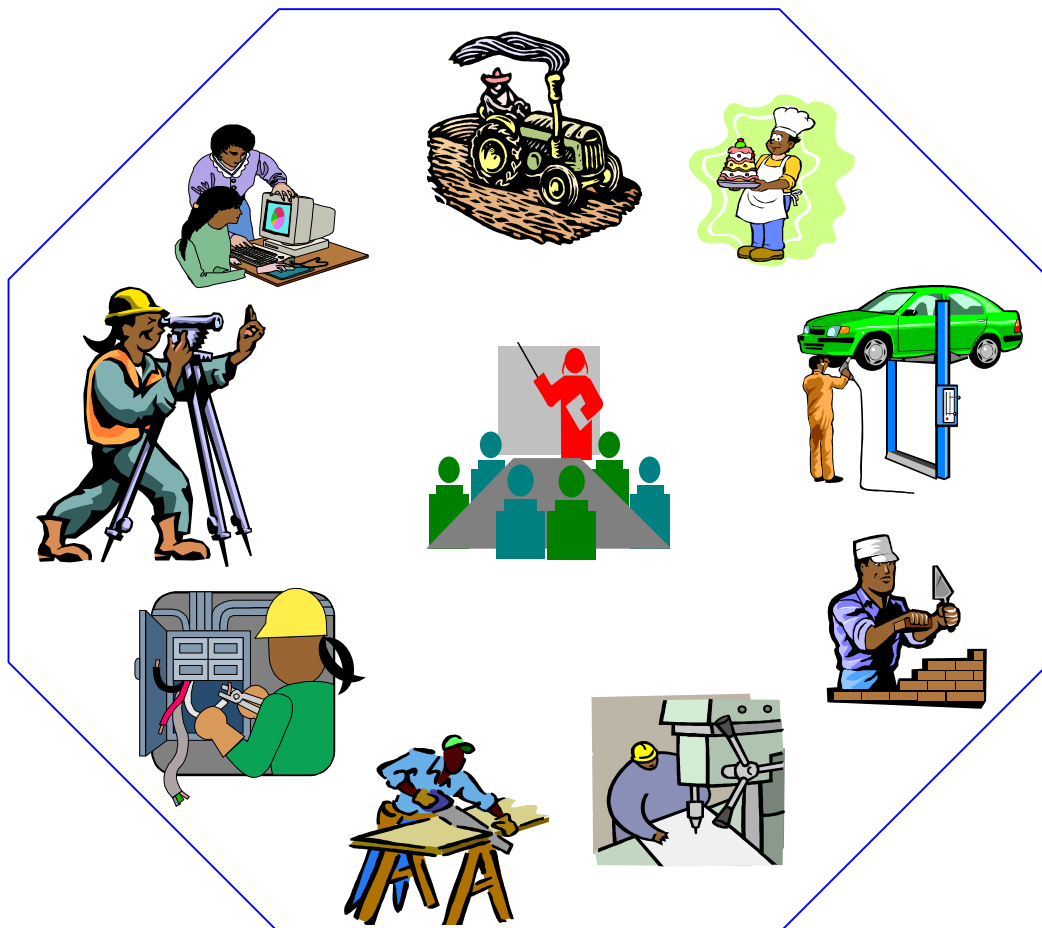


Federal Democratic Republic of Ethiopia  
OCCUPATIONAL STANDARD



**BASIC ACCOUNT WORKS**  
NTQF Level II



*Ministry of Education*  
*August 2012*

# Introduction

Ethiopia has embarked on a process of reforming its TVET-System. Within the policies and strategies of the Ethiopian Government, technology transformation – by using international standards and international best practices as the basis, and, adopting, adapting and verifying them in the Ethiopian context – is a pivotal element. TVET is given an important role with regard to technology transfer. The new paradigm in the outcome-based TVET system is the orientation at the current and anticipated future demand of the economy and the labor market.

The Ethiopia Occupational Standards (EOS) is the core element of the Ethiopian National TVET-Strategy and an important factor within the context of the National TVET-Qualification Framework (NTQF). They are national Ethiopian standards, which define the occupational requirements and expected outcome related to a specific occupation without taking TVET delivery into account.

This document details the mandatory format, sequencing, wording and layout for the Ethiopia Occupational Standard which comprised of Units of Competence.

A Unit of Competence describes a distinct work activity. It is documented in a standard format that comprises:

- Occupational title, NTQF level
- Unit code
- Unit title
- Unit descriptor
- Elements and Performance criteria
- Variables and Range statement
- Evidence guide

Together all the parts of a Unit of Competence guide the assessor in determining whether the candidate is competent.

The ensuing sections of this EOS document comprise a description of the respective occupation with all the key components of a Unit of Competence:

- the chart with an overview of all Units of Competence for the respective occupation including the Unit Codes and the Unit Titles
- the contents of each Unit of Competence (competence standard)
- occupational map providing the technical and vocational education and training (TVET) providers with information and important requirements to consider when designing training programs for this standards, and for the individual, a career path

## UNIT OF COMPETENCE CHART

| Occupational Standard: Basic Account Works   |  |  |
|--|--|--|
| Occupational Code: EIS BAW   |  |  |
| <b>NTQF Level II</b>   |  |  |
| <a href="#"><u>EIS BAW2 01 0812</u></a><br>Work Effectively in the Financial Services Sector | <a href="#"><u>EIS BAW2 02 0812</u></a><br>Work Effectively with Others                    | <a href="#"><u>EIS BAW2 03 0812</u></a><br>Use Business Technology   |
| <a href="#"><u>EIS BAW2 04 0812</u></a><br>Process Customer Accounts                         | <a href="#"><u>EIS BAW2 05 0812</u></a><br>Process Customer Transactions                   | <a href="#"><u>EIS BAW2 06 0812</u></a><br>Develop Understanding of the Ethiopian Financial System and Markets |
| <a href="#"><u>EIS BAW2 07 0812</u></a><br>Develop Understanding of Taxation                 | <a href="#"><u>EIS BAW2 08 0812</u></a><br>Develop and Use a Personal Budget               | <a href="#"><u>EIS BAW2 09 0812</u></a><br>Develop and Use a Savings Plan                                      |
| <a href="#"><u>EIS BAW2 10 0812</u></a><br>Develop Understanding of Debt and Consumer Credit | <a href="#"><u>EIS BAW2 11 0812</u></a><br>Participate in Work Place Communication         | <a href="#"><u>EIS BAW2 12 0812</u></a><br>Work in Team Environment  |
| <a href="#"><u>EIS BAW2 13 0812</u></a><br>Develop Business Practice                         | <a href="#"><u>EIS BAW2 14 1012</u></a><br>Apply Continuous Improvement Processes (Kaizen) |  |

| Occupational Standard: Basic Account Works Level II |   |
|---|---|
| Unit Title  | Work Effectively in the Financial Services Sector   |
| Unit Code   | <a href="#">EIS BAW2 01 0812</a>  |
| Unit Descriptor                                     | This unit describes the performance outcomes, skills and knowledge required to correctly interpret and apply industry and organisation procedures, guidelines, policies, ethical standards and sustainability requirements to day-to-day work in the financial services industry. |

| Elements  | Performance Criteria   |
|---|--|
| 1. Work within financial services industry guidelines, procedures and legislation | <p>1.1. <b>Guidelines, procedures, legislation and codes of practice</b> applying to the financial industry are identified and the effects on everyday work determined</p> <p>1.2. Workplace procedures and instructions for <b>environmentally sustainable work practices</b> are recognized and followed and any potential improvements suggested to <b>appropriate personnel</b></p> <p>1.3. Work tasks are carried out in accordance with specific <b>organization policy, guidelines and procedures</b></p> <p>1.4. Work tasks are undertaken to meet the <b>organization philosophy, values and objectives</b> in relation to customer service, professional practice and ethical principles</p> <p>1.5. Assistance in clarifying the application of the guidelines, procedures and legislation is sought from appropriate personnel where necessary</p> |
| 2. Communicate in the workplace   | <p>2.1. Effective listening and speaking skills are used in <b>verbal communication</b></p> <p>2.2. Instructions or enquiries are responded to promptly and in accordance with organizational requirements</p> <p>2.3. Presentation of written information is conducted to meet organizational <b>standards</b> of style, format and accuracy</p> <p>2.4. Communication is used to develop and maintain positive relationships, mutual trust and confidence</p>  |
| 3. Work safely  | <p>3.1. Established <b>safety procedures</b> are followed when conducting work</p> <p>3.2. <b>Designated persons</b> are identified for reporting queries and concerns about safety in the workplace</p> <p>3.3. Actions are taken to eliminate workplace hazards or to reduce <b>risk</b></p> <p>3.4. Organizational procedures are followed for responding to emergency incidents</p>  |

|                                  |   |
|----------------------------------|---|
| 4. Use workplace technology      | <p>4.1. Relevant information management systems and databases are accessed and used according to organizational procedures</p> <p>4.2. <b>Proprietary or organizational software</b> is used effectively to develop workplace documents, input and extract data and make calculations</p>   |
| 5. Work in a team environment    | <p>5.1. <b>Support to team members</b> is provided to ensure work group goals are met</p> <p>5.2. Constructive contribution is made to work group goals and tasks</p> <p>5.3. Information relevant to work with work group is shared to ensure designated goals are met</p> <p>5.4. Opportunities for improvement of work group activity are shared with work group members</p> |
| 6. Develop effective work habits | <p>6.1. Work and personal priorities are identified and planned to achieve a balance between any competing priorities</p> <p>6.2. Time management strategies are applied to work duties</p> <p>6.3. Appropriate dress and behavior codes are followed as required by the workplace, job role or customer contact</p>  |

| Variable   | Range   |
|--|---|
| Guidelines, procedures, legislation and codes of practice may include: | <ul style="list-style-type: none"> <li>• anti-discrimination legislation</li> <li>• Electronic Funds Transfer (EFT) code of conduct</li> <li>• relevant environmental legislation</li> <li>• Finance code</li> <li>• Financial Services Reform Act (FSRA)</li> <li>• Financial Transaction Reports Act</li> <li>• Industry codes of practice</li> <li>• legislation covering competition, prudential regulation</li> <li>• Anti-Money Laundering and Counter Terrorism Financing Acts.</li> </ul> |
| Environmentally sustainable work practices include:                    | <ul style="list-style-type: none"> <li>• improving energy efficiency</li> <li>• increasing use of resources that are: <ul style="list-style-type: none"> <li>➢ renewable</li> <li>➢ recyclable</li> <li>➢ reusable</li> <li>➢ recoverable</li> </ul> </li> <li>• recognising opportunities to reduce emissions of greenhouse gases</li> <li>• Reducing use of non-renewable resources.</li> </ul>   |
| Appropriate personnel may include:                                     | <ul style="list-style-type: none"> <li>• Colleagues</li> <li>• human resources staff</li> <li>• managers or supervisors</li> </ul>  |
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|  |  |
|--|--|
|  | <ul style="list-style-type: none"> <li>• mentors</li> </ul>  |
| Organisation policy, guidelines, and procedures may include: | <ul style="list-style-type: none"> <li>• best practice guidelines</li> <li>• organisation and customer charters</li> <li>• organisation codes of practice</li> <li>• complaint and grievance procedures</li> <li>• customer services statements</li> <li>• induction program</li> <li>• industry policy documents</li> <li>• industry procedures manuals</li> <li>• operating manuals</li> </ul>   |
| Organisation philosophy, values and objectives may include:  | <ul style="list-style-type: none"> <li>• best practice guidelines</li> <li>• organisation and customer charters</li> <li>• guidance from supervisor</li> <li>• vision and mission statements</li> </ul>  |
| Verbal communication may include:                            | <ul style="list-style-type: none"> <li>• answering enquiries from clients</li> <li>• answering telephone calls</li> <li>• informal discussions</li> <li>• requests from colleagues</li> <li>• use of voice mail</li> </ul>   |
| Standards may include:                                       | <ul style="list-style-type: none"> <li>• ethical behaviour expectations</li> <li>• legislation</li> <li>• organisational policies and procedures</li> <li>• specified work standards</li> <li>• standards set by work group</li> </ul>   |
| Safety procedures may include:                               | <ul style="list-style-type: none"> <li>• completing required documentation</li> <li>• displaying health and safety brochures, magazines and other material</li> <li>• following OHS guidelines relevant to workplace</li> <li>• keeping workplace clean and tidy</li> <li>• City administration, Regional and Federal State legislation</li> <li>• office practice manual</li> <li>• undergoing operator training when using new equipment or processes</li> </ul> |
| Designated persons may include:                              | <ul style="list-style-type: none"> <li>• designated health and safety officers</li> <li>• managers</li> <li>• other persons authorised or nominated by the enterprise or industry</li> <li>• supervisors</li> <li>• team leaders</li> </ul>  |
| Risk is:   | <ul style="list-style-type: none"> <li>• The chance of something occurring in the workplace or when carrying out job role activities that could result in injury or damage to self or others.</li> </ul>   |
| Proprietary or organisational software may include           | <ul style="list-style-type: none"> <li>• client contact systems</li> <li>• custom designed financial software</li> <li>• databases</li> <li>• spreadsheets</li> </ul>  |

|                                      |  |
|--------------------------------------|--|
|                                      | <ul style="list-style-type: none"> <li>• word processors</li> </ul>  |
| Support to team members may include: | <ul style="list-style-type: none"> <li>• explaining and clarifying</li> <li>• helping colleagues</li> <li>• problem solving</li> <li>• providing encouragement</li> <li>• providing feedback to a team member</li> <li>• undertaking extra tasks if necessary</li> </ul> |

