dust bin
- Fax machine
- Printer
- Paper tray
- Document scanner
- Photocopier
- Heater
- Fan/air conditioner
- Document holders
- Refrigerator
- Water dispenser
- Water glasses
- Tea set
- Electric jugs
- Trays
- Cash box
- Microwave
- Office ornaments
- Paper scissors
- First aid kit

Learning resources

Relevant training manual (learners' guide) and facilitators' guide

Reference materials (recommended textbooks, recommended readings)

Module Code:	310/22/M04
Module Title:	**Computing and Digital Literacy**
ZNQF Level:	4

Credits:	10
Duration:	120 Hours
Relationship with Qualification Standards:	Based on unit standard **Computing and Digital Literacy** of….
Pre-requisite modules:	NO PREREQUISITES
Purpose of Module:	This module intends to give students the skills and understanding to use computers in their fields of study and to come up with ICT based solutions for business. It focuses on developing an understanding of basic computer use and application of different ICT systems including networks. To raise awareness on the impact of current and emerging technologies in the business world. In addition, the module equips students with the ability to recognise potential risks when using ICT and promote safe and responsible practice.
List of Learning Outcomes:	**LO1: Apply data communication principles to utilise computer networks and internet services** **LO2: Operate a computer and perform basic file and folder management.** **LO3: Creating and editing documents using a WordProcessor.** **LO4: Drafting and editing documents using spreadsheets.** **LO5: Drafting and editing documents using databases** **LO6: Drafting and editing documents using multimedia**

	presentations

Learning Outcome 01	**Apply data communication principles to utilise computer networks and internet services**
Assessment Criteria:	1.1 Define data communications and computer networks 1.2 Explain network functionality, communication and collaboration tools. 1.3 Apply internet knowledge to the business environment and demonstrate capability to use different communication and collaboration tools. 1.4 Detail on cloud computing. 1.5 Virtual teams and Telecommuting

Content:	**1.1 Define data communications and computer networks**
	   1.1.1 define data communications
	   1.1.2 define computer network
	   1.1.3 Give the advantages and disadvantages of networking computers
	1.2 Explain network functionality.
	   1.2.1 Explain the types of networks (LAN, MAN and WAN)
	   1.2.2 Describe network topologies (Star, Bus, Ring and Mesh)
	   1.2.3 Explain the client-server setup as used by modern

	businesses for networking workstations.
	1.2.4 Identify common network devices and computers (server, client, router, switch, hub, bridge)
	1.2.5 Explain Wi-Fi and hotspot as network distribution resources
	1.2.6 evaluate network environments such as intranet and extranet for business.
	1.3 Apply internet knowledge to the business environment and demonstrate capability to use different communication and collaboration tools.
	1.3.1 Define the internet and give the uses.
	1.3.2 Outline the advantages and disadvantages of the internet.
	1.3.3 Draft requirements for a corporate internet connectivity. (hardware and software needed)
	1.3.4 Search information on the internet, browser functions to surf on the Internet
	1.3.5 Recognise the meaning of web browser and Internet addresses (URL)
	1.3.6 Create and organise a list of favourites, bookmark sites.
	1.3.7 Identifying the measures that have to be taken to protect one's privacy when accessing information on the Internet.
	1.3.8 Identifying different communication tools, and selecting the appropriate one for the intended type of communication.
	1.3.9 Creating an email address in compliance with

personal data protection best practices

1.3.10 Adopting safe behaviour when managing unwanted emails and paying attention to phishing;

1.3.11 Sending email messages in an adequate and responsible manner;

1.3.12 Using the domain "To, "Cc" and "Bcc" adequately for sending emails;

1.3.13 Attaching documents to an email;

1.3.14 Opening attachments in safety and saving them in another location or storage device

1.3.15 Creating and organising a list of contacts with at least one group of addressees

1.3.16 Setting up online presence and Social Media Networking for business (blogs, wikis, podcasts)

1.4 Detail on cloud computing.

1.4.1 explain the cloud computing and show its characteristics.

1.4.2 How is data stored, managed and shared on the cloud?

1.4.3 Describe the advantages and disdavantages of cloud computing.

1.4.4 Explore the cloud services providers and their products for business.

1.5 Virtual teams and Telecommuting

1.5.1 Virtual business tools (Zoom, MS Teams)

1.5.2 describe telecommuting including advantages and disadvantages

Assessment Tasks:	Practical assignments and practical tests that demonstrate the skills and knowledge acquired for the proper use and handling of networks and internet services.
Conditions/Context of assessment	Submission of practical work demonstrating the knowledge on networks and their uses.

Learning Outcome 02	Operate a computer and perform basic file and folder management.
Assessment Criteria:	2.1 Operate a computer 2.2 Customise workspace 2.3 Manage files and folders 2.4 Setup printing facility
Content:	2.1 Operate a computer 2.1.1 Switch on a computer (cold boot or warm boot procedure) 2.1.2 Put a computer on sleep mode 2.2 Customise workspace 2.2.1 Change desktop background 2.2.2 Correct date and time 2.2.3 Pin programs to taskbar 2.2.4 Sort desktop icons 2.3 Manage files and folders 2.3.1 Create a new folder, rename a folder 2.3.2 Copy file into folder

	2.3.3 Duplicate folders
	2.3.4 Transfer files from removable storage to computer and back
	2.3.5 Delete files and folders
	2.3.6 Recover files from recycle bin
	2.3.7 Open and import files of different types
	2.3.8 Save files using appropriate file names
	2.3.9 Save and export in the file format of an application package including .docx, .doc, .xls, .accdb, .pptx,
	2.4 Setup printing facility
	2.4.1 Set a printer as default
Assessment Tasks:	Practical assessment on operating a computer, changing desktop appearance, managing file and folders, setting up a printer.
Conditions/Context of assessment	Hands on practical sessions in the computer laboratory.

Learning Outcome 03	**Drafting and editing documents using Word Processor**
Assessment Criteria:	3.1 Create or edit a document using a Word processor
	3.2 Process mail
	3.3 Create tables and columns
	3.4 Create business documents
Content:	**3.1 Create or edit a document using a Word processor**
	3.1.1 Load a word processor
	3.1.2. Create a new document, Format Text and Paragraphs
	3.1.3 Get skilled working with Text and Pictures (Font, Text alignment, Text enhancement including, spacing and bullets, alignment and Indent)

	3.1.4. Create and format SmartArt
	3.1.5 Understand how to use and edit Templates to create documents and resumes
	3.1.6 Create or edit headers and footers
	3.1.7. Use editing techniques to manipulate text and numbers including highlight, delete, move, cut, copy, paste, drag and drop
	3.2 Process Mail
	3.2.1. Create a Mail Merge that sends a personalized invitation to each recipient
	3.2.2. Learn how to select the Mail Merge recipients and troubleshoot errors
	3.3 Create tables and columns
	3.3.1. Create and edit a table with a specified number of rows and Columns.
	3.3.2. Place text or objects in a table
	3.3.3. Place texts or objects into columns
	3.3.4. Insert borders
	3.4 . Produce business documents
	3.4.1. Business plan
	3.4.2. Memorandum
	3.4.3. Different types of letters
	3.4.4. Reports
	3.4.5. Create, modify, update and apply styles to ensure consistency of presentation
	3.4.6. Perform spelling and grammar check
	3.4.7. Printout finished documents

Assessment Tasks:	1. Practical assessment on creating documents according to business needs.
	2. Print documents as required.
Conditions/Context of assessment	Hands on practical sessions in the computer laboratory.

Learning Outcome 04	Creating and editing documents using spreadsheets
Assessment Criteria:	4.1 Create or edit a document using a Spreadsheet
	4.2 use formulae to manipulate data
	4.3 Generate graphs
	4.4 Generate business documents
Content:	**4.1. Create and edit a spreadsheet for a business task**
	4.1.1. Load a spreadsheet
	4.1.2. Create a spreadsheet and enter text
	4.1.3. Use editing techniques to manipulate text and numbers including highlight, delete, move, cut, copy, paste, drag and drop
	4.1.4. Insert borders
	4.1.5. Merge cells
	4.1.6. Insert columns and rows
	4.1.7. delete columns and rows
	4.2. Use formulae to manipulate data
	4.2.1. Create and use formulae
	4.2.2. Use functions
	4.2.3. Display used formulae
	4.2.4. Add/delete sheets

	4.3. Generate Graphs 4.3.1. Generate appropriate graphs from given data 4.3.2. Use different types of graphs for data analysis 4.3.3. Save the spreadsheet 4.3.4. Print spreadsheet or specified window **4.4. Generate business documents** 4.4.1. Invoices 4.4.2. Receipts 4.4.3. Simple financial statements
Assessment Tasks:	3. Practical assessment on creating spreadsheet documents according to business needs. 4. Print documents as required.
Conditions/Context of assessment	Hands on practical sessions in the computer laboratory.

Learning Outcome 05	**Creating and editing documents using databases**
Assessment Criteria:	5.1 Create or edit a database 5.2 Generate queries 5.3 Generate reports
Content:	**6.1 Create or edit a document using a database** 6.1.1. Load a database 6.1.2. Create a new document 6.1.3. Add and delete fields 6.1.4. Add and delete records 6.1.5. Use different data types 6.1.6. Update fields and records

	6.1.7. Printout finished documents
	6.2. Generate Queries
	6.2.1. Generate appropriate queries from given data
	6.2.2. Use relevant fields
	6.2.3. Save and print queries
	6.3. Generate reports
	6.3.1. Generate appropriate reports from given data
	6.3.2. Use appropriate orientation
	6.3.3. Print reports
Assessment Tasks:	5. Practical assessment on creating documents according to business needs. 6. Print documents as required.
Conditions/Context of assessment	Hands on practical sessions in the computer laboratory.

