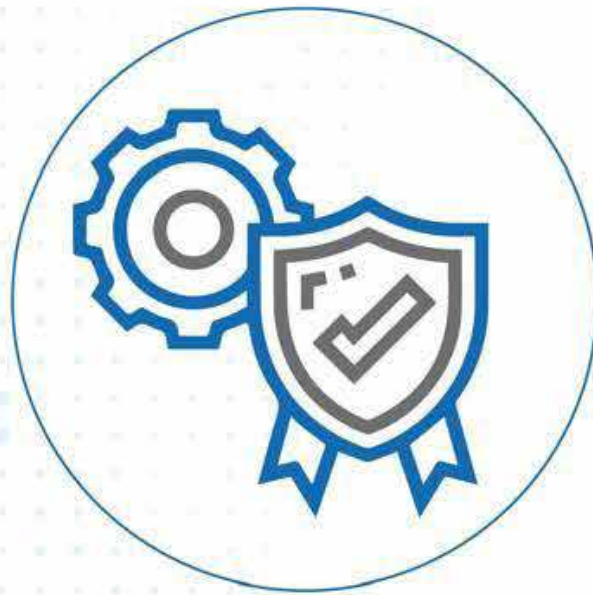




Kenya Bureau of
Standards
Standards for Quality life



DQM

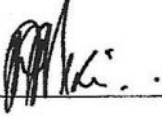
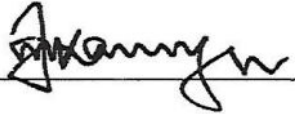
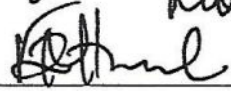
DIPLOMA IN QUALITY MANAGEMENT

KNQF LEVEL 6
JULY 2024

ISCED CODE: 0413 554



kasneb
CURRICULUM APPROVAL

Board	Chairman: <u>Dr Nancy Muriuki</u> Signature: <u></u>	Date: <u>4/5/23</u>
Examinations Committee	Chairman: <u>JOSEPH M. KANYI</u> Signature: <u></u>	Date: <u>4/5/23</u>
Examinations Technical Sub-Committee	Chairman: <u>Prof CPA Kyabakho</u> <u>Munyaho</u> Signature: <u></u>	Date: <u>04/05/23</u>

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FOREWORD

Nurturing a quality culture in Kenya and promoting professionalism in quality is key to the realization of our vision for a sustainable industrial and enterprise sector. The journey to develop this Practitioners Programme started on 4th December 2018 during a conference for quality practitioners who identified a need to develop a framework for formal engagement in the management of the professional examinations for practitioners.

Surveys were conducted that revealed the existence of a gap in a quality certification programme. Benchmarking was done locally and internationally. Some of the local institutions benchmarked with include the Institute of Human Resource Management (IHRM), and Kenya Institute of Supply Chain Management (KISM) among others. Internationally, benchmarking was also done with various global quality certifications including the American Society for Quality (ASQ), Chartered Quality Institute (CQI), and International Register for Certified Auditors (IRCA) among others.

Through the engagement and participation of key stakeholders, a competency framework for the qualification was developed, and thereafter this curriculum was developed by subject matter experts. The development of this Quality Management Practitioners curriculum comes at a time when our nation is implementing major education reforms leading to the transition to Competency-Based Education and Training (CBET). A competency-based programme is a combination of skills, abilities, and knowledge needed to perform a duty in a specific context.

The Quality Management Practitioners Programme aims to achieve a national and regional qualifications for quality management practitioners. With a Quality Management certification in place, quality practitioners will be able to advance their careers, increase their income potential, and become more competitive and effective professionals. In turn, having qualified quality practitioners will bring more profitability to businesses - a crucial element to the growth of the economy - while at the same time ensuring a high level of quality, products, and services for the well-being of all Kenyans. In Kenya and the world today, consumers and customers are becoming more aware of their rights to quality products and services. Progressive organizations competing in the global market realize that factors such as quality, efficiency, and lean production are key to enhanced competitive advantage, sustainability, and long-term success.

Although there exist other training providers of quality-related short courses, kasneb through this curriculum provides an opportunity for a Diploma in Quality Management (DQM) targeting potential Quality Management Practitioners.

**Principal Secretary
The National Treasury**

PREFACE

The Diploma in Quality Management (DQM) qualification marks a critical milestone in the development of a competency-based curriculum for quality management practitioners. This follows the collaboration agreement between KEBS and kasneb to leverage shared knowledge skills and experiences to develop a professional certification programme for quality practitioners. The process of development of the curriculum has entailed capacity building and knowledge sharing by the technical team and extensive stakeholder consultations and benchmarking both in Kenya and globally.

kasneb has recently undertaken a major review of its portfolio of qualifications to align them with national and global market needs and expectations which include:

- a) Education reforms transiting to a competency-based education and training (CBET) system.
- b) Development of the Kenya National Qualifications Framework (KNQF) and supporting regulations, among other education reforms.
- c) Impact of global mega-trends and the need to incorporate the competence requirements of future professionals.

The process of development of the competency-based curriculum for quality practitioners was affected by the outbreak of the COVID-19 pandemic. The pandemic affected the planned physical meetings with various stakeholders, which were however mitigated through virtual meetings and e-surveys.

kasneb remains committed to the collaborative engagement with KEBS and all partners to ensure that the Diploma programme for quality management practitioners is structured to impart in our graduates, the requisite knowledge, skills, and attitudes to meet market needs and expectations thereby enabling them to play their rightful role in driving our country's growth.

Chairman
Kenya Accountants and Secretaries National Examinations Board

ACKNOWLEDGMENT

kasneb wishes to express its deepest appreciation to all stakeholders who contributed to the development of this curriculum.