| Evidence Guide                       |   |  |                          |
|--------------------------------------|---|--|--------------------------|
| Critical aspects of Competence       | <p>Evidence of the ability to:</p> <ul style="list-style-type: none"> <li>• apply broad understanding of the relevant financial industry and the way it operates to work to be carried out</li> <li>• access, interpret and comply with organisation policy and procedures</li> <li>• communicate effectively with others and act as an effective team member</li> <li>• use proprietary and industry specific software effectively in day-to-day activities</li> <li>• interpret and comply with relevant workplace legislation and codes of practice</li> <li>• perform work within a quality customer service environment</li> <li>• work in a safe and environmentally sustainable manner</li> </ul>  |  |                          |
| Underpinning Knowledge and Attitudes | <p>Demonstrates knowledge of</p> <ul style="list-style-type: none"> <li>• ethical principles that apply to work in the financial services industry</li> <li>• industry and organisation policies and procedures</li> <li>• questioning and listening techniques</li> <li>• relevant environmental and resource efficiency systems and procedures for own work area</li> <li>• relevant knowledge of industry codes of practice</li> <li>• relevant legislation and statutory requirements that impact on the industry, including occupational health and safety (OHS) and sustainable practices</li> </ul>  |  |                          |
| Underpinning Skills                  | <p>Demonstrates:</p> <ul style="list-style-type: none"> <li>• communication skills to: <ul style="list-style-type: none"> <li>➢ determine and confirm work requirements, using questioning and active listening as required</li> <li>➢ seek help if required</li> <li>➢ liaise with others, share information, listen and understand</li> <li>➢ use language and concepts appropriate to cultural differences</li> </ul> </li> <li>• numeracy and IT skills to: <ul style="list-style-type: none"> <li>➢ undertake basic financial calculations</li> <li>➢ access and use appropriate software such as word processors, spreadsheets and databases</li> <li>➢ access and use internet information</li> </ul> </li> <li>• literacy skills to:</li> </ul> |  |                          |
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|                       |   |
|-----------------------|---|
|                       | <ul style="list-style-type: none"> <li>➤ read and interpret documentation from a variety of sources and record, gather and consolidate basic financial information</li> <li>➤ draft basic documentation</li> <li>• teamwork skills to work effectively and cooperatively with others</li> <li>• planning and organising skills to implement environmental and energy efficiency policies and procedures relevant to own work area</li> <li>• organisational skills, including the ability to plan and sequence work</li> <li>• learning skills to maintain knowledge of changes to organization and industry operational requirements, ethical behaviours and expectations</li> </ul> |
| Resources Implication | Access is required to real or appropriately simulated situations, including work areas, materials and equipment, and to information on workplace practices and OHS practices.   |
| Assessment Methods    | Competency may be assessed through: <ul style="list-style-type: none"> <li>• Interview / Written Test / Oral Questioning</li> <li>• Observation / Demonstration</li> </ul>  |
| Context of Assessment | Competency may be assessed in the work place or in a simulated work place setting.  |



| Occupational Standard: Basic Account Works Level II |   |
|---|---|
| Unit Title  | Work Effectively with Others  |
| Unit Code   | <a href="#">EIS BAW2 02 0812</a>  |
| Unit Descriptor                                     | This unit describes the performance outcomes, skills and knowledge required to work in a group environment promoting team commitment and cooperation, supporting team members and dealing effectively with issues, problems and conflict. |

| Elements   | Performance Criteria  |
|--|---|
| 1. Develop effective workplace relationships           | <p>1.1. Own <b>responsibilities and duties</b> are identified in relation to <b>workgroup members</b> and activities are undertaken in a manner that promotes cooperation and good relationships</p> <p>1.2. Time and resource constraints are taken into account in fulfilling work requirements of self and others</p> <p>1.3. Constructive <b>feedback</b> provided is encouraged, acknowledged and acted upon by others in the workgroup</p>  |
| 2. Contribute to workgroup activities                  | <p>2.1. <b>Support to team members</b> are provided to ensure workgroup goals are met</p> <p>2.2. Workgroup goals and tasks are contributed constructively according to organizational requirements</p> <p>2.3. <b>Information</b> relevant to work with workgroup is shared to ensure designated goals are met</p> <p>2.4. <b>Strategies/opportunities for improvement</b> of workgroup are identified and planned in liaison with workgroup</p>   |
| 3. Deal effectively with issues, problems and conflict | <p>3.1. Differences in personal values and beliefs and their importance in the development of relationships are respected</p> <p>3.2. Any linguistic and cultural differences are identified in communication styles and responded appropriately</p> <p>3.3. Issues, problems and conflict encountered in the workplace are identified</p> <p>3.4. Assistance from workgroup members is sought when issues, problems and conflict arise and possible ways of dealing with them are suggested as appropriate or referred to the appropriate person</p> |

| Variable | Range |
|----------|-------|
|----------|-------|

|   |  |
|---|--|
| Responsibilities and duties may include:              | <ul style="list-style-type: none"> <li>• Code of Conduct</li> <li>• job description and employment arrangements</li> <li>• organisation's policy relevant to work role</li> <li>• skills, training and competencies</li> <li>• supervision and accountability requirements including OHS</li> <li>• team structures</li> </ul>   |
| Workgroup members may include:                        | <ul style="list-style-type: none"> <li>• coach/mentor</li> <li>• other members of the organisation</li> <li>• peers/work colleagues/team/enterprise</li> <li>• supervisor or manager</li> </ul>  |
| Feedback on performance may include:                  | <ul style="list-style-type: none"> <li>• formal/informal performance appraisals</li> <li>• obtaining feedback from clients</li> <li>• obtaining feedback from supervisors and colleagues</li> <li>• personal, reflective behaviour strategies</li> <li>• routine organisational methods for monitoring service delivery</li> </ul>   |
| Support to team members may include:                  | <ul style="list-style-type: none"> <li>• explaining/clarifying</li> <li>• helping colleagues</li> <li>• problem-solving</li> <li>• providing encouragement</li> <li>• providing feedback to a team member</li> <li>• undertaking extra tasks if necessary</li> </ul>   |
| Information to be shared may include:                 | <ul style="list-style-type: none"> <li>• acknowledging satisfactory performance</li> <li>• acknowledging unsatisfactory performance</li> <li>• assisting a colleague</li> <li>• clarifying the organisation's preferred task completion methods</li> <li>• encouraging colleagues</li> <li>• open communication channels</li> <li>• workplace hazards, risks and controls</li> </ul> |
| Strategies/opportunities for improvement may include: | <ul style="list-style-type: none"> <li>• career planning/development</li> <li>• coaching, mentoring and/or supervision</li> <li>• formal/informal learning programs</li> <li>• internal/external training provision</li> <li>• performance appraisals</li> <li>• personal study</li> </ul>   |

| Evidence Guide                       |  |  |                          |
|--------------------------------------|--|--|--------------------------|
| Critical aspects of Competence       | Assessment requires evidence that the candidate: <ul style="list-style-type: none"> <li>• providing support to team members to ensure goals are met</li> <li>• seeking feedback from clients and/or colleagues and taking appropriate action</li> <li>• knowledge of appropriate conflict resolution techniques</li> </ul> |  |                          |
| Underpinning Knowledge and Attitudes | Demonstrates knowledge of: <ul style="list-style-type: none"> <li>• key provisions of relevant legislation from all levels of government that may affect aspects of business operations,</li> </ul>  |  |                          |
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|                       |  |
|-----------------------|--|
|                       | <p>such as:</p> <ul style="list-style-type: none"> <li>• anti-discrimination legislation</li> <li>• ethical principles</li> <li>• codes of practice</li> <li>• occupational health and safety (OHS)</li> <li>• organisational policies, plans and procedures</li> <li>• workgroup member responsibilities and duties, and relationship to individual responsibilities and duties</li> </ul>  |
| Underpinning Skills   | <p>Demonstrates:</p> <ul style="list-style-type: none"> <li>• literacy skills to read and understand the organisation's policies and work procedures, to write simple instructions for particular routine tasks and to interpret information gained from correspondence</li> <li>• communication skills to request advice, to receive feedback and to work with a team</li> <li>• technology skills to select and use technology appropriate to a task</li> <li>• Culturally appropriate communication skills to relate to people from diverse backgrounds and people with diverse abilities.</li> </ul> |
| Resources Implication | Access is required to real or appropriately simulated situations, including work areas, materials and equipment, and to information on workplace practices and OHS practices.  |
| Assessment Methods    | <p>Competency may be assessed through:</p> <ul style="list-style-type: none"> <li>• Interview / Written Test / Oral Questioning</li> <li>• Observation / Demonstration</li> </ul>  |
| Context of Assessment | Competency may be assessed in the work place or in a simulated work place setting.   |

| Occupational Standard: Basic Account Works Level II |   |
|---|---|
| Unit Title  | Use Business Technology   |
| Unit Code   | <a href="#">EIS BAW2 03 0812</a>  |
| Unit Descriptor                                     | This unit describes the performance outcomes, skills and knowledge required to select, use and maintain a range of business technology. This technology includes the effective use of computer software to organise information and data. |

| Elements                     | Performance Criteria   |
|------------------------------|--|
| 1. Select and use technology | <p>1.1. Appropriate <b>technology</b> and <b>software applications</b> are selected to achieve the requirements of the task</p> <p>1.2. Workspace, furniture and equipment are adjusted to suit user ergonomic requirements</p> <p>1.3. Technology is used according to <b>organizational requirements</b> and in a way which promotes a safe work environment</p>   |
| 2. Process and organize data | <p>2.1. Files and records are identified, opened, generated or amended according to task and organizational requirements</p> <p>2.2. <b>Input devices</b> are operated according to organizational requirements</p> <p>2.3. <b>Data is stored</b> appropriately and exit applications without damage to or loss of, data</p> <p>2.4. Manuals, training booklets and/or online help or help-desks are used to overcome basic difficulties with applications</p>   |
| 3. Maintain technology       | <p>3.1. Used <b>technology consumables</b> are identified and replaced in accordance with manufacturer's instructions and organizational requirements</p> <p>3.2. <b>Routine maintenance</b> is carried out and/or arranged to ensure equipment is maintained in accordance with manufacturer's instructions and organizational requirements</p> <p>3.3. <b>Equipment faults are identified</b> accurately and action is taken in accordance with manufacturer's instructions or report fault to designated person</p> |

| Variable                | Range   |
|-------------------------|---|
| Technology may include: | <ul style="list-style-type: none"> <li>• computer technology, such as laptops and personal computers</li> <li>• printers</li> <li>• scanners</li> <li>• photocopiers</li> </ul> |

|   |   |
|---|---|
| Software applications may include:        | <ul style="list-style-type: none"> <li>• email, internet</li> <li>• word processing, spreadsheet, database, accounting or presentation packages</li> </ul>  |
| Organisational requirements may include:  | <ul style="list-style-type: none"> <li>• correctly identifying and opening files</li> <li>• legal and organisation policies, guidelines and requirements</li> <li>• locating data</li> <li>• log-on procedures</li> <li>• manufacturer's guidelines</li> <li>• OHS policies, procedures and programs</li> <li>• saving and closing files</li> <li>• storing data</li> </ul> |
| Input devices may include:                | <ul style="list-style-type: none"> <li>• Keyboard</li> <li>• mouse</li> <li>• numerical key pad</li> </ul>  |
| Storage of data may include:              | <ul style="list-style-type: none"> <li>• appropriate storage/filing of hard copies of computer generated documents</li> <li>• storage in directories and sub-directories</li> <li>• storage on CD-ROMs, hard and floppy disk drives or back-up systems</li> </ul>   |
| Technology consumables may include:       | <ul style="list-style-type: none"> <li>• back-up tapes</li> <li>• CD-ROM</li> <li>• floppy disks</li> <li>• print heads</li> <li>• printer ribbons and cartridges</li> <li>• toner cartridges</li> <li>• zip disks</li> </ul>   |
| Routine maintenance may include:          | <ul style="list-style-type: none"> <li>• in-house cleaning and servicing of equipment according to manufacturer's guidelines</li> <li>• periodic servicing by qualified or manufacturer approved, technician</li> <li>• regular checking of equipment</li> <li>• replacing consumables</li> </ul>   |
| Identifying equipment faults may include: | <ul style="list-style-type: none"> <li>• checking repairs have been carried out</li> <li>• encouraging feedback from work colleagues</li> <li>• keeping a log book of detected faults</li> <li>• preparing a maintenance program</li> <li>• regular back-ups of data</li> <li>• regular OHS inspections</li> <li>• routine checking of equipment</li> </ul>                 |

### Evidence Guide

|                                |  |
|--------------------------------|--|
| Critical aspects of Competence | <p>Assessment requires evidence that the candidate:</p> <ul style="list-style-type: none"> <li>• selection and application of appropriate equipment and software applications in relation to assigned task/s</li> <li>• access, retrieval and storage of required data</li> <li>• performance of basic maintenance on a range of office</li> </ul> |
|--------------------------------|--|

|                                      |  |
|--------------------------------------|--|
|                                      | equipment  |
| Underpinning Knowledge and Attitudes | <p>Demonstrates knowledge of:</p> <ul style="list-style-type: none"> <li>• key provisions of relevant legislation from all levels of government that may affect aspects of business operations, such as:</li> <li>• anti-discrimination legislation</li> <li>• ethical principles</li> <li>• codes of practice</li> <li>• occupational health and safety (OHS)</li> <li>• organisational policies, plans and procedures, especially in regard to file-naming and storage conventions</li> <li>• organisational IT procedures including back-up and virus protection procedures</li> <li>• basic technical terminology in relation to reading help-files and manuals</li> </ul> |
| Underpinning Skills                  | <p>Demonstrates :</p> <ul style="list-style-type: none"> <li>• literacy skills to identify work requirements; to understand and process basic, relevant workplace information; and to follow written instructions</li> <li>• communication skills to request advice, to receive feedback and to work with a team</li> <li>• problem-solving skills to solve routine technology problems</li> </ul>   |
| Resources Implication                | Access is required to real or appropriately simulated situations, including work areas, materials and equipment, and to information on workplace practices and OHS practices.  |
| Assessment Methods                   | <p>Competency may be assessed through:</p> <ul style="list-style-type: none"> <li>• Interview / Written Test / Oral Questioning</li> <li>• Observation / Demonstration</li> </ul>  |
| Context of Assessment                | Competency may be assessed in the work place or in a simulated work place setting.   |

| Occupational Standard: Basic Account Works Level II |   |
|---|---|
| Unit Title  | Process Customer Accounts   |
| Unit Code   | <a href="#">EIS BAW2 04 0812</a>  |
| Unit Descriptor                                     | This unit describes the performance outcomes, skills and knowledge required to identify customer needs and process customer financial accounts. |

| Elements                              | Performance Criteria  |
|---------------------------------------|---|
| 1. Identify customer account needs    | <p>1.1. Requests for information on the range, options and features of account services available are addressed in a timely, accurate and comprehensive manner, or referred if necessary to other <b>authorized personnel</b></p> <p>1.2. <b>Information is provided to customers</b> to assist in the selection of an appropriate product which outlines product features, matches products to customer needs, describes the cost of operation and the conditions of the accounts</p> <p>1.3. Customers are assisted when completing relevant documentation for selected services and products</p>   |
| 2. Open customer account              | <p>2.1. Potential account holders are interviewed to gather <b>information required for the opening of accounts</b> with applicant identified for security purposes according to <b>organizational procedures</b></p> <p>2.2. Information provided is assessed for <b>accuracy and sufficiency</b> according to the standard organization procedures</p> <p>2.3. Completed documentation is verified for accuracy and deposits are accepted ensuring that receipts and certificates are issued</p> <p>2.4. New applications and <b>transactions are processed</b> in accordance with organization's policies and procedures to ensure the timely and accurate completion of the task</p> <p>2.5. Information is provided to customer about the processes for activating the <b>account</b> including the timeframe and mechanisms for receiving transaction cards or deposit books and the most cost effective way to use the account</p> |
| 3. Transfer or close customer account | <p>3.1. The account holder seeking to transfer or close an account is interviewed to gather the <b>required information</b> which is assessed for accuracy and sufficiency according to the standard organization procedures</p> <p>3.2. Completed documentation is verified for accuracy and applications for transfer or closure are processed in</p>   |