Learning Outcome 06	**Creating and editing documents using multimedia presentations**
Assessment Criteria:	6.1 Create or edit a document using a presentation 6.2 Create slides for a business task 6.3 Enhance slide presentations 6.4 Create business presentations
Content:	**6.1 Create or edit a document using a Presentation** 6.1.1. Load a presentation package 6.1.2. Create a new presentation 6.1.3. Understand how to use and edit Templates to create documents and resumes 6.1.4. Create or edit headers and footers

	6.2 Create slides for a business task 6.2.1. Know how to work with Text Boxes, Format Shapes and apply Themes 6.2.2. Insert, format and adjust Pictures with the Picture Tools 6.2.3. Insert and format Shapes and SmartArt to create an effective presentation 6.2.4. Use Tables and Spreadsheets to display data in a presentation 6.3. Enhance slide presentations 6.3.1. Learn how to design Slide Masters 6.3.2. Apply slide Transitions 6.3.3. Apply Animations to images in a slide show and edit the timing **6.4 Create business presentations** 6.4.1. Advertise using presentation 6.4.2. Create presentations different business purposes
Assessment Tasks:	7. Practical assessment on creating word documents according to business needs. 8. Print documents as required.
Conditions/Context of assessment	Hands on practical sessions in the computer laboratory.

ASSESSMENT SPECIFICATION GRID

LEARNING OUTCOMES		Weighting %
1	Basic file and folder handling	10%
2	Use of internet and network services	10%
3	Wordprocessing	20%
4	Spreadsheets	20%
5	Databases	20%
6	presentation	20%
TOTAL		**100%**

Approach to Teaching and Learning:

2   Both institution-based and work-based learning to facilitate the integration of theory and practice.

3   Face-to-face education and learning.

4   Problem-based learning.

5   Online/distance education and learning.

6   Blended/hybrid education and learning.

Facilities, Tools, Equipment and Materials

- Classroom/Computer Lab
- Computer
- Digital Projector
- Data storage devices
- Internet

Reference Materials (recommended textbooks, recommended readings)

Bello Rotimi-Williams (2019) Essential ICT for Informatics & Management Students, LAP Lambert Academic

Bouwman H, van den Hooff **B**, Lidwien van de Wijngaert & Jan van Dijk

(2005) Information and Communication Technology in Organizations: Adoption, Implementation, Use and Effects, SAGE Publications Ltd

Katarzyna Szymczyk, Ibrahiem M. M. El Emary (2021) Advanced Trends in ICT for Innovative Business Management, Boca Raton

Tremblay J & Burnt R (2015) An Introduction to Computer Science an Algorithmic Approach, McGraw-Hill

Module code:	**310/22/M01**
Module title:	**Workplace Communication**
ZNQF level:	**4**
Credits:	8
Duration:	80 hours
Relationship with qualification standards:	Based on Unit Standard **Workplace Communication** of Unit Standards for different workplaces
Pre-requisite modules:	No prerequisites
Purpose of module:	This module describes the skills, knowledge and attitudes required by an **individual** to be able to effectively communicate in business. This includes writing business documents, use appropriate communication skills in business, applying effective communication techniques and preparing different types of business meetings. This module is important as it ensures proper and effective communication skills for business. The module targets individuals who are in engineering, commercial field of work irrespective of gender, age or ethnicity.
List of learning outcomes:	**L01: Apply language and writing skills in business** **L02:Wwrite business documents** **L03:Use communication skills to satisfy business needs** **L04: Apply effective communication techniques in business** **L05: Prepare different types of meetings**

Learning outcome 01	Apply language and writing skills in business
Assessment criteria:	**1.1** **Use the correct language style** **1.2** **Use business jargon in appropriate situations.** **1.3 Organize written material logically** **1.4 Select and use the most effective method of communication in abusiness context.** **1.5 Use telephone effectively**

Content:	**1.1.** **Use the correct language style**
	    • Apply the concept of the 'seven (7) cs' of writtencommunication
	    • Describe use of languages
	
	1.2. **Use business jargon in appropriate situations**
	    • Identify and avoid barriers to communication
	    • Discuss selection of words
	
	1.3. **Organize written material logically**
	    • Make notes
	    • Describe presentation of business documents
	
	1.4. **Select and use the most effective method of communication in a business context**.
	    • Various methods of communication
	    • Select and use the most effective method
	    • Identify major communication channels
	
	1.5. **Use the telephone effectively**
	    • Telephone etiquette
	    • Making calls
	    • Answering calls

Assessment tasks:	10. Written and/or oral assessment on the skills and knowledge required in basic communication. 11. Practical assessment on the requirements and principles of basic communication
Conditions/context of assessment	18. Written and/or oral assessment can be conducted in a classroom environment. Oral assessment can also be conducted by the assessor during the performance of the practical assessment by the trainees. 19. The practical assessment will be conducted in the workplace or simulated work environment in the training institution.

	20. The context of assessment should include the facilities, tools, equipment and materials listed below: -
	   - Visitors chairs
	   - Secretary chair and desk
	   - Computer
	   - Printer
	   - Photocopier
	   - Stationary and petty cash vouchers

Learning outcome 02	**Write business documents**
Assessment criteria	**2.1 Produce business letters** **2.2 Generate reports** **2.3 Write a memorandum using the fully-blocked method** **2.4 Write a notice for the company notice board**

Content	**2.1 Produce business letters**
	   • Different types of letters
	   • Use the 'pea kiss' letter writing plan
	
	2.2 Generate reports
	   • Identify types of business reports
	   • Write reports from their own investigation or observation
	   • Explain functions of reports in organisations.
	
	2.3 Write a memorandum using the fully-blocked method
	   • Identify the major components of a memo
	   • Uses of notice and memo.
	   • Differentiate between a notice and memo.
	
	2.4 Write a notice for the company notice board
	   • The uses of notice
	   • Differentiate between a notice and memo.
	   • Identify the major components of a notice

Assessment tasks	1. Written and/or oral assessment on the skills and knowledge required in basic communication. 2. Practical assessment on the requirements and principles of basic communication

Conditions/context of assessment	1. Written and/or oral assessment can be conducted in a classroom environment. Oral assessment can also be conducted by the assessor during the performance of the practical assessment by the trainees.
	2. The practical assessment will be conducted in the workplace or simulated work environment in the training institution.
	3. The context of assessment should include the facilities, tools, equipment and materials listed below: -
	- Visitors chairs
	- Secretary chair and desk
	- Computer
	- Printer
	- Photocopier
	- Stationary and petty cash vouchers

Learning outcome 03	Use communication skills to satisfy business needs
Assessment criteria	**3.1 Define oral communication** **3.2 Answer questions during a job interview** **3.3 Communicate information correctly in structured language** **3.4 Use written communication effectively**

Assessment tasks	**3.1 Define oral communication**
	 • Listening skills
	 • Speaking skills
	 • Use of par-linguistics
	
	   a. Correctly answer questions during a job interview
	 • Audibility in speech
	 • Confidence in speech
	 • Concise responses
	
	   b. Communicate information correctly in structured language
	 • Use of correct common grammar
	 • Meanings of words and phrases
	
	   c. Use written communication effectively
	 • state the advantages and disadvantages of written communication

Conditions/context of assessment	1. Written and/or oral assessment on the skills and knowledge required in basic communication. 2. Practical assessment on the requirements and principles of basic communication

Content	1. Written and/or oral assessment can be conducted in a classroom environment. Oral assessment can also be conducted by the assessor during the performance of the practical assessment by the trainees.
	2. The practical assessment will be conducted in the workplace or simulated work environment in the training institution.
	3. The context of assessment should include the facilities, tools, equipment and materials listed below: -
	- Visitors chairs
	- Secretary chair and desk
	- Computer
	- Printer
	- Photocopier
	- Stationary and petty cash vouchers

Learning outcome 04	**Apply effective communication techniques in business**
Assessment criteria	**4.1 Organise written material logically** **4.2 Use grammar and pronunciation according to type of business** **4.3 Interpret information presented orally** **4.4 Communicate clearly**
Assessment tasks	**4.1. Organise written material logically** • Present business documents • Write different business letters • Write different reports **4.2. Use grammar and pronunciation according to type of business** • Construct sentences that communicate • Use of objective language in communicating • Describe use of direct and indirect speech **4.3. Interpret information presented orally** • Analyse a written passage • Identify key points from the given passage **4.4. Communicate clearly** • Identify and discuss the concept of the 'seven (7) cs' in communication

	• Identify the most effective methods of communication • Explain the importance of transmitting accurate information
Conditions/context of assessment	1. Written and/or oral assessment on the skills and knowledge required in basic communication. 2. Practical assessment on the requirements and principles of basic communication

Content	1. Written and/or oral assessment can be conducted in a classroom environment. Oral assessment can also be conducted by the assessor during the performance of the practical assessment by the trainees.
	2. The practical assessment will be conducted in the workplace or simulated work environment in the training institution.
	3. The context of assessment should include the facilities, tools, equipment and materials listed below: -
	   - Visitors chairs
	   - Secretary chair and desk
	   - Computer
	   - Printer
	   - Photocopier
	   - Stationary and petty cash vouchers

Learning outcome 05	**Prepare different types of meetings**
Assessment criteria	5.1define different types of meetings. 5.2identify requirements for meetings. 5.3take notes from meetings. 5.4prepare meeting documents
Assessment tasks	**5.1Define different types of meetings.** • Public meetings • Private meetings • Office bearers **5.2Identify requirements for meetings.** • Quorum • Notice • Agenda • Convener • Secretary **5.3Take notes from meetings.**

	• Narrative minutes • Resolution minutes • Verbatim minutes **5.4Prepare meeting documents** • Notice • Agenda • Minutes of meetings.
Conditions/context of assessment	1. Written and/or oral assessment on the skills and knowledge required in basic communication. 2. Practical assessment on the requirements and principles of basic communication

Content	1. Written and/or oral assessment can be conducted in a classroom environment. Oral assessment can also be conducted by the assessor during the performance of the practical assessment by the trainees.
	2. The practical assessment will be conducted in the workplace or simulated work environment in the training institution.
	3. The context of assessment should include the facilities, tools, equipment and materials listed below: -
	  - Visitors chairs
	  - Secretary chair and desk
	  - Computer
	  - Printer
	  - Photocopier
	  - Stationary and petty cash vouchers

Approach to teaching and learning:
8. Observation of adult learning principles.
9. Both institution-based and work-based learning to facilitate the integration of theory and practice.
10. Face-to-face education and learning.
11. Problem-based learning.
12. Online/distance education and learning.
13. Blended/hybrid education and learning.
14. Use of social media.

Approach to assessment:
7. Weighting of 60% continuous assessment and 40% examination.
8. Oral assessment to be conducted by a panel of two or more assessors.
9. RPL assessment.