Kasneb is particularly grateful to the Government of Kenya through the State Department of Industrialization, Ministry of Industrialization, Trade, and Enterprises Development for supporting the development and implementation of the Quality Certification Programme curriculum; various regulatory bodies including the Kenya Bureau of Standards (KEBS), Kenya National Qualifications Authority (KNQA), Technical and Vocational Education and Training Authority (TVETA); professional bodies including; the Institute of Human Resource Management (IHRM), Kenya Institute of Supplies Management (KISM) and the Institute of Certified Public Accountants of Kenya (ICPAK), practitioners, subject matter experts and trainers, consultants; prospective students among other stakeholders.

kasneb also extends its appreciation to all foreign, regulatory, and professional bodies and individuals who provided valuable insights on global trends and emerging issues in areas relevant to the Quality certifications. In this connection, kasneb wishes to highlight the following institutions and individual for special mention:

- a) Mahindra Institute of Quality (MIQ) - India
- b) Chartered Quality Institute (CQI) (UK);
- c) American Society for Quality (ASQ);
- d) European Organization for Quality (EOQ);
- e) Global Platform for Quality;
- f) The Union of Japanese Scientists and Engineers (JUSE);
- g) Singapore Quality Institute (SQI);
- h) Institute of Quality, Malaysia (IQM);
- i) The American Society for Quality (ASQ);
- j) International Register for Certified Auditors (IRCA);
- k) Dr. Gregory H. Watson, Past president & Fellow of ASQ.

kasneb looks forward to your continued support in its commitment to entrenching a culture of quality in the country through the implementation of this curriculum.

**Secretary/Chief Executive Officer
Kenya Accountants and Secretaries National Examinations Board**

ACRONYMS

DQM	Diploma in Quality Management
ICT	Information and Communication Technology
kasneb	Kenya Accountants and Secretaries National Examinations Board
KEBS	Kenya Bureau of Standards
TVETA	Technical and Vocational Education and Training Authority

KEY TO UNIT CODE

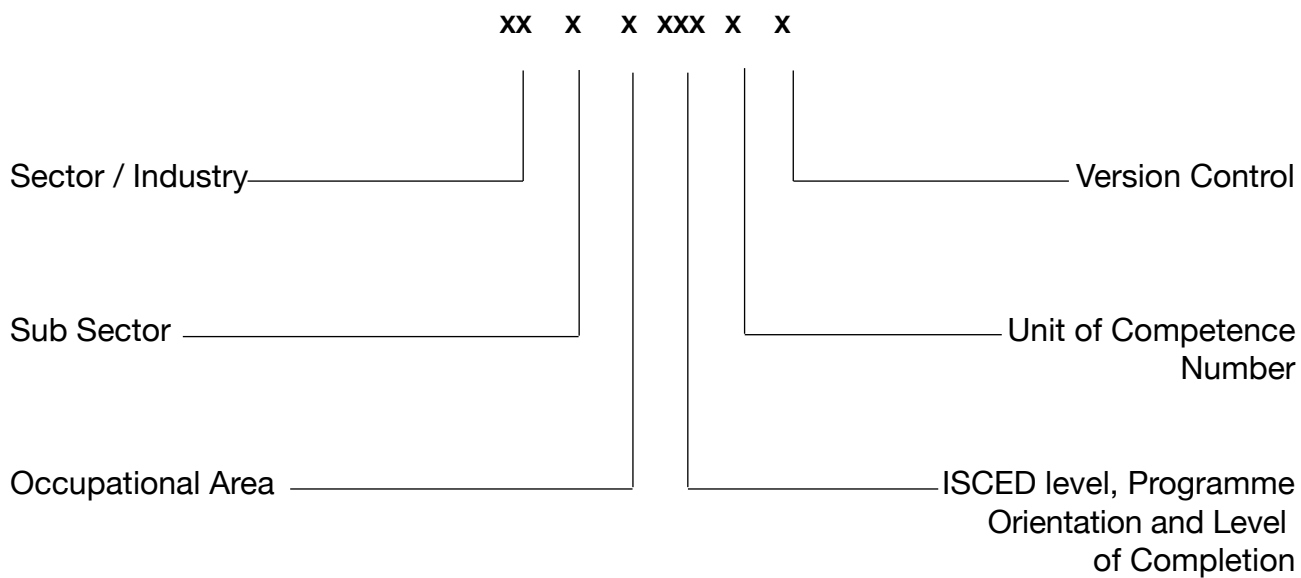


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OVERVIEW

The Diploma in Quality Management, Level 6 curriculum consists of competencies that an individual must have to perform the duties of a Quality Management Practitioner. This curriculum has basic, common and core competencies. The core competencies include establishing a quality management system, managing organizational knowledge, organizational risks and opportunities, and customer relationships. Other competencies include conducting a research project, performing quality assurance functions and managing quality audits and quality improvement projects.

SUMMARY OF UNITS OF COMPETENCY

BASIC UNITS OF COMPETENCY			
Unit Code	Units Title	Unit Duration (Hours)	Credit Factor
0031 541 01A	Communication skills	120	12
0413 541 02A	Entrepreneurship	120	12
1022 541 03A	Occupation safety and health safety	120	12
0611 551 04A	Information and communication technology	180	18
0031 541 05A	Employability skills	120	12
Sub Total		660	66
COMMON UNITS OF COMPETENCY			
Unit Code	Units Title	Unit Duration (Hours)	Credit Factor
0542 541 06A	Statistical quality control	200	20
0542 541 07A	Research techniques	200	20
Sub Total		400	40
CORE UNITS OF COMPETENCY			
Unit Code	Units Title	Unit Duration (Hours)	Credit Factor
0413 551 08A	Quality management system	200	20
0417 551 09A	Organizational knowledge	200	20
0413 551 10A	Organizational risks and opportunities	200	20
0417 551 11A	Customer relationship management	120	12
0417 551 12A	Quality assurance	180	18
0417 551 13A	Quality audit	260	26
0413 551 14A	Quality improvement projects	200	20
Sub Total		1,360	136
Industrial Attachment		480	48
GRAND TOTAL		2,900	290

The total duration of the course is 2,900 hours.

Entry Requirements

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

- a) Kenya Certificate of Secondary Education (KCSE) mean grade C– (Minus) or KCE division III, KACE 1 Principal and 1 Subsidiary or General Certificate of Education (Advanced level) UK, or;
- b) An equivalent qualification of KNQF 5.