|                           |   |
|---------------------------|---|
|                           | <p>accordance with organization's policies and procedures to ensure the timely and accurate completion of the task</p> <p>3.3. Information about the finalization of the process is provided in accordance with organization policies and procedures</p>  |
| 4. Administer the process | <p>4.1. Standard organization processes and protocols are used to verify customer identity when collecting processed documentation and cards from a branch</p> <p>4.2. Customer queries or complaints about the operation of the service are followed up with appropriate personnel according to standard procedures</p> <p>4.3. Reports are provided on account activity in line with standard policies and procedures with any exception reports responded to</p> |

| Variable  | Range   |
|---|---|
| Authorised personnel may include:                                       | <ul style="list-style-type: none"> <li>• dispute resolution officer</li> <li>• employees</li> <li>• supervisors and managers</li> </ul>   |
| Information provided to customer may include descriptions of:           | <ul style="list-style-type: none"> <li>• accounts geared to the needs of particular groups such as: <ul style="list-style-type: none"> <li>➢ customer deeming accounts</li> <li>➢ youth accounts</li> </ul> </li> <li>• investment accounts</li> <li>• retirement accounts</li> <li>• savings accounts</li> </ul>   |
| Information required for opening accounts may include:                  | <ul style="list-style-type: none"> <li>• amount of initial deposit</li> <li>• other signatories to the account</li> <li>• primary account holder's: <ul style="list-style-type: none"> <li>➢ name</li> <li>➢ address</li> <li>➢ contact details</li> </ul> </li> <li>• purpose for which the account will be used</li> <li>• required links to other accounts held</li> </ul> |
| Organisational procedures for customer identification may include:      | <ul style="list-style-type: none"> <li>• conducting the 100 point check of personal identification</li> <li>• Identifying and matching customer with existing accounts held within own financial institution.</li> </ul>  |
| The accuracy and sufficiency of information provided includes ensuring: | <ul style="list-style-type: none"> <li>• authenticity of signatures</li> <li>• checks against or links to existing customer account information</li> <li>• completeness of documentation</li> <li>• provision of sufficient documentary evidence (points) to meet the requirements for establishing a new account</li> </ul>  |
| Transaction   | <ul style="list-style-type: none"> <li>• manual or electronic and may involve:</li> </ul>   |



|   |   |
|---|---|
| processing may be:  | <ul style="list-style-type: none"> <li>➤ accurate data entry of transactions into relevant database</li> <li>➤ accurate completion of customer application forms and transaction receipts</li> </ul>  |
| Customer account details may include:                             | <ul style="list-style-type: none"> <li>• Electronic Fund Transfer disputes</li> <li>• electronic bill and other payments</li> <li>• fees charged</li> <li>• insurance</li> <li>• investment, retirement savings</li> <li>• payroll: <ul style="list-style-type: none"> <li>➤ member chequeing</li> <li>➤ direct debit</li> </ul> </li> <li>• periodical payments</li> <li>• transfers from other accounts</li> <li>• visas and other plastic cards</li> </ul> |
| Required information to transfer or close an account may include: | <ul style="list-style-type: none"> <li>• account details to enable transfer of remaining funds</li> <li>• details of possible complaints relating to the account</li> <li>• reasons for transfer or closure of accounts</li> </ul>  |

| Evidence Guide                       |   |  |                          |
|--------------------------------------|---|--|--------------------------|
| Critical aspects of Competence       | Assessment requires evidence that the candidate: <ul style="list-style-type: none"> <li>• thoroughly check customer account details and deal with customers effectively following complaint and dispute resolution policies and procedures where required</li> <li>• implement customer account processing in accordance with industry codes of practice and organisation policy</li> <li>• maintain and use knowledge of range of products, features and fees</li> </ul>   |  |                          |
| Underpinning Knowledge and Attitudes | Demonstrates knowledge of: <ul style="list-style-type: none"> <li>• financial account products available and their features</li> <li>• policies and procedures in regard to customer account service and techniques</li> <li>• relevant industry codes of practice, including: <ul style="list-style-type: none"> <li>➤ Consumer Credit Code</li> <li>➤ Financial Institutions (FI) Code</li> <li>➤ Electronic Funds Transfer (EFT) Code of Conduct</li> </ul> </li> <li>• relevant legislation and statutory requirements, including: <ul style="list-style-type: none"> <li>➤ Relevant Credit Reference Association</li> <li>➤ Financial Transaction Reports Act</li> <li>➤ Cheques and Payment Orders Act</li> </ul> </li> <li>• security checking procedures</li> <li>• the operation and maintenance of equipment which may include: <ul style="list-style-type: none"> <li>➤ security equipment</li> <li>➤ transaction terminals</li> <li>➤ numerical display boards</li> </ul> </li> </ul> |  |                          |
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|                       |   |
|-----------------------|---|
|                       | <ul style="list-style-type: none"> <li>➤ calculators</li> <li>➤ scanners</li> </ul>   |
| Underpinning Skills   | <p>Demonstrates :</p> <ul style="list-style-type: none"> <li>• communication skills to: <ul style="list-style-type: none"> <li>➤ determine and confirm customer account requirements, using questioning and active listening as required</li> <li>➤ inform customers of account features and operation</li> <li>➤ resolve customer issues and conflicts</li> <li>➤ liaise with others, share information, listen and understand</li> <li>➤ use language and concepts appropriate to cultural differences</li> </ul> </li> <li>• numeracy and IT skills to: <ul style="list-style-type: none"> <li>➤ calculate premiums, repayment rates, etc</li> <li>➤ check transactions</li> <li>➤ access and use computer-based databases and systems</li> </ul> </li> <li>• problem solving skills to address customer account issues</li> <li>• literacy skills to read documents and complete forms and records accurately</li> <li>• organisational skills, including the ability to plan and sequence work</li> <li>• teamwork skills to work cooperatively with others</li> <li>• self-management skills for complying with organizational procedures and requirements</li> </ul> |
| Resources Implication | Access is required to real or appropriately simulated situations, including work areas, materials and equipment, and to information on workplace practices and OHS practices.   |
| Assessment Methods    | <p>Competency may be assessed through:</p> <ul style="list-style-type: none"> <li>• Interview / Written Test / Oral Questioning</li> <li>• Observation / Demonstration</li> </ul>   |
| Context of Assessment | Competency may be assessed in the work place or in a simulated work place setting.  |

| Occupational Standard: Basic Account Works Level II |   |
|---|---|
| Unit Title  | Process Customer Transactions   |
| Unit Code   | <a href="#">EIS BAW2 05 0812</a>  |
| Unit Descriptor                                     | This unit describes the performance outcomes, skills and knowledge required to process basic financial transactions for customers in a retail financial organization. |

| Elements                                | Performance Criteria   |
|---|--|
| 1. Provide customer service             | <p>1.1. Customer is greeted and served with respect and professionalism in accordance with the company service standards and expectations</p> <p>1.2. Customer is provided with <b>information</b> as required in a timely, accurate and effective manner with any queries about transactions answered fully and clearly to ensure customer is appropriately informed</p> <p>1.3. Transactions outside the knowledge or delegated authority of the officer are referred to other <b>personnel</b> for resolution as required</p>   |
| 2. Process basic financial transactions | <p>2.1. <b>Customer transactions</b> are processed in an accurate and timely manner using standard <b>policies, procedures and systems</b></p> <p>2.2. Documentation or systems entry to support transactions is checked for accuracy and completeness and customer account and transaction details maintained and verified using correct procedures</p> <p>2.3. Customer complaints and disputes are resolved or referred to other authorized personnel and customer accounts are rectified where necessary</p> <p>2.4. Accurate reconciliation of subsidiary ledgers to general ledger accounts is performed and fees appropriate to the transaction are levied in accordance with standard procedures</p> |
| 3. Administer the transaction process   | <p>3.1. Error records and exception reports are analyzed and responded to according to standard procedures and within required timeframes</p> <p>3.2. Activity reports monitoring the nature and level of transaction activity are provided and database records or customer files updated according to standard procedures and within required timeframes</p> <p>3.3. Customer records are stored safely, securely and in accordance with standard processes and recognizing the</p>  |

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|  | requirement to protect customer privacy and commercial confidentiality |
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| Variable  | Range  |
|---|--|
| Information may be related to:  | <ul style="list-style-type: none"> <li>• account services, including: <ul style="list-style-type: none"> <li>➤ savings</li> <li>➤ retirement</li> <li>➤ superannuation</li> <li>➤ investment services</li> </ul> </li> <li>• processes for completing transactions including: <ul style="list-style-type: none"> <li>➤ cash or non-cash transactions</li> <li>➤ cheques</li> <li>➤ debit/credit cards</li> </ul> </li> <li>• The interests of customer include knowledge of the changing circumstances of the customer and how these contexts influence customer needs in relation to financial, retirement, investment and other services.</li> </ul> |
| Authorised personnel may include:   | <ul style="list-style-type: none"> <li>• dispute resolution officer</li> <li>• employees</li> <li>• supervisors and managers</li> </ul>  |
| Transactions may be processed:  | <ul style="list-style-type: none"> <li>• using manual or electronic systems</li> <li>• using the standard procedures and systems of the financial services institution and may include: <ul style="list-style-type: none"> <li>➤ bank cheques</li> <li>➤ credit card transactions</li> <li>➤ debits such as from: <ul style="list-style-type: none"> <li>✓ savings accounts</li> <li>✓ cheque accounts</li> </ul> </li> <li>➤ inward credits/outward payments</li> <li>➤ payroll deductions</li> <li>➤ Periodic payments.</li> </ul> </li> </ul>   |
| The relevant financial services organisation's policies, procedures and systems may relate or be influenced by: | <ul style="list-style-type: none"> <li>• administrative and clerical systems</li> <li>• database and IT systems</li> <li>• product and account and service range</li> <li>• range of responsibility</li> <li>• size, type and location of branch</li> <li>• types of equipment used</li> </ul>   |

## Evidence Guide

|                                      |   |
|--------------------------------------|---|
| Critical aspects of Competence       | <p>Assessment requires evidence that the candidate:</p> <ul style="list-style-type: none"> <li>thoroughly check customer account details</li> <li>interpret and comply with relevant legislation</li> <li>follow customer complaint and dispute resolution policies and procedures</li> <li>Maintain and use knowledge of range of products, features and fees.</li> </ul>  |
| Underpinning Knowledge and Attitudes | <p>Demonstrates knowledge of:</p> <ul style="list-style-type: none"> <li>organisation products available and features</li> <li>policies and procedures in regard to customer account service and techniques</li> <li>relevant legislation and statutory requirements and industry codes of practice including: <ul style="list-style-type: none"> <li>➤ Consumer Credit Code</li> <li>➤ Credit Act</li> </ul> </li> <li>security checking procedures</li> <li>the operation and maintenance of equipment which may include: <ul style="list-style-type: none"> <li>➤ security equipment</li> <li>➤ transaction terminals</li> <li>➤ numerical display boards</li> <li>➤ calculators</li> <li>➤ scanners</li> </ul> </li> </ul>  |
| Underpinning Skills                  | <p>Demonstrates :</p> <ul style="list-style-type: none"> <li>communication skills to: <ul style="list-style-type: none"> <li>➤ determine and confirm customer transaction requirements, using questioning and active listening as required</li> <li>➤ resolve customer issues and conflicts</li> <li>➤ liaise with others, share information, listen and understand</li> <li>➤ use language and concepts appropriate to cultural differences</li> </ul> </li> <li>numeracy and IT skills to: <ul style="list-style-type: none"> <li>➤ calculate transaction details</li> <li>➤ check transactions</li> <li>➤ access and use computer-based databases and systems</li> </ul> </li> <li>problem solving and dispute resolution skills to address customer transaction issues</li> <li>literacy skills to read documents and complete forms and records accurately</li> <li>organisational skills, including the ability to plan and sequence work</li> <li>teamwork skills to work cooperatively with others</li> <li>self-management skills for complying with organizational procedures and requirements</li> </ul> |
| Resources Implication                | <p>Access is required to real or appropriately simulated situations, including work areas, materials and equipment, and to information on workplace practices and OHS practices.</p>  |
| Assessment Methods                   | <p>Competency may be assessed through:</p>  |

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|                       | <ul style="list-style-type: none"> <li>• Interview / Written Test / Oral Questioning</li> <li>• Observation</li> </ul> |
| Context of Assessment | Competency may be assessed in the work place or in a simulated work place setting.                                     |

| Occupational Standard: Basic Account Works Level II |   |
|---|---|
| Unit Title  | Develop Understanding of the Ethiopian Financial System and Markets   |
| Unit Code   | <a href="#">EIS BAW2 06 0812</a>  |
| Unit Descriptor                                     | This unit describes the performance outcomes, skills and knowledge required to understand the financial systems and markets operating in Ethiopia, including identifying the main participants in financial markets, the role of the National Bank, the impact of its decisions on business and consumers, key factors that influence the Ethiopian economy and the role of financial regulators. |

| Elements  | Performance Criteria  |
|---|---|
| 1. Describe what is meant by the Ethiopian financial markets            | <p>1.1. Specific <b>financial markets in Ethiopia</b> are identified and discussed</p> <p>1.2. <b>The purpose of financial markets</b> and when they emerged in Ethiopia are researched and discussed</p> <p>1.3. The <b>participants in the financial markets</b> and the roles of banks and financial institutions as financial intermediaries are identified and their roles analyzed and discussed</p>  |
| 2. Explain the function and role of the National Bank of Ethiopia (NBE) | <p>2.1. The <b>role of the NBE</b> as Ethiopia's central bank is researched and discussed and contrasted with other banking institutions</p> <p>2.2. The importance and <b>effect of the NBE's monetary policy</b> on the Ethiopian economy and everyday consumers are researched and discussed</p>   |
| 3. Explain Ethiopia's monetary system                                   | <p>3.1. The various <b>functions of money</b> are explained and society's <b>motivations for holding money</b> are outlined</p> <p>3.2. The monetary cycle within the economy and on a global scale and <b>instruments traded on the short term money market</b> are described</p> <p>3.3. The impact of increases and decreases in the money supply and the importance of regulating the money supply of any country is analyzed and discussed</p> |
| 4. Explain the key factors that influence the Ethiopian economy         | <p>4.1. The role and impact of global market situation and Federal and Regional State governments action on the economy are explored with reference to current events and issues</p> <p>4.2. The impact of a change in domestic interest rates on different sectors of the economy is analyzed and discussed</p> <p>4.3. The impact of changes in <b>consumer activity</b> on the Ethiopian economy is analyzed and discussed</p>                   |