10. Portfolio of evidence.
11. Assessment of work conducted by both individual learners and teams of learners.

Resources:
5. Qualifications and experience of trainers, assessors and moderators

All trainers, assessors and moderators should have undergone ZNQF accredited training programmes and should have qualifications and experience recognised by the Zimbabwe National Qualifications Authority (ZNQA).

6. Facilities, tools, equipment and materials

- Computer
- Desk
- Swivel chair
- Visitors chairs
- Filing cabinets
- Puncher
- Stapler
- Pens
- Dust bin
- Fax machine
- Printer
- Paper tray
- Document scanner
- Photocopier
- Heater
- Fan/air conditioner
- Document holders
- Refrigerator
- Water dispenser
- Water glasses
- Tea set
- Electric jugs
- Trays
- Cash box
- Microwave
- Office ornaments
- Paper scissors
- First aid kit

7. Learning resources

Relevant training manual (learners' guide) and facilitators' guide

8. Reference materials (recommended textbooks, recommended readings)

UNIT 1

Unit Code	TBA
Unit Title:	**Workplace Communication**

Level of Unit: **4**

Credits: **8**

Occupation: **Generic**

Date of Promulgation: **TBA**

Review Date: **TBA**

AIM OF THE UNIT STANDARD

This unit will enable an individual to communicate effectively in a business.

ELEMENT AND PERFORMANCE CRITERIA

Element 1.1	**Apply language and writing skills**

Performance Criteria:

1.3   Use the correct language style

1.4   Use business jargon in appropriate situations.

1.3 Organize written material logically

1.4 Select and use the most effective method of communication in abusiness context.

1.5 Use telephone effectively

Element 1.2	Write business documents

Performance Criteria:

2.1Produce business letters

2.2 Generate reports according to specifications

2.3 Write a memorandum using the fully-blocked method

2.4 Write a notice for the company notice board

Element 1.3	Use communication skills to satisfy business needs

Performance Criteria:

3.1 Define oral communication

3.2 Answer questions during a job interview

3.3 Communicate information correctly in structuredlanguage

3.4 Use written communication effectively

Element 1.4	Apply effective communication techniques in business

Performance Criteria:

4.1 Organise written material logically

4.2 Use grammar and pronunciation according to type of business

4.3 Interpret information presented orally

4.4 Communicate business effectively

Element 1.5	Prepare different types of meetings

Performance Criteria:

5.1 Define different types of meetings.
5.2 Identify requirements for meetings.
5.3 Take notes from meetings.
5.4 Prepare meeting documents

COMPETENCIES REQUIRED IN READINESS FOR ASSESSMENT:
Record keeping skills
Customer care skills
Management skills
Problem-solving skills
Interpersonal skills
Legal awareness
Mobilisation skills
Environmental awareness skills
Legal awareness
Critical thinking skills
Research skills
Problem-solving skills
Abreast with global current events
Tool handling skills

GENERIC SKILLS:

Tolerance skills
Communication
Positive regard
Planning
Organisation
Good attitude
Good morals
Acceptance of others
Servant hood
Quest for more knowledge
Social skills

Controlling
Human relation skills
Interpersonal skills
Critical thinking skills
Analytical skills

RANGE STATEMENT:

TOOLS EQUIPMENT AND MATERIALS:

Computer
Desk
Swivel chair
Visitors' chairs
Filing cabinets
Puncher
Stapler
Pens

Dust bin
Fax machine
Printer
Paper tray
Document scanner
Photocopier
Heater
Fan/air conditioner

Document holders	Trays
Refrigerator	Cash box
Water dispenser	Microwave
Water glasses	Office ornaments
Tea set	Paper scissors
Electric jugs	First aid kit

Duration: **8**0 hours

ASSESSMENT AND CERTIFICATION:
In order to gain credits for this unit standard, a candidate must be assessed and demonstrate competency in all the elements and performance criteria of this unit standard.

Accredited assessors will conduct assessment. The results of the assessment will be submitted to ZIMEQA.A candidate can apply to ZIMEQA for documentary evidence of their achievements

Module Code:	**402/22/M01**
Module Title:	**ENTREPRENEURSHIP SKILLS DEVELOPMENT**
ZNQF Level:	**4**
Credits:	**8**
Duration:	**80 HOURS**
Relationship with Qualification Standards:	Based on Unit Standard **TBA ENTREPRENEURSHIP SKILLS DEVELOPMENT OF UNIT STANDARD FOR AN ENTREPRENEUR**
Pre-requisite modules:	NON
Purpose of Module:	This module describes the skills, knowledge and attitudes required by an entrepreneur to acquire leadership, business and time management, creative thinking and problem-solving in a job role and industries. This module will ensure that the entrepreneur will formulate a business plan, register a company and operate a business. The advantages of entrepreneurship skills development are that growth and development are constant, beneficial network is developed and work life autonomy is possible. Access to this module is open to all youth, man and woman who want to own a business.
List of Learning Outcomes:	**LO1: Formulate a business** **LO2: Register a company** **LO3: Operate a business**

Learning Outcome 01	Formulate a business
Assessment Criteria:	1.1 Formulate a business idea 1.2Produce business plan 1.3 Research on business market 1.4 Compile a financial plan

	1.5 Position a product/service 1.6 Envelope survival strategies 1.7 Establish a business environment 1.8 Mobilise financial resources
Content:	**1.1.Formulate a business idea** 1.1.1Define an entrepreneur 1.1.2 Discuss the various concepts of entrepreneurship 1.1.3 Analyse the various forms of business ownership **1.2. Produce business plan** 1.2.1 Define a business plan 1.2.2Produce an executive summary of your business 1.2.3Describe the business 1.2.4 Provide the organisational structure of the business 1.2.5Describe product/services 1.2.6 Provide market analysis 1.2.7 Give marketing strategies 1.2.8 Provide a financial plan **1.3 Research on business market** 1.3.1 Define business market 1.3.2 Study market trends 1.3.3 Analyse market segmentation 1.3.4 Analyse competitors in the market **1.4 Compile a financial plan** 1.4.1Plan for staffing and employees 1.42 Forecast on profit and loss 1.4.3 Analysis of cashflow 1.4.5 Prepare a balance sheet **1.5 Position products/services** 1.5.1 Define positioning of products and services 1.5.2 Describe the types of product and services positioning 1.5.3 Discuss the importance of product/service positioning **1.6 Envelope survival strategies** 1.6.1 Define survival strategies 1.6.2Describe the types of survival strategies 1.6.3Discuss the importance of survival in business **1.7 Establish a business environment** 1.7.1Conduct SWOT analysis 1.7.2Discuss price and position products/ services

	1.7.3 Conduct viable promotions **1.8 Mobilise Financial resources** 1.8.1 Provide a detailed account of how to bring revenue and funding to get started 1.8.2 Balancing financial statement
Assessment Tasks:	12. Written and/or oral assessment on the skills and knowledge required to formulate a business as outlined in the assessment criteria and content above. 13. Practical assessment on the formulation of a business plan
Conditions/Context of assessment	21. Written and/or oral assessment can be conducted in a classroom environment. Oral assessment can also be conducted by the assessor during the performance of the practical assessment by the trainees. 22. The practical assessment will be conducted in the workplace or simulated work environment in the training institution. 23. The context of assessment should include the facilities, tools, equipment and materials as per entrepreneur's occupation.

Learning Outcome 02	Register a company
Assessment Criteria	2.1Prepare company documents 2.2 Process business registration 2.3Secure a place of business operation 2.4Compile rules and regulations
Content	**2.1Prepare company documents** 2.1.1 Identify business documents 2.1.2 Explain the purpose of books of accounts (cashbooks,ledger,etc) 2.1.3 Explain the importance of business documents **2.2 Process business registration** 2.2.1Define company registration 2.2.2Identify the types of companies that can be registered 2.2.3 Describe the requirements needed to register different companies 2.2.4 Discuss the procedures for company registration 2.2.5 Describe the documents that are received after company registration **2.3 Secure a place of business operation** 2.3.1 Identify factors that influence an entrepreneur in securing a place of business operation 2.3.2 Discuss the macro and micro environmental factors affecting entrepreneurship 2.3.3 Define SMEs(Small and Medium Enterprises) 2.3.4 Discuss the roles of SMEs **2.4Compile rules and regulations** 2.4.1 Define rules and regulations in business 2.4.2 Compile guiding rules and regulations in business 2.4.3 Explain the importance of rules and regulations in business
Assessment Tasks	1. Written and/or oral assessment on the skills and knowledge required to registering a company as outlined in the assessment criteria and content above. 2. Practical assessment on the registering of a business plan
Conditions/Context of assessment	1. Written and/or oral assessment can be conducted in a classroom environment. Oral assessment can also be conducted by the assessor during the performance of the practical assessment by the trainees. 2. The practical assessment will be conducted in the workplace or simulated work environment in the training institution. 3. The context of assessment should include the facilities, tools, equipment and materials as per entrepreneur's occupation

Learning Outcome 03	Operate a business
Assessment Criteria	3.1 Manage a business according to organisation policy 3.2 Allocate resources according to line of business 3.3 Cost products in line with procedues 3.4 Price products according to company procedures 3.5 Update and maintain records 3.6 Control stock in line with organisation requirements 3.7 Formulate market plans 3.8 Manage risks in line with organisation requirements 3.9 Adopt growth strategies 3.10 Observe business and give social responsibility 3.11 Practise customer care 3.12 Motivate employees in line with organisational requirements
Content	**3.1 Manage a business according to organisation policy** 3.1.1 Define business management 3.1.2 Explain the roles of management in a business 3.1. Discuss the importance of computers as a business management tool **3.2 Allocate resources according to line of business** 3,2.1 Define resource allocation 3.2.2 Explain the importance of properly allocating resources (human, capital, material) **3.3 Cost products in line with procedures** 3.3.1 Define various costing terms 3.3.2 Explain the importance of costing to a business 3.3.3 Describe the costing processes of a business 3.3.4 Calculate using the basic cost - pricing and profit methods in relation to products/ services **3.4 Price products in line with business policy** 3.4.1 Define various pricing terms 3.4.2 Explain the importance of pricing to a business 3.4.3 Analyse the pricing processes of a business 3.4.4 Calculate prices of products 3.4.5 Describe pricing strategies **3.5 Update and maintain records** 3.5.1 Define record keeping in business 3.5.2 Identify source business documents 3.5.3 Explain the importance of record keeping 3.5.4 Describe the purposes of books of accounts **3.6 Control stock in line with organisation requirements** 3.6.1 Define stock control in business 3.6.2 Describe the importance of stock control