Industrial attachment

An individual enrolled in this course will be required to undergo an **industrial** attachment for a minimum period of 480 hours in a relevant organization.

Trainer qualification

A trainer for any of the Units of Competency in this course must:

- a) Have a minimum of a Bachelor's degree or its equivalent in the area of specialization.
- b) Be registered by TVETA.

Assessment Requirements

The course will be assessed in two levels:

- a) **Formative assessment:** conducted continuously by the trainer (internal assessor) who is monitored by an accredited internal verifier. It is done based on the appropriate proportion between theory and practice. It will account for 40% of the final score
- b) **Summative assessment:** is conducted at the end of each unit of competent. It will account for 60% of the final score.

Note:

- (i) A candidate must score at least 60% in each of the summative and formative assessment to be declared competent.
- (ii) A candidate may be subjected to Recognition of Prior Learning (RPL) for any of the core units in this qualification.
- (iii) Both formative and summative assessment shall be subjected to assessment verification processes.
- (iv) The assessors and verifiers must be registered by TVETA.

Certification

An individual will be awarded a Certificate of Competency (CoC) on demonstration of competence in a unit of competency. To be awarded a diploma in Quality Management (DQM) Level 6 an individual must demonstrate competence in all the units of competency in the qualification pack.

The Diploma in Quality Management Level 6 will be awarded by kasneb.

BASIC UNITS OF COMPETENCY

UNIT TITLE: COMMUNICATION SKILLS**UNIT CODE:** 0031 541 01A**UNIT DURATION:** 120 hours**Relationship to Occupational Standards**

This unit addresses the Unit of Competency: Demonstrate Communication Skills

Unit Description

This unit covers the competencies required to demonstrate communication skills. It involves, meeting the communication needs of internal and external customers, developing communication strategies, establishing, and maintaining communication pathways, conducting interviews, facilitating group discussions, and representing the organization.

Summary of Learning Outcomes

1. Meet communication needs of internal and external customers
2. Develop communication strategies
3. Establish and maintain communication pathways
4. Promote effective communication strategies
5. Conduct interview
6. Facilitate group discussion
7. Make presentation

Learning Outcomes, Content, and Suggested Assessment Methods

Learning Outcome	Content	Suggested Assessment Methods
1. Meet communication needs of internal and external customers	1.1. Communication process 1.2. Modes of communication 1.3. Medium of communication 1.4. Effective communication 1.5. Barriers to communication 1.6. Flow of communication 1.7. Sources of information 1.8. Organizational policies 1.9. Organization requirements for written and electronic communication methods 1.10. Report writing 1.11. Effective questioning techniques (clarifying and probing) 1.12. Workplace etiquette 1.13. Ethical work practices in handling communication 1.14. Active listening 1.15. Feedback 1.16. Interpretation 1.17. Flexibility in communication 1.18. Types of communication strategies 1.19. Elements of communication strategy	<ul style="list-style-type: none"> • Interview • Written texts • Oral questioning
2. Develop communication strategies	2.1. Dynamics of groups 2.2. Styles of group leadership 2.3. Openness and flexibility in communication 2.4. Communication skills relevant to client groups	<ul style="list-style-type: none"> • Interview • Written texts • Oral questioning
3. Establish and maintain communication channels	3.1. Types of communication channels	<ul style="list-style-type: none"> • Interview • Written texts • Oral questioning

4. Promote effective communication strategies	4.1. Application of elements of communication strategies 4.2. Effective communication techniques	<ul style="list-style-type: none"> • Interview • Written texts • Oral questioning
5. Conduct interview	5.1. Types of interviews 5.2. Establishing rapport 5.3. Facilitating resolution of issues 5.4. Developing action plans	<ul style="list-style-type: none"> • Interview • Written texts • Oral questioning
6. Facilitate group discussion	6.1. Identification of communication needs 6.2. Dynamics of groups 6.3. Styles of group leadership 6.4. Presentation of information 6.5. Encouraging group member's participation 6.6. Evaluating group communication strategies	<ul style="list-style-type: none"> • Interview • Written texts • Oral questioning
7. Make presentation	7.1. Presentation techniques 7.2. Development of a presentation 7.3. Multi-media utilization in presentation 7.4. Communication skills relevant to client groups	<ul style="list-style-type: none"> • Interview • Written texts • Oral questioning

Suggested Methods of Instructions

- Discussion
- Role-playing
- Simulation
- Direct instruction

Recommended Resources for 25 trainees

- 1 Theory room
- 13 Desktop computers/laptops
- Internet connection
- 1 Projector

UNIT TITLE: ENTREPRENEURSHIP

UNIT CODE: 0413 541 02A

UNIT DURATION: 120 Hours

Relationship to occupational standards

This unit addresses the unit of competency “apply entrepreneurship skills at the workplace” specified in the occupational standard.

Unit Description

This unit covers the competencies required to apply entrepreneurship skills in the workplace. It involves demonstrating an understanding of an entrepreneur, entrepreneurship, and self-employment, identifying entrepreneurship opportunities, determining forms of business and finances, applying entrepreneurial motivation, developing business innovative strategies, and developing a business plan.

Summary of Learning Outcomes

1. Demonstrate understanding of an entrepreneur
2. Demonstrate understanding of Entrepreneurship and self-employment
3. Identify entrepreneurship opportunities
4. Determine forms of business and finances
5. Apply entrepreneurial motivation
6. Develop innovative business strategies
7. Develop Business plan