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| 5. Describe the role of regulators | <p>5.1. The <b>main regulator</b> of the financial system is identified</p> <p>5.2. The role of each regulator in protecting investors and consumers and promoting confidence in the financial system is explained using examples</p> |
|------------------------------------|---|

| Variable   | Range  |
|--|--|
| Financial markets in Ethiopia can include:           | <ul style="list-style-type: none"> <li>• bond market</li> <li>• derivatives markets</li> <li>• foreign exchange market</li> <li>• money market including the short term money market</li> <li>• options and futures markets</li> </ul>   |
| The purpose of financial markets includes:           | <ul style="list-style-type: none"> <li>• enabling participants to invest surplus funds by buying securities</li> <li>• enabling participants to raise required funds by issuing securities</li> </ul>  |
| Participants in the financial markets may include:   | <ul style="list-style-type: none"> <li>• banks and non-banking financial institutions</li> <li>• investors: <ul style="list-style-type: none"> <li>➢ corporations</li> <li>➢ individuals</li> <li>➢ local and international governments</li> </ul> </li> <li>• speculators: <ul style="list-style-type: none"> <li>➢ corporations</li> <li>➢ individuals</li> </ul> </li> </ul>  |
| The role of the NBE includes:                        | <ul style="list-style-type: none"> <li>• regulating banks and other financial institutions</li> <li>• maintaining financial stability and regulating the Ethiopian Payments System</li> <li>• managing government debt</li> <li>• regulating the payments system</li> <li>• setting and implementing monetary policy</li> </ul>  |
| The effect of the NBE's monetary policy may include: | <ul style="list-style-type: none"> <li>• changes in interest rates</li> <li>• flow on changes to employment, prices and production levels</li> <li>• increases or decreases in the supply of money in the Ethiopian economy</li> <li>• acting to avoid or minimise a systemic collapse of financial institutions</li> <li>• The role of the NBE in regulating the Ethiopian Payments System may include: <ul style="list-style-type: none"> <li>➢ fulfilling its regulatory responsibilities by controlling risks and promoting efficiencies</li> <li>➢ participating in the financial system as banker to the national payment system of government</li> <li>➢ providing facilities for final settlement of transactions</li> </ul> </li> </ul> |
| The different functions of money may include:        | <ul style="list-style-type: none"> <li>• as a means of exchange for acquiring goods and services</li> <li>• indications of relative values between goods and services</li> <li>• measure of liquidity</li> </ul>   |



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| Motivations for holding money may include:                 | <ul style="list-style-type: none"> <li>• precautionary demand for money to pay future expenses which may not be anticipated</li> <li>• speculative demand for money to be able to take advantage of future price changes in favour of the purchaser</li> <li>• transactions demand for money to pay everyday predictable expenses</li> </ul> |
| Instruments traded on the short term money market include: | <ul style="list-style-type: none"> <li>• bills of exchange</li> <li>• commercial bills</li> <li>• government bills</li> <li>• promissory notes</li> <li>• treasury bills</li> </ul>  |
| Consumer activity may include:                             | <ul style="list-style-type: none"> <li>• applications for home loans</li> <li>• purchase of private health insurance</li> <li>• purchase of university education</li> <li>• purchase or building of residential accommodation</li> <li>• retail spending</li> <li>• tourism within Ethiopia by Ethiopians</li> </ul>                         |
| Main regulator in the financial system may include:        | <ul style="list-style-type: none"> <li>• Financial Intelligence Centre</li> </ul>  |

| Evidence Guide                       |   |
|--------------------------------------|---|
| Critical aspects of Competence       | <p>Assessment requires evidence that the candidate ability to:</p> <ul style="list-style-type: none"> <li>• develop awareness of the features and roles of the participants within the Ethiopian financial system and markets</li> <li>• understand the monetary system</li> <li>• Identify Ethiopia's financial regulators and their role.</li> </ul>  |
| Underpinning Knowledge and Attitudes | <p>Demonstrates knowledge of:</p> <ul style="list-style-type: none"> <li>• roles and relationships between participants within the Ethiopian financial services industry, including banks and other financial intermediaries</li> <li>• relevant and current awareness of the Ethiopian financial system and markets, and the economic environment</li> </ul>   |
| Underpinning Skills                  | <p>Demonstrates</p> <ul style="list-style-type: none"> <li>• communication skills to: <ul style="list-style-type: none"> <li>➢ clearly explain Ethiopia's financial system and markets</li> <li>➢ use questioning to develop clear understanding</li> <li>➢ liaise with others, share information, listen and understand</li> <li>➢ use language and concepts appropriate to cultural differences</li> </ul> </li> <li>• IT skills to use internet information</li> <li>• literacy skills for interpreting relevant information</li> <li>• learning skills to maintain knowledge of the Ethiopian financial system</li> </ul> |
| Resources Implication                | <p>Access is required to real or appropriately simulated situations, including work areas, materials and equipment, and to</p>  |

|                       |  |
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|                       | information on workplace practices and OHS practices.  |
| Assessment Methods    | Competency may be assessed through: <ul style="list-style-type: none"> <li>• Interview / Written Test / Oral Questioning</li> <li>• Observation / Demonstration</li> </ul> |
| Context of Assessment | Competency may be assessed in the work place or in a simulated work place setting.   |

| Occupational Standard: Basic Account Works Level II |   |
|---|---|
| Unit Title  | Develop Understanding of Taxation   |
| Unit Code   | <a href="#">EIS BAW2 07 0812</a>  |
| Unit Descriptor                                     | This unit describes the performance outcomes, skills and knowledge required to understand the role of taxation in the Ethiopian economy, including why and how tax is levied and collected, types of taxes paid by business and individuals and its impact on investment choices. |

| Elements  | Performance Criteria   |
|---|--|
| 1. Identify and discuss the role of taxation in the Ethiopian economy | <p>1.1. The <b><i>purpose of taxation</i></b> in the Ethiopian economy at the local, Regional and Federal level and how this compares with other countries are explored and discussed</p> <p>1.2. The various ways that <b><i>tax is collected</i></b> and from whom is analyzed and discussed</p> <p>1.3. The <b><i>role of the Ethiopian Revenues and Customs Authority (ERCA)</i></b> is identified and discussed</p> <p>1.4. What <b><i>taxation revenue</i></b> is used for is explained and related to the wellbeing and lifestyle of Ethiopian citizens</p> |
| 2. Identify and discuss direct tax                                    | <p>2.1. Key <b><i>terminology</i></b> used in <b><i>direct taxation</i></b> is identified and discussed</p> <p>2.2. Tax declaration forms, Tax File Number (TFN) requirements and <b><i>rates of direct tax</i></b> are identified and analyzed</p> <p>2.3. How direct tax is assessed, <b><i>tax returns</i></b> completed and paid is considered and discussed</p> <p>2.4. <b><i>Sources of ongoing information</i></b> about direct tax in Ethiopia are identified, accessed and discussed</p>  |
| 3. Identify and discuss indirect tax                                  | <p>3.1. Key terminology used in indirect taxation is identified and discussed</p> <p>3.2. The <b><i>structure of business</i></b> and how this affects taxation are analyzed and discussed</p> <p>3.3. How indirect <b><i>tax is assessed</i></b> and paid is considered and discussed</p> <p>3.4. Sources of ongoing information about indirect tax in Ethiopia are identified, accessed and discussed</p>  |
| 4. Identify and discuss stamp duty tax                                | <p>3.1. Key terminology used in stamp duty taxation is identified and discussed</p> <p>3.2. How <b><i>stamp duty tax is assessed</i></b> and paid is considered and discussed</p> <p>3.3. Sources of ongoing information about stamp duty tax in</p>   |

|                         |  |
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|                         | Ethiopia are identified, accessed and discussed  |
| 5. Manage tax liability | <p>4.1. How <b>tax payers can determine their tax liability</b> is identified and discussed</p> <p>4.2. <b>Under or overpayment of tax</b> and its implications are analyzed and discussed</p> |

| Variable  | Range  |
|---|--|
| The purpose of taxation includes but is not limited to: | <ul style="list-style-type: none"> <li>• financing government activity</li> <li>• maintaining equity in the national economy</li> <li>• promoting efficiency where markets fail to control pollution or health dangers</li> <li>• social infrastructure</li> <li>• social services</li> </ul>  |
| Ways that tax is collected include:                     | <ul style="list-style-type: none"> <li>• through regional and federal level taxes including: <ul style="list-style-type: none"> <li>➤ direct tax: <ul style="list-style-type: none"> <li>✓ Tax on Income from Employment / Personal Income Tax</li> <li>✓ Business Profit Tax</li> <li>✓ Tax on Income from Rental of Buildings</li> <li>✓ Tax on Interest Income on Deposits</li> <li>✓ Dividend Income Tax</li> <li>✓ Tax on Income from Royalties</li> <li>✓ Tax on Income from Games of Chance</li> <li>✓ Tax on Gain of Transfer of certain Investment Property</li> <li>✓ Tax on Income from Rental of Property</li> <li>✓ Rendering of Technical Services outside Ethiopia</li> <li>✓ Agricultural Income Tax</li> <li>✓ Land Use Tax</li> </ul> </li> <li>➤ indirect tax: <ul style="list-style-type: none"> <li>✓ Turnover Tax</li> <li>✓ Excise Tax</li> <li>✓ Value Added Tax</li> <li>✓ Customs Duty</li> </ul> </li> <li>➤ Stamp duty tax: instruments shall be chargeable with stamp duty include: <ul style="list-style-type: none"> <li>✓ Memorandum and articles of association of any business</li> <li>✓ organization, cooperative or any other form of association;</li> <li>✓ Award; Bonds; Warehouse bond;</li> <li>✓ Contract and agreements and memoranda;</li> <li>✓ Security deeds;</li> <li>✓ Collective agreement;</li> <li>✓ Contract of employment;</li> <li>✓ Lease, including sub-lease and transfer of similar rights;</li> <li>✓ Notarial acts;</li> </ul> </li> </ul> </li> </ul> |

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|  | <ul style="list-style-type: none"><li>✓ Power of attorney;</li><li>✓ Documents of title to property.</li></ul>   |  |                          |
| The Ethiopian Revenues and Customs Authority (ERCA) roles include: | <p>The Authority shall have the roles to:</p> <ul style="list-style-type: none"><li>• establish and implement modern revenue assessment and collection system;</li><li>• provide, based on rules of transparency and accountability, efficient, equitable and quality service within the sector; properly nforce incentives of tax exemptions given to investors and ensure that such incentives are used for the intended purposes;</li><li>• implement awareness .creation programs to promote a culture of voluntary compliance of taxpayers in the discharge of their tax obligations;</li><li>• carry out valuation of goods for the purpose of tax assessment and determine and collect the taxes</li><li>• conduct study and research activities with greater emphasis to Improve the enforcement of customs and tax laws, regulations and directives and the collection of other revenues; and based on the result of the study and research initiate laws and policies and implement the same up an approval</li><li>• collect and analyze information necessary for the control of import and export goods and the assessment and determination of taxes; compile statistical data on criminal offences relating to the sector, and disseminate the information to others as may be necessary;</li></ul> |  |                          |
| Taxation revenue may be used to provide:                           | <ul style="list-style-type: none"><li>• assistance to business and farming</li><li>• cultural and artistic resources and support</li><li>• defence and border protection</li><li>• education</li><li>• environmental protection</li><li>• essential infrastructure such as:<ul style="list-style-type: none"><li>➤ roads</li><li>➤ transport systems</li><li>➤ public building</li><li>➤ sport and recreation amenities</li><li>➤ public housing</li></ul></li><li>• foreign representation and trade promotion for Ethiopia</li><li>• health care</li><li>• justice systems</li><li>• public safety</li><li>• scientific and other research</li><li>• welfare, income and community support systems</li></ul>   |  |                          |
| Terminology used in taxation may include:                          | <ul style="list-style-type: none"><li>• interest on deposits</li><li>• allowances</li><li>• assessable income</li><li>• capital gain/appreciation</li><li>• deductions</li><li>• Exempt threshold</li></ul>  |  |                          |
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|  | <ul style="list-style-type: none"> <li>• Assessment of Tax</li> <li>• dividends</li> <li>• gross income</li> <li>• Higher Education Contribution Scheme</li> <li>• taxable income</li> <li>• Tax Evasion</li> <li>• Withholding tax</li> </ul>  |
| Rates of tax and calculators can be accessed from: | <ul style="list-style-type: none"> <li>• Ethiopian Revenues and customs Authority (ERCA) publications and website</li> <li>• accountants and tax agents</li> </ul>  |
| Tax returns can be completed by:                   | <ul style="list-style-type: none"> <li>• accountant</li> <li>• an individual</li> <li>• tax agent</li> <li>• on-line or in written form</li> </ul>  |
| Sources of ongoing information may include:        | <ul style="list-style-type: none"> <li>• accountants and other financial services professionals</li> <li>• Ethiopian Revenues and Customs Authority (ERCA)</li> <li>• Industry associations and professional organisations</li> <li>• Federal and Regional governments agencies</li> <li>• Taxpayers</li> </ul>   |
| The structure of business includes:                | <ul style="list-style-type: none"> <li>• sole trader: an individual trading on their own</li> <li>• partnership: an association of people or entities carrying on a business together, but not as a company</li> <li>• trust: an entity that holds property or income for the benefit of others</li> <li>• company: a legal a legal entity separate from its shareholders</li> </ul>  |
| Tax is assessed through:                           | <ul style="list-style-type: none"> <li>• Business Activity Statements</li> <li>• payroll</li> <li>• allowable deductions</li> <li>• capital gains</li> <li>• financial adjustments such as: <ul style="list-style-type: none"> <li>➤ write-offs</li> <li>➤ revaluations</li> <li>➤ profits and losses</li> <li>➤ superannuation payments</li> <li>➤ fringe benefits assessment</li> </ul> </li> </ul>   |
| Tax payers can determine their tax liability by:   | <ul style="list-style-type: none"> <li>• assessing income: <ul style="list-style-type: none"> <li>➤ capital gains</li> <li>➤ employment</li> <li>➤ foreign</li> <li>➤ investment</li> <li>➤ rental property income</li> </ul> </li> <li>• assessing deductions: <ul style="list-style-type: none"> <li>➤ allowable medical expenses and health insurance rebates</li> <li>➤ capital losses</li> <li>➤ dependent rebates</li> <li>➤ gifts and donations</li> <li>➤ rental property expenses</li> </ul> </li> </ul> |