	3.6.3 Outline effective stock control procedures **3.7 Formulate market plans** 3.7.1 Define marketing 3.7.2 Devise a marketing plan for a business 3.7.3 Explain the Ps of marketing 3.7.4 Discuss the marketing mix strategies **3.8 Manage risks in line with organisation requirements** 3.8.1 Define risk management 3.8.2 Discuss the importance of risk covers in entrepreneurship 3.8.3 Explain the principles of risk management to a business 3.8.4 Analyse the steps involved in risk management process 3.8.4 Identify the various risk management strategies in business **3.9 Adopt growth strategies** 3.9.1 Define business growth strategies 3.9.2 Explain the four business growth strategies **3.10 Observe business ethics and give social responsibility** 3.10.1 Define business ethics and social responsibility 3.10.2 Explain the imporatance of business ethics to entrepreneurs 3.10.3 Outline social responsibility principles 3.10.4 Explain the importance of social responsibility to the entreptreneur 3.10.5 Illustrate acts of social responsibility by an entrepreneur in a community **3.11 Practise customer care** 3.11.1 Define customer care 3.11.2 Discuss ten tips of customer care 3.11.3 Explain benefits of customer care **3.12 Motivate employees in line with organisational requirements** 3.12.1 Define motivation 3.12.2 Outline theories of staff motivation in business 3.12.3 Discuss the importance of motivation
Assessment Tasks	1.Written and/or oral assessment on the skills and knowledge required to operate a business as outlined in the assessment criteria and content above. 2. Practical assessment on operating a business

Conditions/Context of assessment	1. Written and/or oral assessment can be conducted in a classroom environment. Oral assessment can also be conducted by the assessor during the performance of the practical assessment by the trainees.
	2. The practical assessment will be conducted in the workplace or simulated work environment in the training institution.
	3. The context of assessment should include the facilities, tools, equipment and materials as per entrepreneur's occupation

ASSESSMENT SPECIFICATIONS GRID

Weighting   60%   Coursework and 40% Examination (as per existing HEXCO rules and regulations)

Learning Outcomes		% WEIGHTING
1	**Formulate a business**	40
2	**Register a company**	20
3	**Operate a business**	40
	TOTAL	**100%**

PAPER STRUCTURE

Students should answer any 5 from a total of 9 questions. Each question carries 20 marks. Total 100 marks.

	NUMBER OF QUESTIONS	WEIGHTING
Formulate a business • Business idea formulation • Business plan development • Business market research • Financial plan • Position a product/service • Survival strategies • Business environment • Financial resources mobilisation	4	40%
Register a company • Company documents	1	20%

• Business registration • Rules and regulations		
Operate a business • Business management • Resources allocation • Costing of products • Pricing of products • Records keeping • Control stock control • Marketing • Risk management • Social responsibility • Customer care • Employee motivation	4	40%
TOTAL	**9**	**100%**

Approach to Teaching and Learning:
15. Observation of adult learning principles.
16. Both institution-based and work-based learning to facilitate the integration of theory and practice.
17. Face-to-face education and learning.
18. Problem-based learning.
19. Online/distance education and learning.
20. Blended/hybrid education and learning.
21. Use of social media.

Approach to Assessment:
12. Weighting of practical and theory assessment: 60% theory and 40% practical.
13. Weighting of institution-based and work-based assessment: 50% institution-based assessment and 50%.
14. Oral assessment to be conducted by a panel of two or more assessors.
15. Portfolio of evidence.
16. Assessment of work conducted by both individual learners and teams of learners.

Resources:
1 Qualifications and experience of Trainers, Assessors and Moderators

All trainers, assessors and moderators should have undergone ZNQF accredited training programmes and should have qualification and experience recognised by the Zimbabwe National Qualifications Authority (ZNQA).

All trainers, assessors and moderators should have undergone ZNQF accredited training   programmes and should have qualifications and experience recognised by the Zimbabwe   National Qualifications Authority (ZNQA).

9. **Facilities, Tools, Equipment and MaterialsFacilities, Tools, Equipment and Materials**

- Computer
- Communication equipment
- Data storage devices
- Television
- DVD Recorder/playerGeneric which are relevant to the type of business

10. Learning Resources

Relevant training manual (learners' guide) and facilitators' guide

11. Reference Materials (recommended textbooks, recommended readings)

Alderman,P.,J.,(2011) Entrepreneurial Finance,Pearson Education LTD, London

Appleby R (1994) Modern Business Administration

Barringer,B.,R., &Ireland,D.,R.,(2006) Entrepreneurship:Successfully Launching New Ventures, Pearson Education

Bridge, S., O'Neill , K. & Martin, F., (2009) Understanding Entrerprise: Entrepreneurship &Small Business, Third Edition, Palgrave Macmillan, London

Burns, P. & Dewhurst, J., (eds)91990)Small Business and Entrepreneurship, Macmillan Education LTD,Hampshire

City and Guilds, (2012)Hospitality supervision & Leadership,Heinemann,Essex,

Deakins, D., & Freel, M., (2012)Entrepreneurship and Small Firms,McGraw-Hill,Berkshire

Hisrich, R. D. & Peters, M. P. (2016) Entrepreneurship, Tatq McGraw Hill New Delphi Entre

Holt, D.T., (2017)Entrepreneurship, Prentice Hall, London

Jarskoy, H. & Stevenson, D., (2014) International Labour Organisation Start Your Business. ILO, Harare

Justin Smith (2000) Business Management Trainer's Guide

Kotler Philip & Armstrong G (2001) Principles of Marketing

Kuratiko, D., F., (2008) Introduction to Entrepreneurship, Cengage Learning , Hampshire

Lee, C.,L., &Melicher,W.,(2012) Entrepreneurial Finance,4th Edition,Cengage Learning, South Western

Marcourse, I.(2016) Business Studies @nd Ed Hodder Arnold, London

McGuckin Frances (1988) Business for Beginners (A simple step by step Guide to Start Your New Business)

Mullins L (1999) Management and Organisational Behaviour 5th edition

Need Harm, D, & Dransfield, R.(2000) Advanced Business and Dexel, Oxford

Rae, D., (2007) Entrepreneurship,From opportunity to action,Palgrave Macmillan, New York

Rwegema , V., U., Entrepreneurship:theory in practice, 2nd edition,Oxford University Press, Cape Town

Stokes, D., Wilson, N. & Mador, M.,(2010) Entrepreneurshp,Cengage Learning EMEA, Hampshire

Stoner, J., A. F., Freeman, R., E. & Gilbert, D, R., J. R. (2017) Management 6th Edition, Prentice Hall International Englenwood Cliffs, New Jersey.

Van Der Wagen & Davies, C.(1998) Supervision and Leadership, Hospitality PressPty LtdElsternwick Victoria

Zimmerer T.W, Scarborough M Norman – Essentials of Entrepreneurship and Small Business Management – End Edition

UNIT 7

Unit Code	TBA
Unit Title:	**Entrepreneurship skills development**

Level of Unit: **Generic**

Credits: **8**

Occupation: **ENTREPRENEUR**

Date of Promulgation: **TBA**

Review Date: **TBA**

AIM OF THE UNIT STANDARD

This unit enables an individual to acquire skills and knowledge in leadership, business and time management, creative thinking and problem-solving in a job role and industries.

ELEMENT AND PERFORMANCE CRITERIA

Element 1.1	Formulate a Business

Performance Criteria:

1.1.1   Business idea formulated according to requirements
1.1.2   Business plan produced
1.1.3   Business market researched in line with policy
1.1.4   Financial plan compiled
1.1.5   Product or service positioned in line with specifications
1.1.6   Survival strategies enveloped
1.1.7   Business environment established according to requirements
1.1.8   Financial resources Mobilised

Element 1.2	Register a company

Performance Criteria:
1.2.1   Company documents prepared in line with procedures
1.2.2   Business registration processed according to policies
1.2.3   Place of business operation secured
1.2.4   Rules and regulations compiled according to business requirements

Element 1.3	Operate a business

Performance Criteria:

1.3.1   Business managed according to organisation policies
1.3.2   Resources allocated according to line of business
1.3.3   Products costed in line with procedures
1.3.4   Products priced according to company procedures
1.3.5   Records updated and maintained
1.3.6   Stock controlled in line with organisation requirements
1.3.7   Marketing plan formulated
1.3.8   Risks managed in line with organisation requirements
1.3.9   Growth strategies adopted
1.3.10 Business ethics observed and social responsibility given
1.3.11 Customer care practised
1.3.12 Employees motivated in line with organisational requirements

COMPETENCIES REQUIRED IN READINESS FOR ASSESSMENT:

Accounting skills
Record keeping
Customer care skills
Management skills (decision making, planning, organising)
Technological awareness
Marketing skills
Business conduct
Legal awareness
Mobilisation skills
Self-Supervision
Patriotism
Environmental awareness (PESTEL)

GENERIC SKILLS:

Practical skills
Calculations
Skills
Creativity
Sense of initiative
Ability to
Marshall
Resources

Technological knowledge
Communication
Planning
Organization
Controlling
Human relation skills
Interpersonal skills
Analytical skills

RANGE STATEMENT:

Tools and Equipment
Generic which are relevant to the type of business

Materials
Generic which are relevant to the type of business

Duration: **8**0 hours

ASSESSMENT AND CERTIFICATION:
In order to gain credits for this unit standard, a candidate must be assessed and demonstrate competency in all the elements and performance criteria of this unit standard.

Accredited assessors will conduct assessment. The results of the assessment will be submitted to ZIMEQA. A candidate can apply to ZIMEQA for documentary evidence of their achievements.