Learning Outcomes, Content, and Suggested Assessment Methods

Learning Outcome	Content	Suggested Assessment Methods
1. Demonstrate understanding of an entrepreneur	1.1. Definition of an entrepreneur 1.2. Role of an Entrepreneur in business 1.3. Contributions of Entrepreneurs to National development. 1.4. Types of entrepreneurs 1.5. Ways of becoming an entrepreneur are determined. 1.6. Characteristics of Entrepreneurs are identified. 1.7. Factors affecting Entrepreneurship development are identified 1.8. Entrepreneurship culture in Kenya 1.9. Born or made entrepreneurs	<ul style="list-style-type: none"> • Individual/group assignments • Written tests • Oral questions • Third-party report • Interviews
2. Demonstrate understanding of Entrepreneurship and self-employment	2.1. Concepts of entrepreneurship and self-employment. 2.2. Importance of self-employment. 2.3. Requirements for entry into self-employment. 2.4. Role of an Entrepreneur in business 2.5. Contributions of Entrepreneurs to National development. 2.6. Entrepreneurship culture at the workplace.	<ul style="list-style-type: none"> • Individual/group assignments • Written tests • Oral questions • Third-party report • Interviews
3. Identify Entrepreneurship opportunities	3.1. Sources of business ideas. 3.2. Business ideas and opportunities. 3.3. Evaluation of business ideas. 3.4. Business life cycle. 3.5. Legal aspects of a business. 3.6. Product demand assessment in the market strategies. 3.7. Business environment. 3.8. Factors to consider when evaluating business environment. 3.9. Entrepreneur awareness at the workplace.	<ul style="list-style-type: none"> • Individual/group assignments • Written tests • Oral questions • Third-party report • Interviews

4. Determine forms of business and finances	4.1. Forms of businesses. 4.2. Sources of business finance. 4.3. Factors in selecting sources of business finance. 4.4. Problems of starting and operating SSEs.	<ul style="list-style-type: none"> • Case studies • Individual/group assignments • Written tests • Oral questions • Third-party report • Interviews
5. Apply entrepreneurial motivation.	5.1. Entrepreneurial motivation 5.2. Internal and external motivation factors. 5.3. Motivational theories	<ul style="list-style-type: none"> • Case studies • Individual/group assignments • Written tests • Oral questions • Third-party report • Interviews
6. Develop innovative business strategies	6.1. Creativity in business. 6.2. Innovative business strategies 6.3. Linkages with other entrepreneurs. 6.4. Incorporation of ICT in business growth and development.	<ul style="list-style-type: none"> • Case studies • Individual/group assignments • Written tests • Oral questions • Third-party report • Interviews
7. Develop Business Plan	7.1. Components of a business plan 7.2. Business description 7.3. Marketing Plan 7.4. Organizational/Management Plan 7.5. Production/operation plan 7.6. Financial plan 7.7. Executive summary 7.8. Presentation of Business Plan	<ul style="list-style-type: none"> • Case studies • Individual/group assignments • Written tests • Oral questions • Third-party report • Interviews

Suggested Methods of Instructions:

- Project
- Case studies
- Field trips
- Discussions
- Demonstration
- Problem-solving
- Direct instruction

Recommended Resources for 25 trainees

- 25 business plan templates
- 13 computers
- 1 overhead projector
- Internet
- 1 video clip
- Newspapers and Handouts

UNIT TITLE: OCCUPATIONAL SAFETY AND HEALTH SKILLS

UNIT CODE: 1022 541 03A

UNIT DURATION: 120 hours

Relationship to Occupational Standards:

This unit addresses the unit of competency “occupational safety and health skills at the workplace”.

Unit Description

This unit specifies the competencies required to demonstrate occupational health and safety practices. It involves identifying workplace hazards and risks, identifying and implementing appropriate control measures for hazards and risks, and implementing occupational safety and health programs, procedures, and policies/guidelines.

Summary of Learning Outcomes

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

Learning Outcomes, Content, and Suggested Assessment Methods

Learning Outcome	Content	Suggested Assessment Methods
1. Identify workplace hazards and risk	<ol style="list-style-type: none">1.1. Hazards and risks in the workplace.1.2. OSH legal requirements.1.3. Occupational Safety and Health Standards (OSHS).1.4. Storage methods for environmentally hazardous materials.1.5. Disposal methods of hazardous wastes.1.6. Types and uses of PPE in line with environmental regulations.	<ul style="list-style-type: none">• Case studies• Individual/group assignments• Written tests• Oral questions• Third-party report• Interviews
2. Control OSH hazards	<ol style="list-style-type: none">2.1. OSH risk assessment2.2. Risk evaluation.2.3. Hazard and risks prevention and control measures2.4. Contingency measures at the workplace.	<ul style="list-style-type: none">• Case studies• Individual/group assignments• Written tests• Oral questions• Third-party report• Interviews

3. Implement OSH programs	3.1. Company OSH program 3.2. OSH standards and procedures 3.3. OSH-related records	<ul style="list-style-type: none"> • Case studies • Individual/group assignments • Written tests • Oral questions • Third-party report • Interviews
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Suggested Methods of Instructions:

- Project
- Case studies
- Field trips
- Discussions
- Demonstration
- Problem-solving
- Direct instruction

Recommended Resources for 25 trainees

- 25 business plan templates
- 13 computers
- 1 overhead projector
- Internet
- 1 video clip
- Newspapers and Handouts
- Business Journals
- Writing materials
- 1 theory room

UNIT TITLE: INFORMATION AND COMMUNICATION TECHNOLOGY SKILLS

UNIT CODE: 0611 551 04A

UNIT DURATION: 180 HOURS

Relationship to Occupational Standards

This unit addresses the unit of competency “Apply Information and Communication Technology”.

Unit Description

This unit describes the competencies required to apply information and communication technology. It involves determining appropriate computer software and hardware, applying security measures to data, hardware, software, and networks, using computer applications in processing data, and operating computer networks and the internet at the workplace.