|  |   |
|--|---|
|  | <ul style="list-style-type: none"> <li>➤ tax offsets</li> <li>➤ work related clothing expenses</li> <li>➤ work related education expenses</li> <li>➤ work related travel expenses</li> <li>➤ zone and overseas forces allowances</li> <li>• lodging returns and paying governments: <ul style="list-style-type: none"> <li>➤ land tax where applicable</li> <li>➤ payroll tax (rate varies by jurisdiction and depends on size of payroll so many small business operators are exempt)</li> <li>➤ stamp duty on: <ul style="list-style-type: none"> <li>✓ hire purchase agreements</li> <li>✓ insurance policies</li> <li>✓ leases and mortgages</li> <li>✓ motor vehicle purchases</li> <li>✓ property transfer</li> </ul> </li> </ul> </li> </ul> |
| Under or overpayment of tax may involve: | <ul style="list-style-type: none"> <li>• claiming interest on early payments that may be possible for certain tax categories such as: <ul style="list-style-type: none"> <li>➤ income tax</li> <li>➤ Higher Education Contribution Scheme</li> <li>➤ amended assessments of earlier years</li> <li>➤ paying interest on overdue amounts</li> </ul> </li> </ul>  |

| Evidence Guide                       |  |  |                          |
|--------------------------------------|--|--|--------------------------|
| Critical aspects of Competence       | Assessment requires evidence that the candidate: <ul style="list-style-type: none"> <li>• analyse and clearly explain the role of taxation for tax payers in Ethiopia</li> <li>• analyse and critically evaluate taxation responsibilities and their impact on personal financial management</li> <li>• understand and apply the skills necessary to actively monitor and assess taxation liabilities</li> </ul>   |  |                          |
| Underpinning Knowledge and Attitudes | Demonstrates knowledge of: <ul style="list-style-type: none"> <li>• relevant government legislation relating to taxation</li> <li>• roles and relationships between government agencies responsible for taxation, individuals and business</li> <li>• sound knowledge of issues relating to taxation information</li> </ul>  |  |                          |
| Underpinning Skills                  | Demonstrates: <ul style="list-style-type: none"> <li>• communication skills to: <ul style="list-style-type: none"> <li>➤ determine and confirm taxation purpose, application and individual and business responsibilities, using questioning and active listening as required</li> <li>➤ share information, listen and understand</li> <li>➤ use language and concepts appropriate to cultural differences</li> </ul> </li> <li>• numeracy and IT skills to: <ul style="list-style-type: none"> <li>➤ make basic personal income tax calculations</li> <li>➤ use a calculator</li> <li>➤ use internet information</li> </ul> </li> </ul> |  |                          |
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|                       |  |
|-----------------------|--|
|                       | <ul style="list-style-type: none"> <li>• literacy skills to read and interpret information from a variety of sources</li> <li>• research and analysis for accessing, interpreting and managing information and determining where to find professional financial services</li> <li>• learning skills to maintain knowledge of taxation issues and requirements</li> </ul> |
| Resources Implication | Access is required to real or appropriately simulated situations, including work areas, materials and equipment, and to information on workplace practices and OHS practices.  |
| Assessment Methods    | Competency may be assessed through: <ul style="list-style-type: none"> <li>• Interview / Written Test / Oral Questioning</li> <li>• Observation / Demonstration</li> </ul>   |
| Context of Assessment | Competency may be assessed in the work place or in a simulated work place setting.   |



| Occupational Standard: Basic Account Works Level II |  |
|---|--|
| Unit Title  | Develop and Use a Personal Budget  |
| Unit Code   | <a href="#">EIS BAW2 08 0812</a>   |
| Unit Descriptor                                     | This unit describes the performance outcomes, skills and knowledge required to develop, implement and monitor a personal savings budget. |

| Elements   | Performance Criteria  |
|--|---|
| 1. Analyze and discuss budgeting as a financial tool | <p>1.1 The role of budgeting in the lives of <b>different groups</b> and the importance of budgeting appropriately to meet expenses are analyzed and discussed and related to <b>different stages of life</b></p> <p>1.2 The importance of setting <b>financial goals</b> is analyzed and discussed</p> <p>1.3 <b>Obstacles</b> that might prevent financial goals being achieved are analyzed and discussed with the types of <b>behaviors and skills</b> required for successful budgeting explored and analyzed</p>  |
| 2. Develop a personal budget                         | <p>2.1 All income and expenses for a six month period are recorded to assist in estimating expenditure requirements</p> <p>2.2 A <b>spreadsheet</b> is obtained or developed for recording all budget information and established to record income and expenditure for a relevant period of time</p> <p>2.3 All <b>sources of income</b> and regular <b>fixed expenses</b> and <b>variable expenses</b> for the specified period are identified and listed in a personal budget using the budget spreadsheet</p> <p>2.4 Total expenses recorded are subtracted from the total income to determine a surplus or deficit budget for the specified period</p> <p>2.5 Reasons for a deficit budget are explored if relevant and <b>ways to reduce expenses or increase income</b> are investigated</p> <p>2.6 Allocation of surplus funds towards saving and meeting identified financial goals is explored</p> |
| 3. Implement and monitor the personal budget         | <p>3.1 The budget is followed according to plan for a period of time</p> <p>3.2 Actual expenses and income for the period are implemented during which the budget are recorded and compared to budgeted expenses and income with any differences in budgeted and actual amounts looked at and the budget modified where necessary</p>   |

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|  | <p>3.3 <b>Handy hints</b> are discussed for managing the personal budget</p> <p>3.4 Ongoing review of the budget is conducted to ensure it remains relevant and to ensure updates are incorporated if necessary</p> |
|--|---|

| Variable   | Range   |
|--|---|
| The different groups who may budget may include:                         | <ul style="list-style-type: none"> <li>• families</li> <li>• governments</li> <li>• individuals: <ul style="list-style-type: none"> <li>➤ single</li> <li>➤ married</li> <li>➤ elderly</li> <li>➤ students</li> <li>➤ tourists, travelers</li> </ul> </li> </ul>  |
| Different stages of life may include:                                    | <ul style="list-style-type: none"> <li>• approaching and during retirement</li> <li>• buying your first home</li> <li>• moving out of home</li> <li>• starting a family</li> <li>• studying</li> </ul>  |
| Financial goals may include:   | <ul style="list-style-type: none"> <li>• accumulating a set amount of money by a specified date in the future for the purposes of: <ul style="list-style-type: none"> <li>➤ purchasing assets</li> <li>➤ financing holidays, educational expenses, home renovations and other known future expenses</li> <li>➤ establishing a deposit for an investment such as a home or investment property</li> </ul> </li> <li>• aiming to repay existing debts and be debt free</li> <li>• establishing a regular savings plan</li> <li>• handling income and expenditure responsibly and avoiding financial difficulties</li> </ul> |
| Obstacles that might prevent financial goals being achieved may include: | <ul style="list-style-type: none"> <li>• being unemployed, particularly long term unemployed</li> <li>• insufficient income to afford items that are beyond the individual's means</li> <li>• unexpected circumstances such as: <ul style="list-style-type: none"> <li>➤ losing a job</li> <li>➤ falling ill</li> <li>➤ not being able to work</li> </ul> </li> </ul>   |
| Behaviours and skills required for successful budgeting may include:     | <ul style="list-style-type: none"> <li>• controlled spending</li> <li>• disciplined approach to money</li> <li>• organisational skills</li> <li>• record keeping skills</li> </ul>  |
| Budget refers to:  | <ul style="list-style-type: none"> <li>• a calculation of all projected income and expenditure for period of time (e.g. on a weekly or monthly basis)</li> <li>• showing all projections versus actual income and expenses</li> </ul>   |

|                                |  |
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|                                | for the period and monitoring variances  |
| A spreadsheet <i>may</i> :     | <ul style="list-style-type: none"> <li>• be simple or complex depending upon the extent of the individual's finances</li> <li>• have one section for recording all money received as income and another section for expenses both variable and fixed</li> <li>• have a section to record the difference between income and expenses for the period, this being the surplus or deficit financial situation for the period</li> </ul>  |
| Sources of income may include: | <ul style="list-style-type: none"> <li>• interest on investments, dividends</li> <li>• proceeds from sale of assets</li> <li>• social security benefits, pensions, allowances, child assistance</li> <li>• wages, commission, bonuses, tips</li> </ul>   |
| Fixed expenses may include:    | <ul style="list-style-type: none"> <li>• fees: <ul style="list-style-type: none"> <li>➢ school and university fees</li> <li>➢ bank fees</li> </ul> </li> <li>• insurance</li> <li>• loan repayments (if loan is based upon fixed interest rates) such as: <ul style="list-style-type: none"> <li>➢ personal loans</li> <li>➢ car loans</li> <li>➢ credit card debts</li> <li>➢ Higher Education Contribution Scheme</li> </ul> </li> <li>• public transport</li> <li>• rent</li> <li>• subscriptions to: <ul style="list-style-type: none"> <li>➢ magazines</li> <li>➢ newspapers</li> <li>➢ clubs</li> </ul> </li> <li>• travel including public transport, petrol</li> </ul> |
| Variable expenses may include: | <ul style="list-style-type: none"> <li>• car maintenance</li> <li>• living expenses such as: <ul style="list-style-type: none"> <li>➢ food</li> <li>➢ clothing</li> <li>➢ medical</li> </ul> </li> <li>• loan repayments if loan is based upon variable interest rates</li> <li>• miscellaneous expenses such as: <ul style="list-style-type: none"> <li>➢ gifts</li> <li>➢ recreation</li> <li>➢ entertainment</li> <li>➢ fines</li> </ul> </li> <li>• mobile telephone</li> <li>• mortgage repayments</li> <li>• utilities such as: <ul style="list-style-type: none"> <li>➢ water</li> <li>➢ gas</li> <li>➢ electricity</li> <li>➢ telephone</li> </ul> </li> </ul>         |

|                                      |   |
|--------------------------------------|---|
| Ways to reduce expenses may include: | <ul style="list-style-type: none"> <li>• comparing prices for essential items</li> <li>• monitoring use of utilities such as electricity, gas and water</li> <li>• moving back home</li> <li>• reducing expenditure on discretionary items such as expensive clothing, magazines, eating out</li> <li>• share accommodation</li> <li>• using cheaper modes of transport</li> </ul>                  |
| Ways to increase income may include: | <ul style="list-style-type: none"> <li>• combining part-time work with studying</li> <li>• investigating eligibility for student allowances or other relevant government benefits</li> <li>• taking on a part-time job or holiday work</li> </ul>   |
| Handy hints may include discussing:  | <ul style="list-style-type: none"> <li>• how to avoid getting into financial difficulties</li> <li>• how to minimise fees and charges imposed by financial institutions</li> <li>• how to use credit card debt effectively</li> <li>• the problems of impulsive buying, particularly when under peer pressure</li> <li>• ways to cut back on spending or change negative spending habits</li> </ul> |

| Evidence Guide                       |   |  |                          |
|--------------------------------------|---|--|--------------------------|
| Critical aspects of Competence       | Assessment requires evidence that the candidate: <ul style="list-style-type: none"> <li>• explain the benefits and purposes of budgeting</li> <li>• prepare a budget spreadsheet</li> <li>• explain the difference between fixed and variable expenses</li> <li>• prepare and implement a personal budget</li> </ul>  |  |                          |
| Underpinning Knowledge and Attitudes | Demonstrates knowledge of: <ul style="list-style-type: none"> <li>• principles of budgeting</li> <li>• role of credit and savings in establishing personal wealth</li> <li>• understanding of the financial institutions and their savings products</li> </ul>  |  |                          |
| Underpinning Skills                  | Demonstrates: <ul style="list-style-type: none"> <li>• communication skills to:             <ul style="list-style-type: none"> <li>➢ clearly explain budgeting principles</li> <li>➢ use questioning to develop clear understanding</li> <li>➢ liaise with others, share information, listen and understand</li> <li>➢ use language and concepts appropriate to cultural differences</li> </ul> </li> <li>• numeracy and IT skills to:             <ul style="list-style-type: none"> <li>➢ calculate interest and loan repayments and surplus or deficit funds</li> <li>➢ use a calculator</li> <li>➢ use internet information</li> </ul> </li> <li>• literacy skills for interpreting relevant information</li> <li>• learning skills to maintain knowledge of budgeting and saving techniques</li> </ul> |  |                          |
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|                       |   |
|-----------------------|---|
| Resources Implication | Access is required to real or appropriately simulated situations, including work areas, materials and equipment, and to information on workplace practices and OHS practices. |
| Assessment Methods    | Competency may be assessed through: <ul style="list-style-type: none"> <li>• Interview / Written Test / Oral Questioning</li> <li>• Observation / Demonstration</li> </ul>    |
| Context of Assessment | Competency may be assessed in the work place or in a simulated work place setting.  |

| Occupational Standard: Basic Account Works Level II |   |
|---|---|
| Unit Title  | Develop and Use a Savings Plan  |
| Unit Code   | <a href="#">EIS BAW2 09 0812</a>  |
| Unit Descriptor                                     | This unit describes the performance outcomes, skills and knowledge required to develop and implement a savings plan to achieve identified goals, including identifying savings goals, understanding the role of the savings plan, the risk/return relationship and how to determine appropriate savings vehicles to maximise savings. |

| Elements   | Performance Criteria   |
|--|--|
| 1. Discuss the place of saving and investing today       | <p>1.1 The impact of increasingly high cost of living in society is discussed using examples from the domestic environment</p> <p>1.2 Increasing levels of <b>consumer debt</b> in Ethiopia are discussed with reference to relevant current issues</p> <p>1.3 The importance of setting <b>financial goals</b> and developing a saving and investment plan at different stages of an individual's life is analyzed and discussed</p> <p>1.4 Different <b>attitudes to savings and investment</b> are analyzed and discussed and the individual's own spending habits are explored</p> |
| 2. Understand risk as it relates to saving and investing | <p>2.1 The concept of <b>risk</b> and <b>risk versus return</b> is explained and demonstrated</p> <p>2.2 An individual's <b>risk profile</b> is determined based on current and future requirements and the individual's level of risk aversion</p> <p>2.3 The impact of <b>inflation</b> on the earnings power of money is identified, assessed and discussed</p>   |
| 3. Develop your own savings plan                         | <p>3.1 Personal savings <b>goals</b> are identified and quantified into dollar amounts and arranged in order of priority</p> <p>3.2 A personal budget is developed to reveal funds available to contribute towards savings goals</p> <p>3.3 The range of financial <b>product options</b> available to maximize earnings on savings are investigated and the most appropriate is selected according to own <b>requirements</b></p>   |
| 4. Implement your own savings plan                       | <p>4.1 The <b>requirements to open an account</b> and provide evidence of personal identity are researched and steps taken to gather the necessary documentation</p> <p>4.2 Relevant savings accounts or other investigated financial products are opened and the savings plan implemented and</p>   |