Module Code:	**401/22/M01**
Module Title:	**NATIONAL STUDIES**
ZNQF Level:	Generic
Credits:	8
Duration:	80 hours
Relationship with Qualification Standards:	**Based on Unit Standard TBA** **NATIONAL STUDIES UNIT STANDARD FOR PATRIOTIC CITIZEN**
Pre-requisite modules:	NON
Purpose of Module:	This module describes the skills, knowledge and attitudes required by a patriotic citizen to develop values that make them proud to be Zimbabweans. This includes maintaining a Zimbabwean culture, preserving Zimbabwean History, assembling components of colonial effects, analysing post-independence socio-economic and political developments, assembling components of legal and parliamentary affairs, carrying out a feasibility study on peace, conflict and resolution as well as participating in civic responsibilities. This is important in producing an informed and responsible citizen prepared to defend and develop the country. Access to this module is open to all target groups, which include the unemployed youth, men and women willing to develop their country.
List of Learning Outcomes:	**LO1: Maintain a Zimbabwean culture** **LO2: Preserve Zimbabwean History** **LO3: Assemble components of colonial effects** **LO4: Analyse post-independence socio-economic and political developments** **LO5: Carry out a feasibility study on peace, conflict and resolution** **LO6: Participate in civic responsibilities** **LO7 Assemble components of legal and parliamentary affairs**

Learning Outcome 01	Maintain a Zimbabwean culture
Assessment Criteria:	1.1. **Preserve cultural heritage** 1.2. **Conserve cultural artefacts** 1.3. **Demonstrate knowledge of Zimbabwean culture** 1.4. **Capture records of maintaining natural resources of Zimbabwe** 1.5. **Preserve indigenous knowledge systems**
Content:	**1.1. Preserve cultural heritage** 1.1. 1. Definition of cultural heritage 1.1.2. Types of cultural heritage 1.1.3. Importance of cultural heritage 1.1.4.Indigenous methods of preserving and conserving cultural heritage 1.1.5.Modern ways of preserving and conserving cultural heritage 1.1.6.Role of national and international organisations in protecting cultural heritage **1.2. Conserve cultural artefacts** 1.2.1. Identification of cultural artefacts 1.2.2. Threats to cultural artefacts 1.2.3. Importance of cultural artefacts 1.2.4. Ways of protecting cultural artefacts **1.3. Demonstrate knowledge of Zimbabwean culture** 1.3.1. Components of Zimbabwean culture 1.3.2. Significance of components of the Zimbabwean Culture 1.3.3. Threats to various components of the Zimbabwean Culture 1.3.4. Ways of upholding the Zimbabwean Culture **1.4. Capture records of maintaining natural resources of Zimbabwe** **1.4.1.** Types of natural resources 1.4.2. Importance of natural resources 1.4.3. Indigenous and modern methods of protecting natural Resources 1.4.4. National and international statutes that protect national Resources **1.5. Preserve indigenous knowledge systems** 1.5.1. Definition of indigenous knowledge systems 1.5.2. Components of indigenous knowledge systems 1.5.3. Meanings and significance of indigenous knowledge systems 1.5.4. Insights gained from indigenous knowledge systems
Assessment Tasks:	14. Written assessment on the skills and knowledge required maintain

	a Zimbabwean Culture as highlighted above. 15. Practical based assignment on ways of preserving cultural heritage sites within their communities.
Conditions/Context of assessment	24. Written assessment can be conducted in a classroom environment. 25. The practical based assignment assessment will be conducted based on observations in their communities

Learning Outcome 02	Preserve Zimbabwean History
Assessment Criteria	2.1 **Identify pre-colonial states** 2.2 **Analyse precolonial political structure** 2.3 **Record achievements of precolonial history** 2.4 **Record colonial history** 2.5 **Record role of Christian missionaries** 2.6 **Record occupation of Zimbabwe** 2.7 **Trace causes of first /second Chimurenga**
Content	**2.1 Identify pre-colonial states** 2.1.1 Defining term pre-colonial 2.1.2. Identifying precolonial states 2.1.3 Pre- colonial socio-economic organisation 2.1.4. Causes of decline of pre-colonial states 2.1.5. Influence of pre-colonial civilisation on contemporary society **2.2 Analyse precolonial political structure** 2.2.1 System of governance of pre-colonial states 2.2.2 Features of the pre-colonial system 2.2.3. Influence of precolonial governance on contemporary society **2.3 Record achievements of precolonial history** **2.3.1** Impact of precolonial achievements and political development **2.4 Record colonial history** 2.4.1 Partition and colonisation of Africa 2.4.2 Berlin conference 2.4.3 Causes/ reasons for the colonisation/occupation of Zimbabwe 2.4.4 Colonisation steps/processes in Zimbabwe **2.5. Record role of Christian missionaries** 2.5.1 Socio-economic and political impact of Christian missionaries in Zimbabwe **2.6. Record occupation of Zimbabwe** **2.6.1** Colonial Administration from 1894 to 1923 1.2.6.2 Socio-economic and political impact of colonisation in Zimbabwe **2.7 Trace causes of first /Second Chimurenga** 2.7.1 Causes and results of the Anglo-Ndebele war 1.7.2 Causes and results of the 1st Chimurenga/Umvukela 2.7.3. African reaction to socio-economic and political colonial administration 2.7.4. Causes and results of the 2nd Chimurenga 2.7.5. Socio-economic and political impact of the 1st and 2nd

	Chimurenga 2.7.6. Prosecution of the war of liberation 2.7.6 Social and political impact of heroes/heroines
Assessment Tasks:	1. Written or oral assessment on the skills and knowledge required to assess the understanding of Zimbabwean History. 2. Practical activities based on observations within and outside the institution that demonstrate understanding of Zimbabwean history.
Conditions/Context of assessment	1. Written assessment can be conducted in a classroom environment or practical activities conducted within or outside the institution. 2. The practical based assignment/activities will be conducted based on participation/observations in their communities

Learning Outcome 03	**Assemble components of colonial effects**
Assessment Criteria	3.1 Demarcate administrative boundaries 3.2. Exploit natural resources (minerals, wildlife, land, water Vegetation, etc.) 3.3. Change traditional religion 3.4. Introduce foreign food crops and livestock 3.5. Change forms of trade 3.6. Change education systems 3.7. Introduce new legal systems 3.8. Introduce Capitalistic relations 3.9. Violate Human rights 3.10. Analyse results of colonisation
Content	**3.1 Demarcate administrative boundaries** 3.1.1. Factors that led to demarcation of boundaries 3.1.2. Distribution of land and uses 3.1.3. Consequences of establishing administrative boundaries **3.2. Exploit natural resources (minerals, wildlife, land, water Vegetation etc.)** 3.2.1. Geographical distribution of available resources 3.2.2. Measures enacted to exploit the resources 3.2.3. Consequences of exploiting the resources (Social, political, economic) **3.3. Change traditional religion** 3.3.1. The nature of African traditional religion prior to colonisation 3.3.2. The role of religion in the African societies 3.3.3. The introduction of foreign religion 3.3.4. The effect of foreign religion on African societies

3.3.5. The place of African Traditional religion in contemporary society

3.4. Introduce foreign food crops and livestock
3.4.1. Nature and significance of African food crops and livestock
3.4.2. Types of foreign crops introduced
3.4.3. Consequences of the foreign crops and livestock on African Societies
3.4.4. The sustainability of traditional versus foreign crops and livestock in contemporary Zimbabwean society

3.5. Change forms of trade
3.5.1. Nature and benefits of trade prior to colonisation
3.5.2. Nature of trade during colonisation
3.5.3. Effects of trade during colonial era on African societies.
3.5.4. Influence of trade patterns to contemporary society

3.6. Change education systems
3.6.1. Nature and purpose of Traditional African Education system
3.6.2. Nature and purpose of Colonial education
3.6.3. Consequences of Colonial education on African Societies
3.6.4. Influence of colonial education to contemporary society

3.7. Introduce new legal systems
3.7.1. Nature of African legal system prior to colonisation.
3.7.2. Nature of colonial legislation (social, political and economic)
3.7.3. Purpose of colonial legal system
3.7.5. Consequences of colonial legal system to colonial and contemporary African societies

3.8. Introduce Capitalistic relations
3.8.1. Nature of African relations before colonisation
3.8.2. Introduction of capitalist relations
3.8.3. Effects of capitalist relations during the colonial era and the contemporary society

3.9. Violate Human rights
3.9.1. Definition of human rights
3.9.2. Nature of human rights violations in the colonial era
3.9.3. Response to human rights violations during the colonial era

3.10. Analyse results of colonisation
3.10.1. Social effects of colonisation on African Societies
3.10.2. Economic effects of colonisation on African Societies
3.10.3. Political effects of colonisation on African societies
3.10.4. Benefits and non-benefits of colonisation

Assessment Tasks	1. Written assessment on the skills and knowledge required to assess the consequences of colonisation on the African Societies. 2. Practical based assignment on observable socio-politico and economic effects of colonisation within their communities.
Conditions/Context of assessment	1. Written assessment can be conducted in a classroom environment. 2. The practical based assignment assessment will be conducted based on observations in their communities
Learning outcome O4	**Analyse post-independence socio-economic and political developments**
Assessment Criteria	**4.1 Analyse socio-economic, political developments** **4.2 Formulate Policies** **4.3 Adopt measures to address colonial injustices**
Content	**4.1 Examine socio-economic and political developments** 4.1.1 Social-economic and political post-independence developments 4.1.2 Critique of post-independent development **4.2 Formulate Policies** 4.2.1 Legislation that addressed colonial injustices 4.2.2 Impact of post-independent legislation 4.2.3 Comparison of colonial and post-independence legislation **4.3 Adopt measures to address colonial injustices** 4.3.1 Socio-economic and political measures to address colonial injustices 4.3.2 Impact of measures to address colonial injustices 4.3.3 Colonial vestiges 4.3.4 Strategies to address colonial vestiges
Assessment Tasks	1. Written assessment on the skills and knowledge required to assess the achievements and challenges of post-independent in Zimbabwe. 2. Practical based assignment on observable socio-economic and political developments in their communities.
Conditions/Context of assessment	1. Written assessment can be conducted in a classroom environment. 2. The practical based assignment assessment will be conducted based on observations in their communities
Learning Outcome 05	**Carry out a feasibility study on peace, conflict and resolution**
Assessment Criteria	**5.1. Demonstrate Conflict and resolution styles** **5.2. Demonstrate 3Cs between Zimbabwe and the global community** **5.3. Analyse Strategies for sustaining peace** **5.4. Analyse the influence of multi-national companies in developing countries** **5.5. Examine the benefits of International capital to developing**