Summary of Learning Outcomes

1. Determine appropriate computer software and hardware
2. Apply security measures to data, hardware, software, and networks
3. Use computer applications in processing data
4. Operate computer network and internet

Learning Outcomes, Content, and Suggested Assessment Methods

Learning Outcome	Content	Suggested Assessment Methods
1. Determine appropriate computer software and hardware	1.1. Concepts of ICT 1.2. Functions of ICT 1.3. History of computers 1.4. Components of a computer 1.5. Classification of computers	<ul style="list-style-type: none">• Interview• Written texts
2. Apply security measures to data, hardware, software, and networks	2.1. Cyber security principles 2.2. Laws governing the protection of ICT 2.3. Asset identification and classification 2.4. Threat and vulnerability assessment 2.5. Application of data security controls 2.6. Monitoring and measuring security controls	<ul style="list-style-type: none">• Oral questioning• Written report• Project

3. Use computer applications in processing data	3.1. Computer applications for data processing and communication 3.2. Data processing 3.3. Data formatting 3.4. Data manipulation, storage, and retrieval 3.5. Data protection	<ul style="list-style-type: none"> • Oral questioning • Written report • Project
4. Operate computer network and internet	4.1. Functions of Computer networks 4.2. Network and internet infrastructure 4.3. Network configurations 4.4. Uses of internet	<ul style="list-style-type: none"> • Oral questioning • Written report • Project

Suggested Methods of Instruction

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

Recommended Resources for 25 trainees

- 13 Computers (1 for every 2 students)
- 1 Printer
- 25 Storage devices
- Internet access
- 1 computer laboratory
- 1 Projector

UNIT TITLE: EMPLOYABILITY SKILLS**UNIT CODE:** 0031 541 05A**UNIT DURATION:** 120 hours**Relationship to Occupational Standards**

This unit addresses the Unit of Competency: Demonstrate Employability Skills

Unit Description

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

Summary of Learning Outcomes

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

Learning Outcomes, Content, and Suggested Assessment Methods

Learning Outcome	Content	Suggested Assessment Methods
1. Conduct self-management	1.1. Self-awareness 1.2. Formulating personal vision, mission, and goals 1.3. Strategies for overcoming life challenges 1.4. Managing emotions 1.5. Emotional intelligence 1.6. Assertiveness versus aggressiveness 1.7. Expressing personal thoughts, feelings, and beliefs 1.8. Developing and maintaining high self-esteem 1.9. Developing and maintaining a positive self-image 1.10. Setting performance targets 1.11. Monitoring and evaluating performance 1.12. Articulating ideas and aspirations 1.13. Accountability and responsibility 1.14. Good work habits 1.15. Self-awareness 1.16. Values and beliefs 1.17. Self-development 1.18. Financial literacy 1.19. Healthy lifestyle practices 1.20. Adopting safety practices	<ul style="list-style-type: none"> • Written tests • Oral questioning • Interviewing • Portfolio of evidence • Third-party report
2. Demonstrate interpersonal communication	2.1. Meaning of interpersonal communication 2.2. Listening skills 2.3. Types of audience 2.4. Public speaking 2.5. Writing skills 2.6. Negotiation skills 2.7. Reading skills 2.8. Meaning of empathy 2.9. Understanding customers' needs 2.10. Establishing communication networks 2.11. Assertiveness 2.12. Sharing information	<ul style="list-style-type: none"> • Written tests • Oral questioning • Interviewing • Portfolio of evidence • Third-party report

<p>3. Demonstrate critical work habits</p>	<p>3.1. Stress and stress management 3.2. Time concept 3.3. Punctuality and time consciousness 3.4. Work-life balance 3.5. Integrating personal objectives into organizational objectives 3.6. Resources mobilization 3.7. Resources utilization 3.8. Setting work priorities 3.9. Developing healthy relationships 3.10. HIV and AIDS 3.11. Non-communicable diseases 3.12. Drug and substance abuse 3.13. Managing emerging issues</p>	<ul style="list-style-type: none"> • Written tests • Oral questioning • Interviewing • Portfolio of evidence • Third-party report
<p>4. Lead a workplace team</p>	<p>4.1. Leadership qualities 4.2. Power and authority 4.3. Team building 4.4. Determination of team roles and objectives 4.5. Team parameters and relationships 4.6. Individual responsibilities in a team 4.7. Forms of communication 4.8. Complementing team activities 4.9. Gender and gender mainstreaming 4.10. Human rights 4.11. Developing healthy relationships 4.12. Maintaining relationships 4.13. Conflicts and conflict resolution 4.14. Coaching and mentoring skills</p>	<ul style="list-style-type: none"> • Written tests • Oral questioning • Interviewing • Portfolio of evidence • Third-party report

<p>5. Plan and organize work</p>	<p>5.1. Functions of management 5.2. Planning 5.3. Organizing 5.4. Time management 5.5. Decision-making concept 5.6. Task allocation 5.7. Developing work plans 5.8. Developing work goals/objectives and deliverables 5.9. Monitoring work activities 5.10. Evaluating work activities 5.11. Resource mobilization 5.12. Resource allocation 5.13. Resource utilization 5.14. Proactive planning 5.15. Risk evaluation 5.16. Problem-solving 5.17. Collecting, analyzing, and organizing information 5.18. Negotiation</p>	<ul style="list-style-type: none"> • Written tests • Oral questioning • Interviewing • Portfolio of evidence • Third-party report
<p>6. Maintain professional growth and development</p>	<p>6.1. Avenues for professional growth 6.2. Training and career opportunities 6.3. Assessing training needs 6.4. Mobilizing training resources 6.5. Licenses and certifications for professional growth and development 6.6. Pursuing personal and organizational goals 6.7. Managing work priorities and commitments 6.8. Recognizing career advancement</p>	<ul style="list-style-type: none"> • Written tests • Oral questioning • Interviewing • Portfolio of evidence • Third-party report

<p>7. Demonstrate workplace learning</p>	<p>7.1. Managing own learning 7.2. Mentoring 7.3. Coaching 7.4. Contributing to the learning community at the workplace 7.5. Cultural aspects of work 7.6. Networking 7.7. Variety of learning context 7.8. Application of learning 7.9. Safe use of technology 7.10. Taking initiative/proactivity 7.11. Flexibility 7.12. Identifying opportunities 7.13. Generating new ideas 7.14. Workplace innovation 7.15. Performance improvement 7.16. Managing emerging issues 7.17. Future trends and concerns in learning</p>	<ul style="list-style-type: none"> • Written tests • Oral questioning • Interviewing • Portfolio of evidence • Third-party report
<p>8. Demonstrate problem-solving skills</p>	<p>8.1. Critical thinking process 8.2. Data analysis tools 8.3. Decision making 8.4. Creative thinking 8.5. Development of creative, innovative, and practical solutions 8.6. Independence in identifying and solving problems 8.7. Solving problems in teams 8.8. Application of problem-solving strategies 8.9. Testing assumptions 8.10. Resolving customer concerns</p>	<ul style="list-style-type: none"> • Written tests • Oral questioning • Interviewing • Portfolio of evidence • Third-party report