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|  | monitored for a short period of time  |
|  | 4.3 Adjustments to the savings goal are made where it is realized that the goal is unattainable |

| Variable  | Range   |
|---|---|
| Consumer debt may refer to:   | <ul style="list-style-type: none"> <li>• credit card debt</li> <li>• mobile telephone debt</li> <li>• mortgages on residential and investment properties</li> <li>• personal loans to purchase: <ul style="list-style-type: none"> <li>➢ motor vehicles</li> <li>➢ travel</li> <li>➢ domestic white goods</li> </ul> </li> <li>• store credit</li> <li>• student loans including the Higher Education Contribution Scheme</li> </ul>  |
| Financial goals may include:  | <ul style="list-style-type: none"> <li>• accumulating a set amount of money by a specified date in the future for the purposes of: <ul style="list-style-type: none"> <li>➢ purchasing assets</li> <li>➢ financing holidays, educational expenses, home renovations and other known future expenses</li> <li>➢ establishing a deposit for an investment such as a home or investment property</li> </ul> </li> <li>• aiming to repay existing debts and be debt free</li> <li>• establishing a regular savings plan</li> <li>• handling income and expenditure responsibly and avoiding financial difficulties</li> </ul> |
| Attitudes to savings and investment differ and may encompass those who: | <ul style="list-style-type: none"> <li>• believe it is essential in order to manage their money and achieve future financial goals</li> <li>• lack interest in or the discipline to save and therefore live from one pay packet to the next</li> <li>• occasionally think about saving but who do not take active steps to save</li> </ul>  |
| Risk refers to:   | <ul style="list-style-type: none"> <li>• the level of uncertainty associated with a particular savings or investment product</li> </ul>   |
| The concept of risk versus return refers to the general truth that:     | <ul style="list-style-type: none"> <li>• the higher the risk of the investment, the higher the expected return</li> <li>• the lower the risk of the investment, the lower the expected return</li> </ul>  |
| Risk profile refers to:   | <ul style="list-style-type: none"> <li>• the level of risk an individual is comfortable with when investing the money.</li> </ul>   |
| Inflation refers to:  | <ul style="list-style-type: none"> <li>• the cost of living, indicated by the inflation rate</li> <li>• the percentage change in the Consumer Price Index which is a quarterly survey of the retail price of a basket of goods and services consumed by the general population.</li> </ul>  |
| Goals need to be:   | <ul style="list-style-type: none"> <li>• specific</li> <li>• measurable</li> </ul>  |

|  |   |
|--|---|
|  | <ul style="list-style-type: none"> <li>• achievable</li> <li>• realistic</li> <li>• timely</li> </ul>   |
| Product options may include:   | <ul style="list-style-type: none"> <li>• basic savings account</li> <li>• cash management trusts</li> <li>• fixed term deposits</li> <li>• investments in debentures and secured and unsecured stock</li> <li>• online bank accounts offering higher rates of return</li> </ul>   |
| Requirements to consider when selecting a financial product for savings or investment may include:   | <ul style="list-style-type: none"> <li>• account keeping fees, ongoing fees and charges and other non-government fees and charges</li> <li>• additional services offered</li> <li>• ease of access to funds</li> <li>• level of risk involved</li> <li>• locality of the institution</li> <li>• minimum opening balance required</li> <li>• potential tax implications</li> <li>• rate of interest earned</li> <li>• reputation of the financial institution</li> <li>• term to maturity</li> </ul> |
| The requirements to open an account include providing personal identification from a range of sources which may comprise but not limited to: | <ul style="list-style-type: none"> <li>• Kebele/woreda ID cards;</li> <li>• Farmers associations' ID cards;</li> <li>• Employment and pension ID cards;</li> <li>• School, college and university ID cards;</li> <li>• Driver's/operator's licenses;</li> <li>• Tax identification ID card;</li> <li>• Passports;</li> <li>• Work or residence permits; and</li> <li>• Foreign-nationals-of-Ethiopian-origin ID card, together with a valid passport.</li> <li>• Ethiopian Community ID.</li> </ul> |

| Evidence Guide                       |   |
|--------------------------------------|---|
| Critical aspects of Competence       | <p>Assessment requires evidence that the candidate:</p> <ul style="list-style-type: none"> <li>• understand risk and return in relation to savings and investment</li> <li>• set specific, measurable, realistic, and timely financial goals</li> <li>• calculate amount needed to achieve identified financial goals</li> <li>• develop a basic savings plan based on surplus income</li> <li>• explain the differences between basic financial products used to maximise savings</li> </ul> |
| Underpinning Knowledge and Attitudes | <p>Demonstrates knowledge of:</p> <ul style="list-style-type: none"> <li>• principles of budgeting</li> <li>• role of budgeting and savings in establishing personal wealth</li> <li>• understanding of the financial institutions and their savings products</li> </ul>  |



|                       |  |
|-----------------------|--|
| Underpinning Skills   | <p>Demonstrates:</p> <ul style="list-style-type: none"> <li>• communication skills to: <ul style="list-style-type: none"> <li>➢ clearly explain personal budgeting and savings plans</li> <li>➢ use questioning to develop clear understanding</li> <li>➢ liaise with others, share information, listen and understand</li> <li>➢ use language and concepts appropriate to cultural differences</li> </ul> </li> <li>• numeracy and IT skills to: <ul style="list-style-type: none"> <li>➢ calculate interest and surplus or deficit funds</li> <li>➢ use a calculator</li> <li>➢ use internet information</li> </ul> </li> <li>• literacy skills for interpreting relevant information</li> <li>• learning skills to maintain knowledge of budgeting and saving techniques</li> </ul> |
| Resources Implication | Access is required to real or appropriately simulated situations, including work areas, materials and equipment, and to information on workplace practices and OHS practices.  |
| Assessment Methods    | <p>Competency may be assessed through:</p> <ul style="list-style-type: none"> <li>• Interview / Written Test / Oral Questioning</li> <li>• Observation / Demonstration</li> </ul>  |
| Context of Assessment | Competency may be assessed in the work place or in a simulated work place setting.   |

| Occupational Standard: Basic Account Works Level II |  |
|---|--|
| Unit Title  | Develop Understanding of Debt and Consumer Credit  |
| Unit Code   | <a href="#">EIS BAW2 10 0812</a>   |
| Unit Descriptor                                     | This unit describes the performance outcomes, skills and knowledge required to understand the functions and implications of different forms of credit and the strategies and methods to make appropriate and effective decisions regarding the management of personal debt and the use of credit facilities. |

| Elements  | Performance Criteria   |
|---|--|
| 1. Identify and discuss the role of credit in society         | <p>1.1 The concepts and terminology of credit provided by a financial institute and debt incurred by a borrower are analyzed and discussed</p> <p>1.2 The historical and current <b>role of consumer credit</b> within the society is identified and <b>advantages and disadvantages of credit</b> use are analyzed and discussed</p> <p>1.3 The impact of consumer debt on the national economy is analyzed and discussed</p> |
| 2. Identify and discuss the range of credit options available | <p>2.1 Types of <b>credit facilities</b> used by businesses are analyzed and compared</p> <p>2.2 Types of credit facilities used by individuals are analyzed and compared</p> <p>2.3 <b>Differences between unsecured and secured loans</b> are analyzed and discussed</p> <p>2.4 <b>Implications of default</b> on secured loans are explained to the client</p>  |
| 3. Identify and discuss costs of using credit                 | <p>3.1 <b>Fees and costs</b> associated with different types of credit options are <b>analyzed and compared</b></p> <p>3.2 The features and associated risks of fixed versus variable interest rates are analyzed and compared</p> <p>3.3 <b>Ways to compare advertised interest rates</b> and the effects of fees and charges are analyzed and discussed</p>  |
| 4. Analyze and discuss the effective use of consumer credit   | <p>4.1 Ways are analyzed and discussed to avoid excessive or unmanageable debt</p> <p>4.2 <b>Strategies to minimize fees</b> on credit are identified and discussed</p> <p>4.3 The importance of meeting minimum payments on credit cards is analyzed and discussed</p> <p>4.4 <b>Ways to avoid credit card fraud</b> are identified, analyzed</p>   |

|  |   |
|--|---|
|  | and discussed   |
| 5. Manage personal credit rating and history | <p>5.1 The role of credit reference agencies is analyzed and discussed</p> <p>5.2 The purpose and use of <b>credit reference reports</b> in assessing loan applications is analyzed and discussed</p> <p>5.3 <b>Implications of establishing a poor credit history</b> are analyzed and discussed</p> <p>5.4 The right to access and <b>methods of obtaining own credit reference report</b> are analyzed and discussed</p> |

| Variable   | Range   |
|--|---|
| The role of consumer credit includes:                    | <ul style="list-style-type: none"> <li>Enabling approved applicants the ability to purchase items (goods and/or services) where the cost of the item exceeds current savings available.</li> </ul>  |
| Advantages and disadvantages of credit may include:      | <ul style="list-style-type: none"> <li>advantages: <ul style="list-style-type: none"> <li>➤ obtain and can use purchased item immediately</li> <li>➤ minimizes the need to carry cash or write cheques</li> <li>➤ allows for installment payments on expensive items</li> <li>➤ convenient form of payment when travelling, especially overseas</li> </ul> </li> <li>disadvantages: <ul style="list-style-type: none"> <li>➤ may increase cost of items purchased due to interest accrued</li> <li>➤ usually attracts other fees such as account servicing fees</li> <li>➤ can lead to compulsive buying habits</li> <li>➤ creates a false sense of wealth</li> </ul> </li> </ul> |
| Consumer credit facilities may include:                  | <ul style="list-style-type: none"> <li>fixed: <ul style="list-style-type: none"> <li>➤ personal loans</li> <li>➤ leases including mobile phones, cars, business premises, office equipment including personal computers</li> <li>➤ hire purchase</li> <li>➤ 'buy now, pay later' schemes</li> </ul> </li> <li>revolving: <ul style="list-style-type: none"> <li>➤ credit cards</li> <li>➤ store cards</li> <li>➤ overdraft</li> </ul> </li> </ul>   |
| Differences between unsecured and secured loans include: | <ul style="list-style-type: none"> <li>a secured loan is supported by an underlying asset while an unsecured loan is not</li> <li>unsecured loans attract higher interest rates due to increased risk to the lending institution</li> </ul>   |
| Implications of default on secured loans include:        | <ul style="list-style-type: none"> <li>any shortfall in sale of repossessed asset against outstanding loan amount must be paid by borrower</li> <li>repossession of the underlying asset by the lending institution</li> </ul>  |

|  |   |
|--|---|
| Fees and costs associated with different credit options may include: | <ul style="list-style-type: none"> <li>• account servicing fees</li> <li>• credit purchase fees</li> <li>• late payment fees</li> <li>• loan establishment fees</li> <li>• withdrawing from a foreign Automatic Teller Machine (i.e. the ATM of a lending institution other than your own)</li> </ul> |
| Fees and costs may be analyzed and compared using:                   | <ul style="list-style-type: none"> <li>• manually, comparing fees and costs drawn from tables and charts provided by financial institutions and analyzed using a calculator</li> <li>• online, web-based, calculation tools</li> <li>• software applications such as spreadsheets</li> </ul>          |
| Ways to compare advertised interest rates may include:               | <ul style="list-style-type: none"> <li>• informing the client of the 'comparison rate' which includes all associated fees and charges</li> </ul>  |
| Strategies to minimize fees on credit may include:                   | <ul style="list-style-type: none"> <li>• consolidating savings and credit facilities with the one institution where account servicing fees can be cancelled out</li> <li>• knowing how many free transactions come with the card</li> <li>• paying the minimum monthly installment on time</li> </ul> |
| Ways to avoid credit card fraud include:                             | <ul style="list-style-type: none"> <li>• not disclosing Personal Identification Number (PIN) to anyone</li> <li>• selecting a PIN only the card holder would know</li> <li>• signing the back of the credit card</li> </ul>   |
| Credit reference reports refers to:                                  | <ul style="list-style-type: none"> <li>• reports established and maintained by credit reference agencies which record all negative events (i.e. defaults) listed by creditors against debtors</li> </ul>  |
| Implications of establishing a poor credit history may include:      | <ul style="list-style-type: none"> <li>• higher interest rate penalties</li> <li>• inability to obtain finance in the future</li> <li>• may disadvantage applications for rental accommodation</li> <li>• necessity to obtain guarantor in future loans</li> </ul>                                    |
| Methods of obtaining own credit reference file may include:          | <ul style="list-style-type: none"> <li>• writing, emailing or telephoning the relevant agency requesting a copy of your file, having provided relevant details to identify self</li> </ul>  |

| Evidence Guide                       |   |  |                          |
|--------------------------------------|---|--|--------------------------|
| Critical aspects of Competence       | Assessment requires evidence that the candidate: <ul style="list-style-type: none"> <li>• analyze and clearly explain the role of credit within the community</li> <li>• analyze and clearly explain the different types of consumer credit options currently available</li> <li>• analyze and clearly explain the associated implications and risks of the various credit schemes available, as well as the implication of establishing a poor credit reference history</li> </ul> |  |                          |
| Underpinning Knowledge and Attitudes | Demonstrates knowledge of: <ul style="list-style-type: none"> <li>• principles of lending and credit</li> <li>• role of credit in society</li> <li>• the role of financial institutions, regulatory bodies, credit reference agencies and consumer advisory bodies that are</li> </ul>  |  |                          |
| Page 43 of 60                        | Ministry of Education Copyright   | Basic Account Works<br>Ethiopian Occupational Standard | Version 2<br>August 2012 |

|                       |   |
|-----------------------|---|
|                       | involved in the provision and management of credit  |
| Underpinning Skills   | <p>Demonstrates:</p> <ul style="list-style-type: none"> <li>• communication skills to: <ul style="list-style-type: none"> <li>➤ clearly explain debt and credit implications</li> <li>➤ use questioning to develop clear understanding</li> <li>➤ liaise with others, share information, listen and understand</li> <li>➤ use language and concepts appropriate to cultural differences</li> </ul> </li> <li>• numeracy and IT skills to: <ul style="list-style-type: none"> <li>➤ calculate credit costs and payments</li> <li>➤ use a calculator</li> <li>➤ use internet information</li> </ul> </li> <li>• literacy skills for interpreting relevant information</li> <li>• learning skills to maintain knowledge of credit issues and management</li> </ul> |
| Resources Implication | Access is required to real or appropriately simulated situations, including work areas, materials and equipment, and to information on workplace practices and OHS practices.   |
| Assessment Methods    | <p>Competency may be assessed through:</p> <ul style="list-style-type: none"> <li>• Interview / Written Test / Oral Questioning</li> <li>• Observation / Demonstration</li> </ul>   |
| Context of Assessment | Competency may be assessed in the work place or in a simulated work place setting.  |

| Occupational Standard: Basic Account Works Level II |  |
|---|--|
| Unit Title  | Participate in Workplace Communication   |
| Unit Code   | <a href="#">EIS BAW2 11 0812</a>   |
| Unit Descriptor                                     | This unit covers the knowledge, skills and attitudes required to gather, interpret and convey information in response to workplace requirements. |

| Elements   | Performance Criteria  |
|--|---|
| 1. Obtain and convey workplace information           | <p>1.1 Specific and relevant information is accessed from <b>appropriate sources</b></p> <p>1.2 Effective questioning , active listening and speaking skills are used to gather and convey information</p> <p>1.3 Appropriate <b>medium</b> is used to transfer information and ideas</p> <p>1.4 Appropriate non- verbal communication is used</p> <p>1.5 Appropriate lines of communication with supervisors and colleagues are identified and followed</p> <p>1.6 Defined workplace procedures for the location and <b>storage</b> of information are used</p> <p>1.7 Personal interaction is carried out clearly and concisely</p> |
| 2. Participate in workplace meetings and discussions | <p>2.1 Team meetings are attended on time</p> <p>2.2 Own opinions are clearly expressed and those of others are listened to without interruption</p> <p>2.3 Meeting inputs are consistent with the meeting purpose and established <b>protocols</b></p> <p>2.4 <b>Workplace interactions</b> are conducted in a courteous manner</p> <p>2.5 Questions about simple routine workplace procedures and matters concerning working conditions of employment are asked and responded to</p> <p>2.6 Meetings outcomes are interpreted and implemented</p>   |