	countries
Content	**5.1. Demonstrate Conflict and resolution styles**
	5.1.1 Defining conflict and conflict resolution
	5.1.2 Identifying and explaining conflict resolution styles
	5.1.3 Impact of conflict resolution to socio-economic development
	5.1.5 Traditional African conflict resolution methods.
	5.2. Demonstrate 3Cs between Zimbabwe and the global community
	5.2.1 Defining terms Conflict, competition and co-operation
	5.2.2 Impact of 3Cs to economic development
	5.2.3 Approaches/Theories to International Relations
	5.2.4 Global power balance
	5.2.5 Zimbabwean foreign policy
	5.2.6 Zimbabwean regional and international interventions
	5.3. Analyse Strategies for sustainable peace
	5.3.1 Defining peace and sustainable peace
	5.3.2 Importance of peace to socio-economic and political
	Development
	5.3.3. Impact of sanctions on development
	5.3.4 Strategies for sustainable peace
	5.3.5 Role of NGOs in the development of sustainable peace
	5.3.6 Role of media in promoting and maintaining peace
	5.4. Analyse the influence of multi-national companies in
	developing countries
	5.4.1 Role of multi-national companies in developing countries
	5.4.2 International capital and imperialism
	5.4.3 The IMF/WB Institutions
	5.4.4 Impact of Non-Governmental Organisations in developing
	countries
	5.5 Examine the benefits of International capital to developing
	countries
	5.5.1 Characteristics of finance capital
	5.5.2 International economic relations
	5.5.3 Features of Globalisation
	5.5.4 Benefits and non-benefits of globalisation
Assessment Tasks	1. Written assessment on the skills and knowledge required to assess the importance of understanding the importance of peace, conflict and resolution on socio-economic developments in Zimbabwe.
	2. Practical based assignment on observable socio-economic and political developments in their communities.

Conditions/Context of assessment	1. Written assessment can be conducted in a classroom environment. 2. The practical based assignment assessment will be conducted based on observations in their communities
Learning Outcome 06	**Participate in civic responsibilities**
Assessment Criteria	**6.1 Undertake Civic responsibilities** **6.2 Observe participation in Disaster Management** **6.3 Adopt Citizen duties**
Content	**6.1 Undertake Civic responsibilities** 6.1.1. Definition of civic responsibilities 6.1.2. Civic responsibility activities 6.1.3. Justification for civic responsibilities **6.2. Observe participation in Disaster Management** 6.2.1. Definition of disaster management 6.2.2. Justification for participation in disaster management 6.2.3. Sustainable disaster management practices **6.3 Adopt Citizen duties** 6.3.1. Definition of terms: citizen and citizen duties 6.3.2. Identification and explanation of citizen duties(Socio-economic & political) 6.3.3. Citizen rights 6.3.4. Importance of citizen duties
Assessment Tasks	1. Written or oral assessment on the skills and knowledge required to assess the understanding of citizen duties and responsibilities. 2. Practical activities within and outside the institution that demonstrate civic duties and responsibilities by community participation
Conditions/Context of assessment	1. Written assessment can be conducted in a classroom environment or practical activities conducted within or outside the institution. 2. The practical based assignment/activities will be conducted based on participation/observations in their communities
Learning outcome 07:	**Assemble components of legal and parliamentary affairs**
Assessment Criteria	**7.1 Identify and explain origins of law** **7.2 Observe constitutional provisions** **7.3 Identify and explain arms of the state** **7.4 Explain Law making process**
Content	**7.1 Identify and explain the origins of law** 7.1.1 Definition of legal terms 7.1.2 Purpose of the law to the community 7.1.3 Classification of the law 7.1.4 Sources of law in Zimbabwe **7.2 Observe constitutional provisions**

	7.2.1 Justification of a Zimbabwean constitution
	7.2.2 Constitutional Rights as enshrined in the Zimbabwean constitution
	7.2.3 Benefits of constitutional rights to the community
	7.2.3 Enforcement of rights
	7.2.4 Role played by stakeholders in upholding constitutional rights (NGO, Civil Societies and victim friendly units)
	7.2.5. Impediments to exercising human rights
	7.2.6. Role of constitution in the community
	7.3 Observe arms of the state
	7.3.1 Identification of the three arms of state
	7.3.2 Duties and functions of the three arms of the state
	7.3.3 Importance of separation of powers to Zimbabwe
	7.4 Explain Law making process
	7.4.1 Steps in the Law making
	7.4.2 Role of community in law making process
Assessment Tasks	1. Written or oral assessment on the skills and knowledge required to assess the understanding of legal and parliamentary affairs.
	2. Practical activities within and outside the institution that demonstrate the importance of participating in legal and parliamentary activities.
Conditions/Context of assessment	1. Written assessment can be conducted in a classroom environment or practical activities conducted within or outside the institution.
	2. The practical based assignment/activities will be conducted based on participation/observations in their communities.

ASSESSMENT SPECIFICATIONS GRID

Learning Outcome	WEIGHTING
Zimbabwean culture	10%
Zimbabwean History	25%
Colonial effects	25%
Post-independence socio-economic and political developments	10%
Peace, conflict and resolution	10%
Civic responsibilities	10%
Legal and parliamentary affairs	10%

TOTAL		**100%**

PAPER STRUCTURE

Students should answer any 5 from a total of 9 questions. Each question carries 20 marks. Total 100 marks.

	NUMBER OF QUESTIONS	**WEIGHTING**
Zimbabwean culture • Cultural heritage • Cultural artefacts • Zimbabwe culture • Natural resources of Zimbabwe • Indigenous knowledge systems	1	10%
Zimbabwean History • Pre-colonial states • Precolonial political structure • Achievements of precolonial history • Colonial history • Occupation of Zimbabwe • Causes of First /Second Chimurenga	2	25%
Colonial effects • New administrative boundaries • Natural resources • Traditional religion • Foreign food crops and livestock • Education systems • Capitalistic relations • New legal systems introduced • Forms of trade • Human rights • Results of colonisation	2	25%
Post-independence socio-economic and political developments • Socio-economic and political developments • Policies formulated • Measures to address colonial injustices	1	10%
Peace, conflict and resolution • Conflict and resolution styles • 3Cs between Zimbabwe and the global community • Strategies for sustaining peace • Influence of multi-national companies in developing countries • Benefits of International capital to	1	10%

developing countries		

Civic responsibilities
    • Civic responsibilities
    • Participation in disaster management
    • Citizen duties
    • Sustainable exploitation of resources practices
	1	10%

Legal and parliamentary affairs
    • Origins of law
    • Constitutional provisions
    • Arms of the state
    • Law making process
	1	10%

TOTAL	**9**	**100%**

Approach to Teaching and Learning:
- Observation of adult learning principles; both institution-based and work-based learning to facilitate the integration of theory and practice.
- Face-to-face education and learning.
- Problem-based learning.
- Online/distance education and learning.
- Blended/hybrid education and learning.
- Use of social media.

Approach to Assessment:
- Weighting of institution-based and examination -based assessment: 60% institution-based assessment and 40% examination.
- Portfolio of evidence.

Resources:
Qualifications and experience of Trainers, Assessors and Moderators
    All trainers, assessors and moderators should have undergone a Bachelor's Degree in History or equivalent.

Facilities, Tools, Equipment and Materials
- Computer
- Communication equipment
- Data storage devices
- Television
- DVD Recorder/player
-

Learning Resources
- Artefacts
- Resource persons

- Museums and heritage sites
- Videos and audio materials

Reference Materials (recommended textbooks, recommended readings)

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Shamuyarira, N.M., 1966. Crisis in Rhodesia.
Warren, D.M., 1989. Linking scientific and indigenous agricultural systems.
Zikhali, P., 2008. *Fast track land reform, tenure security, and investments in Zimbabwe* (No. dp-08-23-efd).

UNIT 8

Unit Code	TBA
Unit Title:	**National Studies**

Level of Unit: **Generic**

Credits: **8**

Occupation: **Patriotic Citizen**

Date of Promulgation: **TBA**

Review Date: **TBA**

AIM OF THE UNIT STANDARD

This unit helps people to develop values that make them proud to be Zimbabweans.

ELEMENT AND PERFORMANCE CRITERIA

Element 1.1	Maintain a Zimbabwean culture

Performance Criteria:

1.1.9   Cultural heritage preserved

1.1.10 Cultural artefacts conserved

1.1.11 Knowledge of Zimbabwe culture demonstrated

1.1.12 Records of maintaining natural resources of Zimbabwe captured

1.1.13 Indigenous knowledge systems preserved

Element 1.2	Preserve Zimbabwean History

Performance Criteria:

1.2.1   Pre-colonial states identified

1.2.2   Precolonial political structure analysed

1.2.3   Achievements of precolonial history recorded

1.2.4   Colonial history recorded

1.2.5   Role of Christian missionaries recorded

1.2.6   Occupation of Zimbabwe recorded

1.2.7   Causes of First /Second Chimurenga traced

Element 1.3	Assemble components of colonial effects

Performance Criteria:

1.3.1   New administrative boundaries demarcated

1.3.2   Natural resources exploited (minerals, wildlife, land, water, vegetation etc)

1.3.3   Traditional religion changed

1.3.4   Foreign food crops and livestock introduced

1.3.5   Education systems changed

1.3.6   Capitalistic relations introduced

1.3.7   New legal systems introduced

1.3.8. Forms of trade changed

1.3.9   Human rights violated

1.3.10 Results of colonisation analysed

Element 1.4	Analyse post-independence socio-economic and political developments

Performance Criteria:

1.4.1   Socio-economic and political developments examined

1.4.2   Policies formulated

1.4.3   Measures to address colonial injustices adopted

Element 1.5	Carry out a feasibility study on peace, conflict and resolution

Performance Criteria:

1.5.1   Conflict and resolution styles demonstrated

1.5.2   3Cs between Zimbabwe and the global community demonstrated

1.5.3   Strategies for sustaining peace analysed
15.4   Influence of multi-national companies in developing countries analysed
1.5.5   Benefits of International capital to developing countries examined.