<p>9. Manage ethical performance</p>	<p>9.1. Meaning of ethics 9.2. Ethical perspectives 9.3. Principles of ethics 9.4. Ethical standards 9.5. Organization code of ethics 9.6. Common ethical dilemmas 9.7. Organization culture 9.8. Corruption, bribery, and conflict of interest 9.9. Privacy and data protection 9.10. Diversity, harassment, and mutual respect 9.11. Financial responsibility/accountability 9.12. Etiquette 9.13. Personal and professional integrity 9.14. Commitment to jurisdictional laws 9.15. Emerging issues in ethics</p>	<ul style="list-style-type: none"> • Written tests • Oral questioning • Interviewing • Portfolio of evidence • Third-party report
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Suggested Methods of Instructions

- Demonstrations
- Simulation/Role play
- Group Discussion
- Presentations
- Assignments
- Q&A

Recommended Resources for 25 trainees

- 1 Theory room
- 13 Computers
- Stationery
- Charts
- 1 Video clips
- Audio tapes
- Radio sets
- 1 TV sets
- 1 LCD projectors
- Business Journals
- Writing materials
- 1 theory room

COMMON UNITS OF COMPETENCY

UNIT TITLE: STATISTICAL QUALITY CONTROL

UNIT CODE: 0542 541 06A

UNIT DURATION: 200 hours

Relationship to Occupational Standards

This unit addresses the unit of competency “apply statistics in quality control”.

Unit Description

This unit covers the competencies required to apply statistics in quality controls. The competencies include data sampling and collection, coding and presentation, analysis, and application of statistical tools in quality control.

Summary of Learning Outcomes:

1. Sample and collect statistical data
2. Code and present statistical data
3. Analyse statistical data
4. Apply statistical tools in quality control.

Learning Outcomes, Content, and Suggested Assessment Methods

Learning Outcome	Content	Suggested Assessment Methods
1. Sample and collect statistical data	1.1 Terms and concepts in statistics 1.2 Sampling and statistical data collection 1.2.1 Definition of sampling 1.2.2 Types and limitations of sampling 1.2.3 Importance of sampling. 1.3 Determination of sample size. 1.4 Determination of confidence levels. 1.5 Types of errors. 1.6 Precision and accuracy determination. 1.7 Sampling and census 1.8 Standard error 1.9 Types of statistical data 1.10 Statistical data collection methods	<ul style="list-style-type: none">• Practical exercises• Oral questioning• Written test• Learner portfolio of evidence.• Projects

<p>2. Code and present statistical data</p>	<p>2.1 Statistical data coding and presentation 2.2 Data coding 2.3 Data entry 2.4 Data Editing 2.5 Tabulation of data 2.6 Classification of data 2.7 Presentation of tables and charts</p>	<ul style="list-style-type: none"> • Practical exercises • Oral questioning • Written test • Learner portfolio of evidence. • Projects
<p>3. Analyze statistical data</p>	<p>3.1 Data analysis software 3.1.1 Qlik Sense 3.1.2 XLSTAT 3.1.3 IBM SPSS 3.1.4 MATLAB 3.1.5 GoodData 3.1.6 Tableau 3.1.7 Zoho Analytics 3.1.8 Chartio 3.1.9 Sisense 3.2 Measures of central tendency 3.2.1 Definition of Measures of the central tendency 3.2.2 Computation of the measures of central tendency 3.2.3 Graphical determination of the measures 3.2.4 Comparison of the measures 3.2.5 Application of measures of central tendency 3.3 Measures of dispersion 3.3.1 Computation of Measures of dispersion 3.3.2 Application of Measures of dispersion 3.3.3 Definition of relative Measures of dispersion 3.3.4 Computation and interpretation of relative Measures of dispersion 3.4 Probability distribution 3.4.1 Types of events 3.4.2 Laws of probability 3.4.3 Counting techniques 3.4.4 Mathematical expectation 3.4.5 Types and characteristics of a probability distribution 3.5 The standard deviation of a probability density function 3.6 Mean, variance, and standard deviation using binomial distribution 3.7 Poisson distribution 3.8 Normal distribution 3.9 Moments, skewness, and kurtosis</p>	<ul style="list-style-type: none"> • Practical exercises • Oral questioning • Written test • Learner portfolio of evidence. • Projects

	3.10 Definition of Moments, skewness, and kurtosis 3.11 Computation of Moments, skewness, and kurtosis 3.12 Correlation and regression 3.13 Definition of correlation and related terms 3.14 Scatter diagrams 3.15 Definition of Regression 3.16 computation and interpretation of the line of best fit 3.17 Application of Correlation and regression. 3.18 Determination of the equation of the line 3.19 Determination of R ² 3.20 Statistical data interpretation 3.21 Statistical data findings and conclusions.	
4. Apply statistical tools in quality control.	4.1 Scatter diagrams 4.2 Control charts 4.3 X-Chart 4.4 R-Chart 4.5 P-Chart 4.6 C-Chart 4.7 Pareto analysis 4.8 Six Sigma 4.9 Cause and effect diagram 4.10 Establishing product or process control status	<ul style="list-style-type: none"> • Practical exercises • Oral questioning • Written test • Learner portfolio of evidence. • Projects

Suggested Methods of Instructions

- Projects
- Demonstration by trainer
- Practice by the trainee
- Discussions
- Direct instruction

Recommended Resources for 25 trainees

- 1 Theory room
- 13 Computers
- Data Analysis Software
- 1 Training manuals
- 5 Project samples
- Assorted Library textbooks
- 13 Journals
- 25 sets of Stationary
- Internet

UNIT TITLE: RESEARCH TECHNIQUES

UNIT CODE: 0542 541 07A

UNIT DURATION: 200 hours

Relationship to Occupational Standards

This unit addresses the unit of competency “Apply Research Techniques”.

Unit Description

This unit covers the competencies required by a quality management Practitioner to apply research techniques. The competencies include skills and knowledge for developing research project concepts, developing a research proposal, preparing research instruments, conducting a research project, and preparing and presenting a research project report.