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|---|---|
| 3. Complete relevant work related documents | <p>3.1 Range of <b>forms</b> relating to conditions of employment are completed accurately and legibly</p> <p>3.2 Workplace data is recorded on standard workplace forms and documents</p> <p>3.3 Basic mathematical processes are used for routine calculations</p> <p>3.4 Errors in recording information on forms/ documents are identified and properly acted upon</p> <p>3.5 Reporting requirements to supervisor are completed according to organizational guidelines</p> |
|---|---|

| Variable               | Range  |
|------------------------|--|
| Appropriate sources    | <p>May include but not limited to:</p> <ul style="list-style-type: none"> <li>• Team members</li> <li>• Suppliers</li> <li>• Trade personnel</li> <li>• Local government</li> <li>• Industry bodies</li> </ul>   |
| Medium                 | <p>May include but not limited to:</p> <ul style="list-style-type: none"> <li>• Memorandum</li> <li>• Circular</li> <li>• Notice</li> <li>• Information discussion</li> <li>• Follow-up or verbal instructions</li> <li>• Face to face communication</li> </ul>  |
| Storage                | <p>May include but not limited to:</p> <ul style="list-style-type: none"> <li>• Manual filing system</li> <li>• Computer-based filing system</li> </ul>  |
| Protocols              | <p>May include but not limited to:</p> <ul style="list-style-type: none"> <li>• Observing meeting</li> <li>• Compliance with meeting decisions</li> <li>• Obeying meeting instructions</li> </ul>  |
| Workplace interactions | <p>May include but not limited to:</p> <ul style="list-style-type: none"> <li>• Face to face</li> <li>• Telephone</li> <li>• Electronic and two way radio</li> <li>• Written including electronic, memos, instruction and forms, non-verbal including gestures, signals, signs and diagrams</li> </ul> |
| Forms                  | <p>May include but not limited to:</p> <ul style="list-style-type: none"> <li>• Personnel forms, telephone message forms, safety reports</li> </ul>  |

| Evidence Guide                       |   |
|--------------------------------------|---|
| Critical Aspects of Competency       | <p>Demonstrates skills and knowledge in:</p> <ul style="list-style-type: none"> <li>• Prepared written communication following standard format of the organization</li> <li>• Accessed information using communication equipment</li> <li>• Made use of relevant terms as an aid to transfer information effectively</li> <li>• Conveyed information effectively adopting the formal or informal communication</li> </ul>   |
| Underpinning Knowledge and Attitudes | <p>Demonstrate knowledge of:</p> <ul style="list-style-type: none"> <li>• Effective communication</li> <li>• Different modes of communication</li> <li>• Written communication</li> <li>• Organizational policies</li> <li>• Communication procedures and systems</li> <li>• Technology relevant to the enterprise and the individual's work responsibilities</li> </ul>  |
| Underpinning Skills                  | <p>Demonstrate skills to:</p> <ul style="list-style-type: none"> <li>• Follow simple spoken language</li> <li>• Perform routine workplace duties following simple written notices</li> <li>• Participate in workplace meetings and discussions</li> <li>• Complete work related documents</li> <li>• Estimate, calculate and record routine workplace measures</li> <li>• Do basic mathematical processes of addition, subtraction, division and multiplication</li> <li>• relate to people of social range in the workplace</li> <li>• Gather and provide information in response to workplace Requirements</li> </ul> |
| Resource Implications                | <p>Access is required to real or appropriately simulated situations, including work areas, materials and equipment, and to information on workplace practices and OHS practices.</p>  |
| Methods of Assessment                | <p>Competence may be assessed through:</p> <ul style="list-style-type: none"> <li>• Interview / Written Test</li> <li>• Observation / Demonstration with Oral Questioning</li> </ul>  |
| Context of Assessment                | <p>Competence may be assessed in the work place or in a simulated work place setting.</p>   |



| Occupational Standard: Basic Account Works Level II |   |
|---|---|
| Unit Title  | Work in Team Environment  |
| Unit Code   | <a href="#">EIS BAW2 12 0812</a>  |
| Unit Descriptor                                     | This unit covers the skills, knowledge and attitudes to identify role and responsibility as a member of a team. |

| Elements  | Performance Criteria   |
|---|--|
| 1. Describe team role and scope                     | <p>1.1 The <b>role and objective of the team</b> are identified from available <b>sources of information</b></p> <p>1.2 Team parameters, reporting relationships and responsibilities are identified from team discussions and appropriate external sources</p>  |
| 2. Identify own role and responsibility within team | <p>2.1 Individual role and responsibilities within the team environment are identified</p> <p>2.2 Roles and responsibility of other team members are identified and recognized</p> <p>2.3 Reporting relationships within team and external to team are identified</p>  |
| 3. Work as a team member                            | <p>3.1 Effective and appropriate forms of communications used and interactions undertaken with team members who contribute to known team activities and objectives</p> <p>3.2 Effective and appropriate contributions are made to complement team activities and objectives, based on individual skills and competencies and <b>workplace context</b></p> <p>3.3 Protocols are observed in reporting using standard operating procedures</p> <p>3.4 Contribute to the development of team work plans based on an understanding of team's role and objectives and individual competencies of the members.</p> |

| Variable                   | Range  |
|----------------------------|--|
| Role and objective of team | <p>May include but not limited to:</p> <ul style="list-style-type: none"> <li>• Work activities in a team environment with enterprise or specific sector</li> <li>• Limited discretion, initiative and judgment maybe demonstrated on the job, either individually or in a team environment</li> </ul> |
| Sources of information     | <p>May include but not limited to:</p> <ul style="list-style-type: none"> <li>• Standard operating and/or other workplace procedures</li> <li>• Job procedures</li> <li>• Machine/equipment manufacturer's specifications and</li> </ul>   |

|                   |   |
|-------------------|---|
|                   | <p>instructions</p> <ul style="list-style-type: none"> <li>• Organizational or external personnel</li> <li>• Client/supplier instructions</li> <li>• Quality standards</li> <li>• OHS and environmental standards</li> </ul>  |
| Workplace context | <p>May include but not limited to:</p> <ul style="list-style-type: none"> <li>• Work procedures and practices</li> <li>• Conditions of work environments</li> <li>• Legislation and industrial agreements</li> <li>• Standard work practice including the storage, safe handling and disposal of chemicals</li> <li>• Safety, environmental, housekeeping and quality guidelines</li> </ul> |

| Evidence Guide                      |  |
|-------------------------------------|--|
| Critical aspects of competence      | <p>Demonstrates skills and knowledge in:</p> <ul style="list-style-type: none"> <li>• Operated in a team to complete workplace activity</li> <li>• Worked effectively with others</li> <li>• Conveyed information in written or oral form</li> <li>• Selected and used appropriate workplace language</li> <li>• Followed designated work plan for the job</li> <li>• Reported outcomes</li> </ul> |
| Underpinning Knowledge and Attitude | <p>Demonstrate knowledge of:</p> <ul style="list-style-type: none"> <li>• Communication process</li> <li>• Team structure</li> <li>• Team roles</li> <li>• Group planning and decision making</li> </ul>   |
| Underpinning Skills                 | <p>Demonstrate skills to:</p> <ul style="list-style-type: none"> <li>• Communicate appropriately, consistent with the culture of the workplace</li> </ul>  |
| Resource Implications               | <p>Access is required to real or appropriately simulated situations, including work areas, materials and equipment, and to information on workplace practices and OHS practices.</p>   |
| Methods of Assessment               | <p>Competence may be assessed through:</p> <ul style="list-style-type: none"> <li>• Interview / Written Test</li> <li>• Observation / Demonstration with Oral Questioning</li> </ul>   |
| Context of Assessment               | <p>Competence may be assessed in the work place or in a simulated work place setting.</p>  |

| Occupational Standard: Basic Account Works Level II |   |
|---|---|
| Unit Title  | Develop Business Practice   |
| Unit Code   | <a href="#">EIS BAW2 13 0812</a>  |
| Unit Descriptor                                     | This unit specifies the outcomes required to establish a business operation from a planned concept. It includes researching the feasibility of establishing a business operation, planning the setting up of the business, implementing the plan and reviewing operations once commenced. |

| Elements  | Performance Criteria   |
|---|--|
| 1. Identify business opportunity                | <p>1.1 <b>Business opportunities</b> are investigated and identified</p> <p>1.2 Feasibility study is undertaken to determine likely <b>business viability</b></p> <p>1.3 Market research on product or service is undertaken</p> <p>1.4 Assistance with feasibility study of <b>specialist and relevant parties</b> is sought as required</p> <p>1.5 Impact of emerging or changing technology including e-commerce, on business operations are evaluated</p> <p>1.6 Practicability of business opportunity is assessed in line with perceived risks, returns sought and resources available</p> <p>1.7 Business plan is completed for operation</p> |
| 2. Identify personal business skills            | <p>2.1 Financial and business skills available are identified and taken into account when business opportunities are researched</p> <p>2.2 <b>Personal skills/attributes</b> are assessed and matched against those perceived as necessary for a particular business opportunity</p> <p>2.3 <b>Business risks</b> are identified and assessed according to resources available and personal preferences</p>  |
| 3. Plan for establishment of business operation | <p>3.1 Business structure and operations are determined and documented</p> <p>3.2 Procedures are developed and documented to guide operations</p> <p>3.3 Financial backing is secured for business operation</p> <p>3.4 Business legal and regulatory requirements are identified and complied</p> <p>3.5 <b>Human and physical resources</b> required to commence business operation are determined</p>   |

|                                  |   |
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|                                  | 3.6 Recruitment strategies are developed and implemented  |
| 4. Implement establishment plan  | <p>4.1 Marketing of business operation is undertaken</p> <p>4.2 Physical and human resources are obtained to implement business operation</p> <p>4.3 <b>Operational unit</b> is established to support and coordinate business operation</p> <p>4.4 Monitoring process is developed and implemented for managing operation</p> <p>4.5 <b>Legal documents</b> are carefully maintained and relevant records are kept and updated to ensure validity and accessibility</p> <p>4.6 Contractual procurement rights for goods and services including <b>contracts with relevant people</b>, negotiated and secured as required in accordance with the business plan</p> <p>4.7 Options for leasing/ownership of business premises identified and contractual arrangements are completed in accordance with the business plan</p> |
| 5. Review implementation process | <p>5.1 Review process for implementation of business operation is developed and implemented</p> <p>5.2 Improvements in business operation and associated management process are identified</p> <p>5.3 Identified improvements are implemented and monitored for effectiveness</p>   |

| Variable               | Range   |
|------------------------|---|
| Business opportunities | <p>May include but not limited to:</p> <ul style="list-style-type: none"> <li>• expected financial viability</li> <li>• skills of operator</li> <li>• amount and types of finance available</li> <li>• returns expected or required by owners</li> <li>• likely return on investment</li> <li>• finance required</li> <li>• lifestyle issues</li> </ul>   |
| Business viability     | <p>May include but not limited to:</p> <ul style="list-style-type: none"> <li>• opportunities available</li> <li>• market competition</li> <li>• timing/ cyclical considerations</li> <li>• skills available</li> <li>• resources available</li> <li>• location and/ or premises available</li> <li>• risk related to a particular business opportunity, especially</li> <li>• in regard to Occupational Health and Safety and</li> <li>• environmental considerations</li> </ul> |

|                                 |   |
|---------------------------------|---|
| Specialist and relevant parties | <p>May include but not limited to:</p> <ul style="list-style-type: none"> <li>• Chamber of commerce</li> <li>• Financial planners and financial institution representatives, business planning specialists and marketing specialists</li> <li>• accountants</li> <li>• lawyers and providers of legal advice</li> <li>• government agencies</li> <li>• industry/trade associations</li> <li>• online gateways</li> <li>• business brokers/business consultants</li> </ul> |
| Personal skills/attributes      | <p>May include but not limited to:</p> <ul style="list-style-type: none"> <li>• technical and/ or specialist skills</li> <li>• business knowledge and skills</li> <li>• entrepreneurship</li> <li>• willingness to take risks</li> </ul>  |
| Business risks                  | <p>May include but not limited to:</p> <ul style="list-style-type: none"> <li>• occupational health and safety and environmental considerations</li> <li>• relevant legislative requirements</li> <li>• security of investment</li> <li>• market competition</li> <li>• security of premises/ location</li> <li>• supply and demand</li> <li>• resources available</li> </ul>   |
| Human and physical resources    | <p>May include but not limited to:</p> <ul style="list-style-type: none"> <li>• software and hardware</li> <li>• office premises</li> <li>• communications equipment</li> <li>• specialist services through outsourcing, contracting and consultancy</li> <li>• staff</li> <li>• vehicles</li> </ul>  |
| Operational unit                | <p>May include but not limited to:</p> <ul style="list-style-type: none"> <li>• office location staffed with required personnel and equipped to service and support business</li> <li>• home-based site or other location such as leased or owned property</li> </ul>   |
| Legal documents                 | <p>May include but not limited to:</p> <ul style="list-style-type: none"> <li>• partnership agreements, constitution documents, statutory books for companies (Register of Members, Register of Directors and Minute Books), Certificate of Incorporation, Franchise Agreements and financial documentation, appropriate software for financial records</li> <li>• recordkeeping including personnel, financial, taxation, OHS and environmental</li> </ul>               |
| Contracts with relevant people  | <p>May include but not limited to:</p> <ul style="list-style-type: none"> <li>• owners, suppliers, employees, landlords, agents, distributors,</li> </ul>   |