Element 1.6	Participate in civic responsibilities

Performance Criteria:
1.6.1   Civic responsibilities undertaken
1.6.2   Participation in disaster management observed
1.6.3   Citizen duties adopted

Element 1.7	Assemble components of legal and parliamentary affairs

Performance Criteria:
1.7.1   Origins of law identified and explained
1.7.2   Constitutional provisions observed
1.7.3   Arms of the state identified and explained
1.7.4   Law making process explained

COMPETENCIES REQUIRED IN READINESS FOR ASSESSMENT:
Record keeping skills
Customer care
skills
Management
skills (decision
making, planning,
organising)
Technological
awareness
Problem-solving
skills
Interpersonal
skills
Legal awareness
Mobilisation skills
Upholding norms,
values and social
aspects of
Zimbabwean
culture.
Patriotism
Environmental awareness skills
Legal awareness
Critical thinking skills
Research skills

Problem-solving skills
Maintaining Zimbabwean culture
Social responsible
Abreast with global current events
Tool handling skills

GENERIC SKILLS:
Patriotic
Practical skills
Tolerance skills
Technological
knowledge
Communication
Positive regard
Planning
Organisation
Controlling
Human relation skills
Interpersonal skills
Critical thinking
skills
Analytical skills

Good attitude
Good morals
Acceptance of others
Servant hood
Committed cadre to National Agenda
Quest for more knowledge
Social skills

RANGE STATEMENT:

TOOLS AND EQUIPMENT:
Generic which are relevant to the type of business.

MATERIALS:
Generic which are relevant to the type of business.

Duration: 80 hours

ASSESSMENT AND CERTIFICATION:
In order to gain credits for this unit standard, a candidate must be assessed and
demonstrate competency in all the elements and performance criteria of this unit
standard.

Accredited assessors will conduct assessment. The results of the assessment will be
submitted to ZIMEQA. A candidate can apply to ZIMEQA for documentary evidence
of their achievement.

MINISTRY OF HIGHER AND TERTIARY EDUCATION, INNOVATION,SCIENCE AND TECHNOLOGY DEVELOPMENT

HIGHER EDUCATION EXAMINATIONS COUNCIL
(HEXCO)

QUALIFICATION STANDARDS

FOR

PURCHASING/PROCUREMENT ASSISTANT

SECTOR: MANAGEMENT

ZNQF LEVEL: 4

SUMMARY OF STANDARD

UNIT NO.	UNIT TITLE	CREDITS	ELEMENTS
1	**Procurement**	6	1.1 Prepare procurement Plans and budgets. 1.2 Compile procurements requirements. 1.3 Maintain supplier database. 1.4 Process procurement documents. 1.5 Develop procurement strategies. 1.6 Negotiate contracts. 1.7 Manage procurement risks.
2	**Logistics management**	3	2.1 Determine mode of transport. 2.2 Implement security measures. 2.3 Maintain procurement records.
3	**Stores/warehouse management**	3	4.1 Design a store/warehouse layout. Receive 4.2 goods. 4.3 Store goods. 4.4 Implement stock control measures. 4.5 Process disposal.
4	**Dispatch Management**	4	5.1 Process requisitions. 5.2 Conduct inventory checks. 5.3 Maintain stock records.

UNIT 1

Unit Code	
Unit Title:	**Purchasing**

Level of Unit:	NC
Credits:	**6**
Occupation:	**Purchasing Assistant**
Date of Promulgation:	**TBA**
Review Date:	**TBA**

Aim/purpose of the unit standard

This unit enables an individual to process purchasing/procurement transactions and tender documents.

ELEMENT AND PERFORMANCE CRITERIA

Element 1.1	**Prepare procurement Plans and Budgets**

Performance Criteria:

1.1.1 Organisational requirements are established.
1.1.2 Cost estimates are in line with prevailing market rates.
1.1.3 Quantities are in line with organisational requirements.
1.1.4 Product specifications are in line with user needs.
1.1.5 Budgets and plans prepared in line with organisational policies.
1.1.6 Procurement priorities established and adhered to.

Element 1.2	**Compile procurement requirements**

Performance criteria

1.2.1 Requisitions from departments are filed in accordance with procurement procedures.
1.2.2 Priorities are determined according to organisational requirements.
1.2.3 Procurement policies and standards adhered to.
1.2.4 Procurement records are recorded and kept according to company specific requirements.
1.2.5 Specifications are in line with organisational requirements.

Element 1.3	**Maintain supplier data base**

Performance Criteria:

1.3.1 Supplier assessment conducted in line with set criteria.
1.3.2 Supplier evaluation conducted in line with set criteria.
1.3.3 Supplier ranking conducted in line with set criteria.
1.3.4 Supplier capacity is established according to organisational needs/requirements.
1.3.5 Database is updated according to supplier rankings.
1.3.6 Supplier records maintained in accordance with set standards.

Element 1.4	Process procurement documents

Performance Criteria:

1.4.1 Procurement documents are drafted according to approved formats.
1.4.2 Procurement requirements are published using appropriate media.
1.4.3 Procurement procedures and regulations are adhered to.

Element 1.5	Develop procurement strategies

Performance Criteria

1.5.1 Procurement costs established.
1.5.2 Procurement benefits identified.
1.5.3 Cost benefit analysis performed according to set parameters.
1.5.4 Procurement method selected in line with organisational policy.

Element 1.6	Negotiate Contracts

Performance Criteria:

1.6.1 Procurement terms and conditions are negotiated according to set parameters.
1.6.2 Rights and obligations of the parties are established.
1.6.3 Contract duration is specified according to agreed parameters.

Element 1.7	Manage procurement risks

Performance Criteria:
1.7.1 Risks are identified in line with environmental factors.
1.7.2 Risk mitigation measures adhered to.
1.7.3 Appropriate insurance services identified.

1.7.4 Products are insured against loss and damages.

Competencies Required in Readiness for Assessment:

Supplier management
Negotiation
E-purchasing
E-payments
E-procurement
Competitor analysis
Budget preparation
Tendering
Risk management
International purchasing
International payment systems
Exchange rates
Procurement systems
International procurement laws
International procurement standards

Generic Skills:

Communication
Planning
Organising
Computer literacy Numeracy
Supervision
Controlling
Negotiation
Analytical

Tools and Equipment

Statutes
Inter-net access
Vehicle
Phone
Computer
Duplicating equipment

Duration:
60 Hours

UNIT 2

Unit Code:	
Unit Title:	**Logistics management**

Level of Unit:	NC
Credits:	**4**
Occupation:	**Purchasing Assistant**
Date of Promulgation:	**TBA**
Review Date:	**TBA**

Aim/purpose of the unit standard

This unit enables an individual to facilitate movement of goods.

ELEMENT AND PERFORMANCE CRITERIA

Element 2.1	Determine mode of transport

Performance Criteria:

2.1.1 Nature and quantity of goods are established according to order specifications.
2.1.2 Transport is selected according to nature of goods.
2.1.3 Follow up procedures are established.

Element 2.2	Implement security measures

Performance Criteria:

2.2.1 Appropriate packaging materials used.
2.2.2 Appropriate handling procedures used.
2.2.3 Insurance is organised in accordance with standards.
2.2.4 Inco terms are adhered to.

Element 2.3	Maintain procurement records

Performance Criteria:

2.3.1 Appropriate filing system adhered to.
2.3.2 Transaction registers updated timeoulsly.
2.3.3 Procurements reports produced timeously.
2.3.4 Appropriate storage media used.
2.3.5 Security standards adhered to.

Competencies Required in Readiness for Assessment:

Records keeping
Analytic techniques
Transport management
Transport systems
Supplier management
Negotiation
Risk management
International purchasing
International payment systems
Exchange rates
Procurement systems
International transport laws
International transport standards

Generic Skills:

Communication
Planning
Organising
Computer literacy Numeracy
Supervision
Controlling
Negotiation
Analytical

Tools and Equipment

Statutes
Inter-net access
Vehicle
Phone
Computer
Printer

Duration:
40 hours

UNIT 3

Unit Code	
Unit Title:	Stores/warehouse management

           Level of Unit: NC

           Credits: 4

           Occupation: **Purchasing Officer**

           Date of Promulgation: TBA

           Review Date: TBA

Aim/purpose of the unit standard

This unit enables an individual to receive and store goods.

ELEMENT AND PERFORMANCE CRITERIA

Element 3.1	Design a stores/warehouse layout

Performance Criteria:

3.1.1 Nature of goods to be stored is established.
3.1.2 Goods categories determined in line with standards.
3.1.3 Methods of material handling established.
3.1.4 Location is determined according to nature or type of goods.
3.1.5 Security standards are adhered to.
3.1.6 Goods accessibility is in line with organisational requirements.

Element 3.2	Receive goods

Performance Criteria:

3.2.1 Quantity of goods verified against documentation.
3.2.2 Goods specifications are verified against order.
3.2.3 State of goods is verified.
3.2.4 Receiving documentation is maintained in line with procedures.

Element 3.3	Store goods

Performance Criteria:

3.1.1 Goods are arranged according to warehouse layout.
3.1.2 Goods are arranged in line with dispatch procedures.
3.1.3 Safety, Health, Environment and Quality standards adhered to.
3.1.4 Housekeeping is carried out in accordance with best practices.
3.1.5 Security standards are adhered to.

Element 3.4	Implement stock control measures

Performance Criteria:

3.3.1 Re-order levels are established according to organisational requirements.
3.3.2 Security standards are adhered to.
3.3.3 Physical stock count is carried out according to set guidelines.
3.3.4 Records are reconciled with physical stock.
3.3.5 Stores records are maintained in line with standards.

Element 3.5	Process disposals

Performance Criteria:

3.5.1 Goods to be disposed of are identified in set criteria.
3.5.2 Disposal procedures adhered to.
3.5.3 Safety, Health and Environment standards adhered to.
3.5.4 Disposal records maintained in line with standards.

Competencies Required in Readiness for Assessment:

Inventory/supply management
Health and safety precautions
Material handling
Record keeping
Transport management
Material handling equipment
Material handling and storage standards

Generic Skills:

Communication
Planning
Organising
Computer literacy
Numeracy
Supervision
Controlling

Tools and Equipment

Statutes
Inter-net access
Vehicle
Phone
Computer
Printer

Duration:
40 hours

UNIT 4

Unit Code	
Unit Title:	**Dispatch management**

        Level of Unit: NC

        Credits: 5

        Occupation: **Purchasing Assistant**

        Date of Promulgation: **TBA**

        Review Date: **TBA**

Aim/purpose of the unit standard

This unit enables an individual to dispatch materials and goods.