Summary of Learning Outcomes

1. Develop a research project concept
2. Develop research proposal
3. Prepare research instruments
4. Conduct research project
5. Prepare and present research project report

Learning Outcome	Content	Suggested Assessment Methods
1. Develop a research project concept	1.1. Types of research - descriptive, correlational, quasi-experimental, experimental 1.2. Research in quality management 1.3. Formulation of research objectives 1.4. Scope of research project concept	<ul style="list-style-type: none">• Oral presentation• Written report• Project
2. Develop research proposal	2.1. Scope of literature review 2.2. Research methodology - qualitative, quantitative, derived methods	<ul style="list-style-type: none">• Oral presentation• Written report• Project
3. Prepare research instruments	3.1. Research design 3.2. Sample techniques and design 3.3. Research instruments	<ul style="list-style-type: none">• Oral presentation• Written report• Project
4. Conduct research project	4.1. Data collection techniques 4.2. Data analysis techniques 4.3. Data presentation techniques	<ul style="list-style-type: none">• Oral presentation• Written report• Project

5. Prepare and present research project report	5.1. Research project layout 5.2. Research project reporting	<ul style="list-style-type: none"> • Oral questioning • Project
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Suggested Methods of Instruction

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

Recommended Resources for 25 trainees

- Thirteen (13) computers (1 for every 2 students)
- One (1) printer
- One (1) projector
- One (1) theory room
- Internet access

CORE UNITS OF COMPETENCY

UNIT TITLE: QUALITY MANAGEMENT SYSTEM

UNIT CODE: 0413 551 08A

UNIT DURATION: 200 hours

Relationship to Occupational Standards

This unit addresses the unit of competency “establish a quality management system”.

Unit Description

This unit covers the competencies required by a quality management Practitioner to establish a quality management system. The competencies include skills and knowledge for establishing a business context, quality management processes, and quality management documentation.

Summary of Learning Outcomes:

1. Establish business context.
2. Establish quality management processes
3. Establish quality management documentation

Learning Outcomes, Content, and Suggested Assessment Methods

Learning Outcome	Content	Method of Assessment
1. Establish business context	<ol style="list-style-type: none">1.1. External and internal issues affecting the organization1.2. Monitoring and reviewing external and internal issues1.3. Interested parties relevant to the organization1.4. Requirements of relevant interested parties1.5. Monitoring and reviewing the requirements of relevant interested parties1.6. Scope of the quality management system	<ul style="list-style-type: none">• Practical exercises• Oral questioning• Written test• Learner portfolio of evidence.

<p>2. Establish quality management processes</p>	<p>2.1. Fundamental concepts of quality and quality management 2.2. Evolution of quality 2.3. Quality management principles 2.4. Quality management systems model 2.5. Processes of the quality management system 2.6. Quality Culture 2.7. Inputs and outputs of the quality management processes 2.8. Sequence and interactions of the quality management process 2.9. Criteria and methods of monitoring and measuring the quality management systems 2.10. Resources for the quality management system 2.11. Responsibilities and authorities for the quality management processes</p>	<ul style="list-style-type: none"> • Practical exercises • Oral questioning • Written test • Learner portfolio of evidence.
<p>3. Establish quality management documentation</p>	<p>3.1. Classification and roles of documents 3.2. Characteristic of documentation 3.3. Roles and responsibilities for documents 3.4. Documentation lifecycle 3.5. Storage of documents 3.6. Effective document management 3.7. Process flows for quality management 3.8. Documentation controls for quality management 3.9. Documented information for quality management</p>	<ul style="list-style-type: none"> • Practical exercises • Oral questioning • Written test • Learner portfolio of evidence.

Suggested Methods of Instructions

- Case studies
- Demonstration by trainer
- Practice by the trainee
- Discussions
- Direct instruction
- Presentations

Recommended Resources for 25 trainees

- 1 theory room
- 13 Journals
- 13 Computers
- 1 Training manuals
- 5 Project samples
- Assorted Library textbooks
- 25 sets of Stationary
- Internet

UNIT TITLE: ORGANIZATIONAL KNOWLEDGE.

UNIT CODE: 0417 551 09A

UNIT DURATION: 200 hours

Relationship to Occupational Standards

This unit addresses the Unit of Competency “manage organizational knowledge”

Unit Description

This unit covers the competencies required by a quality management Practitioner to Manage organizational knowledge. The competencies include developing, Sharing, and transforming organizational knowledge and also establishing organizational knowledge enablers.

Summary of Learning Outcomes

1. Develop organizational knowledge
2. Share and transform organizational knowledge
3. Establish organizational knowledge enabler

Learning Outcomes, Content, and Suggested Assessment Methods

Learning Outcome	Content	Suggested Assessment Methods
1. Develop organizational knowledge	1.1. History of Knowledge management 1.2. Importance of Knowledge management 1.3. Types of knowledge management 1.4. Knowledge acquisition and application tool 1.5. Knowledge capture and codification 1.6. Knowledge Management cycle 1.7. Knowledge Management models 1.8. Knowledge retention methods 1.9. Handling outdated and/or invalid knowledge	<ul style="list-style-type: none">• Written tests• Oral presentation• Practicals
2. Share and transform Organizational knowledge	2.1. The Social Nature of Knowledge 2.2. Knowledge Sharing Communities 2.3. Methods for knowledge sharing and dissemination 2.4. Methods for knowledge transformation 2.5. Practical strategic implications of Knowledge Sharing 2.6. Methods for organizational knowledge conveyancing 2.7. Obstacles to Knowledge Sharing	<ul style="list-style-type: none">• Written tests• Oral presentation• Practicals

<p>3. Establish organizational knowledge enabler</p>	<p>3.1. Knowledge application at the individual, group, and organizational levels 3.2. Practical strategic implications of knowledge application 3.3. Human resource roles and responsibilities 3.4. The organizational knowledge management process 3.5. Organizational knowledge management technology and infrastructure 3.6. Organizational knowledge governance frameworks</p>	<ul style="list-style-type: none"> • Written tests • Oral presentation • Practicals
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Suggested Methods of Instruction

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

Recommended Resources for 25 trainees

- 1 Theory room
- 13 Desktop computers/laptops
- Internet connection
- 1 Projector
- Internet access

UNIT TITLE: ORGANIZATIONAL RISKS AND OPPORTUNITIES

UNIT CODE: 0413 551 10A

UNIT DURATION: 200 hours

Relationship to occupational standards

This unit addresses the Unit of Competency “manage organizational risks and opportunities”

Unit Description

This unit covers the competencies required by a quality management Practitioner to manage organizational risks and opportunities. The competencies include establishing a risk management framework, assessing organizational risks and opportunities, performing organizational risks treatment, and Monitoring, reviewing, and reporting organizational risks and opportunities.