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|  | customers or any person with whom the business has, or seeks to have, a performance-based relationship |
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| <b>Evidence Guide</b>                |   |
|--------------------------------------|---|
| Critical Aspects of Competence       | <p>Demonstrates skills and knowledge in:</p> <ul style="list-style-type: none"> <li>• that a business operation has been planned and implemented from initial research into feasibility of the business and completion of the plan, through to implementing the plan and commencing operations</li> <li>• the ability to evaluate the results of research and assess the likely viability and practicability of a business opportunity, taking into account the current business/market climate and resources available</li> </ul>  |
| Underpinning Knowledge and Attitudes | <p>Demonstrate knowledge of:</p> <ul style="list-style-type: none"> <li>• Federal and regional government legislative requirements affecting business operations, especially in regard to occupational health and safety (OHS), equal employment opportunity (EEO), industrial relations and anti-discrimination</li> <li>• Technical or specialist skills relevant to the business operation</li> <li>• Financing options</li> <li>• Business systems and operations</li> <li>• Relevant marketing, management, sales and financial concepts</li> <li>• Methods for researching business opportunities</li> <li>• Principles of risk management relevant to the business</li> <li>• Methods of identifying relevant specialist services to complement the business</li> <li>• Forms and administrative systems</li> <li>• Services available and charges</li> <li>• Planning and control systems (sales,</li> <li>• Advertising and promotion, distribution and logistics</li> <li>• Financial recording systems</li> <li>• Legal rights and responsibilities</li> <li>• Record keeping duties</li> <li>• Operational factors relating to the business (provision of professional services, products)</li> </ul> |
| Underpinning Skills                  | <p>Demonstrate skills of:</p> <ul style="list-style-type: none"> <li>• Literacy skills to interpret legal requirements, company policies and procedures and immediate, day-to-day demands</li> <li>• Marketing skills</li> <li>• Business planning skills</li> <li>• Entrepreneurial skills</li> <li>• Problem-solving skills</li> <li>• OHS skills</li> <li>• Time management skills</li> </ul>  |

|                       |   |
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|                       | <ul style="list-style-type: none"> <li>• Belief in services and products offered by the business</li> <li>• Communication skills including questioning, clarifying, reporting, and giving and receiving constructive feedback</li> <li>• Technical and analytical skills to interpret business documents, reports and financial statements and projections</li> <li>• Ability to relate to people from a range of social, cultural and ethnic backgrounds and physical and mental abilities</li> <li>• Problem solving skills to develop contingency plans</li> <li>• Using computers and software packages to record and manage data and to produce reports</li> <li>• Literacy skills to enable interpretation of business information, numeracy skills for data analysis to aid research</li> <li>• Research skills to identify a business opportunity and to conduct a feasibility study</li> <li>• Analytical skills to assess personal attributes and to identify business risks</li> <li>• Observation skills for identifying appropriate people, resources and to monitor work</li> </ul> |
| Resource Implications | Access is required to real or appropriately simulated situations, including work areas, materials and equipment, and to information on workplace practices and OHS practices.   |
| Methods of Assessment | Competence may be assessed through: <ul style="list-style-type: none"> <li>• Interview / Written Test</li> <li>• Observation / Demonstration with Oral Questioning</li> </ul>   |
| Context of Assessment | Competence may be assessed in the work place or in a simulated work place setting.  |

| Occupational Standard: Basic Account Works Level II |  |
|---|--|
| Unit Title  | Apply Continuous Improvement Processes (Kaizen)  |
| Unit Code   | <a href="#">EIS BAW2 14 1012</a>   |
| Unit Descriptor                                     | This unit of competence covers the exercise of good workplace practice and effective participation in quality improvement teams. Personnel are required to ensure the quality and integrity of their own work, detect non-conformances and work with others to suggest improvements in productivity and quality. |

| Elements   | Performance Criteria  |
|--|---|
| 1. Satisfy quality system requirements in daily work               | <p>1.1 Information on quality system requirements is accessed for own job function</p> <p>1.2 Quality control data is recorded and reported in accordance with quality system</p> <p>1.3 <b>Quality control procedures</b> are followed to ensure products, or data, are of a defined quality as an aid to acceptance or rejection</p> <p>1.4 Non-conformances or problems are recognized and reported</p> <p>1.5 Work is conducted in accordance with <b>sustainable energy work practices</b></p> <p>1.6 Sustainable energy principles and work practices are promoted to other workers</p> |
| 2. Analyze opportunities for corrective and/or optimization action | <p>2.1 Current work practices, procedures and process or equipment performance are compared with requirements and/or historical data or records</p> <p>2.2 Variances that indicate abnormal or sub-optimal performance are recognized</p> <p>2.3 Batch and/or historical records are collected and/or evaluated to determine possible causes for sub-optimal performance</p> <p>2.4 Appropriate <b>quality improvement tools and techniques</b> are used to rank the probabilities of possible causes</p>   |
| 3. Recommend corrective and/or optimization actions                | <p>3.1 Causes are analyzed to predict likely impacts of changes and decide on the appropriate actions</p> <p>3.2 Required changes are identified to standards and procedures and training</p> <p>3.3 Recommendations are <b>reported</b> to designated personnel</p>  |
| 4. Participate in the implementation of                            | <p>4.1 Approved actions and monitor performance following changes are implemented to evaluate results</p>   |



|  |   |
|--|---|
| recommended actions  | <p>4.2 Changes to systems and procedures are implemented to eliminate possible causes</p> <p>4.3 Outcomes of actions are documented and communicated to <b>relevant personnel</b></p>   |
| 5. Participate in the development of continuous improvement strategies | <p>5.1 All relevant features of work practice are reviewed to identify possible contributing factors leading to sub-optimal performance</p> <p>5.2 Options are identified for removing or controlling the risk of sub-optimal performance</p> <p>5.3 The adequacy of current controls, quality methods and systems are assessed</p> <p>5.4 <b>Quality improvement opportunities</b> are identified to continuously improve performance</p> <p>5.5 Recommendations are developed for continual improvements of work practices, methods, procedures and equipment effectiveness</p> <p>5.6 Appropriate personnel are consulted to refine recommendations before implementation of approved improvement strategies</p> <p>5.7 Outcomes of strategies are documented and communicated to relevant personnel</p> |

| Variable   | Range   |
|--|---|
| Quality control procedures                       | <p>May include but not limited to:</p> <ul style="list-style-type: none"> <li>standards imposed by regulatory and licensing bodies</li> <li>enterprise quality procedures</li> <li>working to a customer brief or batch card and associated quality procedures</li> <li>checklists to monitor job progress against agreed time, costs and quality standards</li> <li>preparation of sampling plans</li> <li>the use of hold points to evaluate conformance</li> <li>the use of inspection and test plans to check compliance</li> </ul> |
| Sustainable energy principles and work practices | <p>May include but not limited to:</p> <ul style="list-style-type: none"> <li>examining work practices that use excessive electricity</li> <li>switching off equipment when not in use</li> <li>regularly cleaning filters</li> <li>insulating rooms and buildings to reduce energy use</li> <li>recycling and reusing materials wherever practicable</li> <li>minimizing process waste</li> </ul>  |
| Quality improvement tools and techniques         | <p>May include but not limited to:</p> <ul style="list-style-type: none"> <li>run charts, control charts, histograms and scatter grams to present routine quality control data</li> </ul>   |

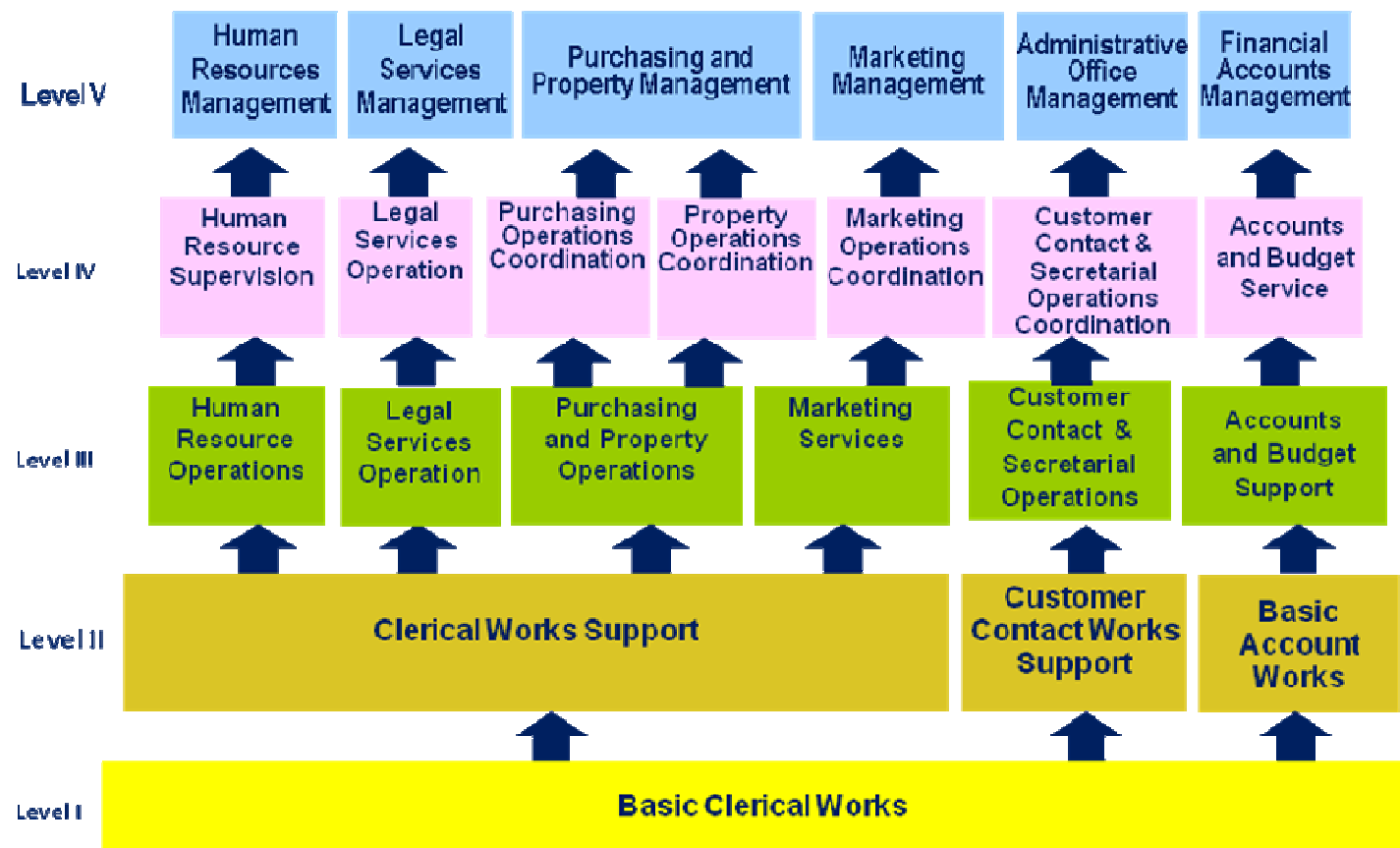
|                                   |  |
|-----------------------------------|--|
|                                   | <ul style="list-style-type: none"> <li>• plan, do, check, act (PDCA)</li> <li>• Ishikawa fishbone diagrams and cause and effect diagrams</li> <li>• logic tree</li> <li>• similarity/difference analysis</li> <li>• Pareto charts and analysis</li> <li>• force field/strength weakness opportunities threats (SWOT) analysis</li> </ul>                                     |
| Reporting                         | May include but not limited to: <ul style="list-style-type: none"> <li>• verbal responses</li> <li>• data entry into laboratory or enterprise database</li> <li>• brief written reports using enterprise proformas</li> </ul>  |
| Relevant personnel                | May include but not limited to: <ul style="list-style-type: none"> <li>• supervisors, managers and quality managers</li> <li>• administrative, laboratory and production personnel</li> <li>• internal/external contractors, customers and suppliers</li> </ul>  |
| Quality improvement opportunities | May include but not limited to: <ul style="list-style-type: none"> <li>• production processes</li> <li>• hygiene and sanitation procedures</li> <li>• reductions in waste and re-work</li> <li>• laboratory layout and work flow</li> <li>• safety procedures</li> <li>• communication with customers</li> <li>• methods for sampling, testing and recording data</li> </ul> |

### Evidence Guide

|                                |  |
|--------------------------------|--|
| Critical Aspects of Competence | Demonstrates skills and knowledge in: <ul style="list-style-type: none"> <li>• use the enterprise's quality systems and business goals as a basis for decision making and action</li> <li>• apply all relevant procedures and regulatory requirements to ensure the quality and integrity of the products/services or data provided</li> <li>• apply and promote sustainable energy principles and work practices</li> <li>• detect non-conforming products or services in the work area</li> <li>• follow enterprise procedures for documenting and reporting information about quality</li> <li>• contribute effectively within a team to recognize and recommend improvements in productivity and quality</li> <li>• apply effective problem solving strategies</li> <li>• implement and monitor improved practices and procedures</li> </ul> |
| Underpinning Knowledge and     | Demonstrates knowledge of: <ul style="list-style-type: none"> <li>• specifications for laboratory products and services in the</li> </ul>  |

|                       |  |
|-----------------------|--|
| Attitudes             | <p>candidate's work area</p> <ul style="list-style-type: none"> <li>• quality requirements associated with the individual's job function and/or work area</li> <li>• scientific and technical knowledge underpinning the processes, procedures, equipment and instrumentation associated with the candidate's work tasks and duties</li> <li>• workplace procedures associated with the candidate's regular technical duties</li> <li>• sustainable energy principles</li> <li>• relevant health, safety and environment requirements</li> <li>• layout of the enterprise, divisions and laboratory</li> <li>• organizational structure of the enterprise</li> <li>• lines of communication</li> <li>• role of laboratory services to the enterprise and customers</li> <li>• methods of making/recommending improvements</li> <li>• Standards, procedures and/or enterprise requirements</li> </ul> |
| Underpinning Skills   | <p>Demonstrates skills to:</p> <ul style="list-style-type: none"> <li>• Apply problem solving techniques and strategies</li> <li>• apply statistical analysis and statistical sampling procedures</li> <li>• detect non-conforming products or services in the work area</li> <li>• document and report information about quality</li> <li>• contribute effectively within a team to recognize and recommend improvements in productivity and quality</li> <li>• implement and monitor improved practices and procedures</li> <li>• organize and prioritize activities and items</li> <li>• read and interpret documents describing procedures</li> <li>• record activities and results against templates and other prescribed formats</li> <li>• work with others</li> </ul>  |
| Resources Implication | Access is required to real or appropriately simulated situations, including work areas, materials and equipment, and to information on workplace practices and OHS practices.  |
| Methods of Assessment | <p>Competence may be assessed through:</p> <ul style="list-style-type: none"> <li>• Interview / Written Test</li> <li>• Observation / Demonstration with Oral Questioning</li> </ul>   |
| Context of Assessment | Competence may be assessed in the work place or in a simulated work place setting.   |

Sector: Economic Infrastructure  
Sub-Sector: Business and Finance



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