ELEMENT AND PERFORMANCE CRITERIA

Element 4.1	Process requisitions

Performance Criteria:

4.1.1 Goods are sorted as per request.
4.1.2 Appropriate packaging materials used.
4.1.3 Appropriate handling procedures used.
4.1.4 Methods of material handling established.
4.1.5 Dispatch records maintained.
4.1.6 SHEQ standards are adhered to.
4.1.7 Dispatch procedures adhered to.
4.1.8 Dispatch timelines adhered to.

Element 4.2	Conduct inventory checks

Performance Criteria:

4.2.1 Opening stock established.
4.2.2 Physical stock verified against stock records.
4.2.3 Stock variances established.
4.2.4 Stock variances investigated.
4.2.5 Obsolete stock identified.

Element 4.3	Maintain stock records

Performance Criteria:

4.3.1 Records of goods and materials received maintained.
4.3.2 Records of goods issued maintained.
4.3.3 Records of disposals maintained.
4.3.4 Accurate stock balances maintained.

Competencies Required in Readiness for Assessment:

Stores systems
SHEQ standards
Material handling
Record keeping
Risk management
Security management systems
Accounting systems
Material handling equipment
Material handling and storage standards

Generic Skills:

Communication
Planning
Organising
Computer literacy
Numeracy
Supervision
Controlling

Tools and Equipment

Statutes
Inter-net access
Phone
Computer
Duplicating equipment
Material handling equipment
Personal Protective Equipment

Duration: 50 hours

MINISTY OF HIGHER AND TERTIARY EDUCATION,INNOVATION , SCIENCE AND TECHNOLOGY DEVELOPMENT
SKILLS PROFICIENCY SCHEDULE

INDUSTRY: Purchasing   TRADE/ OCCUPATION: Procurement Assistant

CLASS/ LEVEL: National Certificate

DUTY A: Purchasing Goods and Services				
Approval Date:			**Review Date:**	
TASK	**STEPS**	**PROFICIENCY INDICATORS**	**RELATED KNOWLEDGE**	**WORKPLACE ESSENTIAL SKILLS**

A1: Identify user needs	-Receive requisition from user departments -Compile requisitions from user departments -Analyse requisitions -Categorize requisitions	-Requisition order checked -Requisition categorized accurately -product/service specifications established	-Computers -Mathematics -Data management -Public relations -Procurement Act (PFMS) -Basic business law	-Communication -Planning -Negotiation -Numeracy -Negotiation
A2: Supplier sourcing and Selection	-identify sources of information about suppliers -Identify potential suppliers -Obtain quotations -Draw a comparative schedule -Shortlist suppliers	-Approved supplier list is checked -competitive quotations are identified -Supplier capacity established -Procurement policies adhered to -Procurement time frames adhered to		
A3 Place Orders	- -seek authorization of purchase order -Communicate with the supplies about the order Complete purchase order -follow up the order for deliveries Receive an acknowledgement of the order	-An authorized purchase order is availed -Product quantities specified -Product specifications generated -An order acknowledgement form/ register is availed -Evidence of follow ups presented		

A4 Receive goods and services	-Receive invoice and delivery note Conduct inspection of deliveries -Raise a goods received voucher (GRV) -Store goods in warehouse -Prepare goods return note -Update stock records	-Quantities verified against order -Product specifications verified against order -Defective goods identified -Signed invoice or delivery note is availed -Goods received voucher is availed -Updated bin-cards are produced -Stock records updated in line with procurement policies		
A5: Maintain warehouse	➢ Clean warehouse ➢ Maintain clear pathways ➢ Maintain machinery and equipment for handling ➢ Ensure accessibility of fire equipment ➢ Maintain adequate ventilation ➢ Maintain adequate		• Warehouse cleaned to standards • Pathways cleared • Machinery and equipment in proper working condition • Fire equipment in correctly placed • Warehouse properly ventilated • Security system put in place	

	security	

TOOLS AND EQUIPMENT NECESSARY TO COMPLETE THIS DUTY:
Computers
Internet
Phones
Photocopier
Printer
Motor vehicle
Files
Fax
Scanner

Materials
Stationery
Punchers
Staplers
Reflective clothing

Detergents

HEALTH, SAFETY AND ENVIRONMENTAL ISSUES RELATED TO THIS DUTY:

- First Aid
- Personal protective clothing

SPECIFIC WORKER TRAITS REQUIRED COMPLETING THIS DUTY:

Analytical   Assertive
Sober minded   Patient
Efficient
Presentable   Empathetic

MINISTY OF HIGHER AND TERTIARY EDUCATION,INNOVATION , SCIENCE AND TECHNOLOGY DEVELOPMENT

SKILLS PROFICIENCY SCHEDULE

INDUSTRY: Purchasing   TRADE/ OCCUPATION: Purchasing Clerk

CLASS/ LEVEL: National Certificate

DUTY: B   Inventory and warehousing Management

Pre-requisites: Approval Date:

Review Date:

TASK	STEPS	PROFICIENCY INDICATORS	RELATED KNOWLEDGE	WORKPLACE ESSENTIAL SKILLS
B1: Place stock into storage places	-Check movement of goods -Report on excess stock -Spot check stock	-Update stock movement -Excess stock report is produced -Stock valuation report	-Computers -Mathematics -Data Management -Procurement Act -Public relations	• *Communication* • *Planning* • *Numeracy*
B2 Stock taking	Make preparation to count stock --Count goods physically -Report variance -make adjustments necessary after the physical counting	-Stock sheets produced -Variance report submitted -Stock adjustment report produced		

B3 Facilitate disposal of obsolete stock	-Compile a list of absolute stocks -Determine method of disposal -Seek authority to dispose stock	- Obsolete stock report is availed - List of disposal methods is produced -Sign authorization document is produced		
B4 Replenishing of Stock		-Updated stock report is produced -Authorization document is produced -An order form is availed		

TOOLS AND EQUIPMENT NECESSARY TO COMPLETE THE DUTY
Computer
Phones
Printer
Photocopier
Calculator
Fire extinguisher

Material<u>s</u>

Personal protective clothing (PPE)
Stationary
Mutton cloth
Pallets
Ladder

Shrink wrap
HEALTH, SAFETY AND ENVIRONMENTAL ISSUES RELATED TO THIS DUTY:

➢ Personal protective clothing

➢ First Aid

➢ Fire extinguisher

SPECIFIC WORKER TRAITS REQUIRED COMPLETING THIS DUTY:

➢ Sober minded   Patient

➢ Efficient

➢ Considerate

MINISTY OF HIGHER AND TERTIARY EDUCATION,INNOVATION , SCIENCE AND TECHNOLOGY DEVELOPMENT
SKILLS PROFICIENCY SCHEDULE

Industrial Trade / Occupation: Purchasing Clerk
National Certificate

CLASS/ LEVEL

DUTY C: Manage supplier relationships

Pre-requisites: **Approval Date:**

Review Date:

TASK	STEPS	PROFICIENCY INDICATORS	RELATED KNOWLEDGE	WORKPLACE ESSENTIAL SKILLS
CI Update supplier database	-Gather information about supplier contact -Update the product list -Gather company registration forms	-Avail supplier contact list - Avail updated supplier product list -Produce updated supplier company registration documents		
C 2 Expedite delivery of goods	-Lead time negotiations -Follow up for supplier delivery - Visit supplier premises and inspect facilities	-Produce delivery schedule -Produce correspondence file - Produce a supplier visit report		

C3 Evaluate supplier performance	-Outline evaluation criteria - Gather supplier information required for evaluation - Identify illegible suppliers	-Produce checklist for evaluation criteria -Avail information gathered -Avail approved suppliers list		

TOOLS AND EQUIPMENT NECESSARY TO COMPLETE THIS DUTY:
Computer
Motor vehicle
Phone
Fax
Internet
Printer
Photocopier
Calculator

Materials

Personal Protective clothing (PPE)
Stationery
Detergents
Mutton cloth

HEALTH, SAFETY AND ENVIRONMENTAL ISSUES RELATED TO THIS DUTY:

- First Aid
- Protective clothing
- Fire drills

- Fire extinguisher

SPECIFIC WORKER TRAITS REQUIRED COMPLETING THIS DUTY:

➢ Sober minded

➢ Efficient

➢ Hone

➢ Analytical

➢ Assertive

➢ Honesty

➢ Persuasive

MINISTY OF HIGHER AND TERTIARY EDUCATION,INNOVATION , SCIENCE AND TECHNOLOGY DEVELOPMENT
SKILLS PROFICIENCY SCHEDULE

INDUSTRY: Purchasing   TRADE/ OCCUPATION: Purchasing Clerk

CLASS/ LEVEL: National Certificate

DUTY: D   Monitoring Dispatch Goods

Pre-requisites: Approval Date:

Review Date:

TASK	STEPS	PROFICIENCY INDICATORS	RELATED KNOWLEDGE	WORKPLACE ESSENTIAL SKILLS
D 1: Stock issuing	-Obtain list of requisition for products to be dispersed to relevant departments Analyse requisition against requirements -Inform relevant departments about availability of stock -Ensure that goods are security checked before dispatch	-Avail requisitions -Avail issue notes -Produce security checked documents	-Computers -Mathematics -Data management -Public relations -Logistics	• *Communication* • *Planning* • *Numeracy* • *Negotiation*

D 2: Manage stock levels	-Verify the quantity of stock held -Check data base Select appropriate stock control method	-Produce security checked documents -Avail database		
D3: Facilitate packing of goods	-Establish different methods of packaging -Select appropriate methods of packaging -Packaging in properly tagged and coded according to set standard	-Avail a list of different packaging methods - Provide a comparative schedule for the selected method of packaging - Provide a method of tagging and coding		

TOOLS AND EQUIPMENT NECESSARY TO COMPLETE THIS DUTY:

Computer
Internet
Phone
Fax
Bar coder
Fork lift
Vehicle
Tent
Ropes

MATERIALS

Stationery

Personal protective clothing (PPE)
Detergents
Mutton cloth
Pallet
Packaging material
Shrink wrap

HEALTH,   SAFETY AND ENVIRONMENTAL ISSUES RELATED TO THIS DUTY:
Protective clothing
First Aid kit
Fire extinguisher

SPECIFIC WORKER TRAITS REQUIRED COMPLETING THIS DUTY:

Sober minded