Summary of Learning Outcomes

1. Establish a risk management framework
2. Assess organizational risks and opportunities
3. Perform organizational risks treatment
4. Monitor and review organizational risks and opportunities

Learning Outcomes, Content, and Suggested Assessment Methods

Learning Outcome	Content	Suggested Assessment Methods
1. Establish a risk management framework	<ol style="list-style-type: none">1.1. Fundamental definitions of risk1.2. Risk classification1.3. Aims of risk management1.4. Risk management Statements1.5. Risk management policies and objectives1.6. Risk Strategies1.7. Risk management processes and models1.8. Risk management criteria1.9. Roles, responsibilities, and resources for risk management are determined1.10. Risk management communication and consultations channels1.11. Risk management implementation guidelines	<ul style="list-style-type: none">• Individual/group assignments• Projects• Written tests• Oral questions• Third-party report• Interviews

2. Assess organizational risks and opportunities	2.1. Tools for quantifying risk 2.2. Scenario analysis 2.3. Forces shaping the risk environment 2.4. Evolution of risk exposures 2.5. Risk management framework 2.6. Organizational risks 2.7. Analysis of organizational risks 2.8. Risk reporting, data aggregation, and data quality 2.9. Acceptance criteria for risk evaluation	<ul style="list-style-type: none"> • Individual/group assignments • Projects • Written tests • Oral questions • Third-party report • Interviews
3. Perform organizational risks treatment	3.1. Tools and techniques for spotting/analyzing risks 3.2. Quantifying risks and opportunities 3.3. Risk treatment options 3.4. Risk treatment plans 3.5. Evaluation of risk treatment effectiveness	<ul style="list-style-type: none"> • Case studies • Individual/group assignments • Projects • Written tests • Oral questions • Third-party report
4. Monitor and review organizational risks and opportunities	4.1. Risk governance framework 4.2. Risk type frameworks 4.3. Risk integration 4.4. Risk monitoring and review plans 4.5. Organizational risk 4.6. Risk monitoring and review reports 4.7. Effectiveness review and quality implementation	<ul style="list-style-type: none"> • Case studies • Individual/group assignments • Projects • Written tests • Oral questions • Third-party report

Suggested Methods of Instructions:

- Direct instruction
- Case studies
- Discussions
- Demonstration
- Question and answer
- Team training

Recommended Resources for 25 trainees

- 1 Theory room
- 13 Computers
- 1 Overhead projector
- Internet

UNIT TITLE: CUSTOMER RELATIONSHIP MANAGEMENT

UNIT CODE: 0417 551 11A

UNIT DURATION: 120 hours

Relationship to Occupational Standards

This unit addresses the unit of competency “Manage Customer Relationship”.

Unit Description

This unit covers the competencies required by a quality management Practitioner to manage customer relationships. The competencies include skills and knowledge for determining internal and external customers, developing organizational service charters, and developing a communication framework.

Summary of Learning Outcomes

1. Determine internal and external customers
2. Develop organizational service charter
3. Develop communication framework

Learning Outcomes, Content, and Suggested Assessment Methods

Learning Outcome	Content	Suggested Assessment Methods
1. Determine internal and external customers	1.1. Types of customers -Internal and external customers 1.2. Customer requirements 1.3. Statutory and regulatory requirements	<ul style="list-style-type: none">• Oral presentation• Written examination• Case studies• Project
2. Develop organizational service charter	2.1. Understanding the products and services offered by the organization 2.2. Customer and organization expectations 2.3. Customer charter	<ul style="list-style-type: none">• Oral presentation• Written examination• Case studies• Project

3. Develop communication framework	3.1. Organization information 3.2. Communication channels 3.3. Customer segmentation 3.4. Monitoring and measurement of customer satisfaction 3.5. Complaint-handling framework	<ul style="list-style-type: none"> • Oral presentation • Written examination • Case studies • Project
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Suggested Methods of Instruction

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

Recommended Resources for 25 trainees

- 1 theory room
- Thirteen (13) computers (1 for every 2 students)
- One (1) printer
- One (1) projector
- One (1) theory room
- Internet access

UNIT TITLE: QUALITY ASSURANCE

UNIT CODE: 0417 551 12A

UNIT DURATION: 180 hours

Relationship to Occupational Standards:

This unit addresses the Unit of Competency 'Perform quality assurance function'.

Unit Description

This unit covers the competencies required by a quality management Practitioner to perform quality assurance functions. The competencies include establishing quality assurance criteria, determining resources for monitoring and measuring, performing quality control, and evaluating the quality control process.

Summary of Learning Outcomes

1. Establish quality assurance criteria
2. Determine resources for monitoring and measuring
3. Perform quality control
4. Evaluate the quality control process

Learning Outcomes, Content, and Suggested Assessment Methods

Learning Outcome	Content	Suggested Assessment Methods
1. Establish quality assurance criteria	1.1. Quality assurance tools and deployment 1.2. Organizational products, services, and processes 1.3. Parameter for Products, services, and processes 1.4. Critical limits for the parameter 1.5. Schedule for product, service, and process monitoring	<ul style="list-style-type: none">• Written questions• Oral questions
2. Determine resources for monitoring and measuring	2.1. Process monitoring and measurement tools 2.2. Developing verification 2.3. and/calibration schedule 2.4. Quality control documentation	<ul style="list-style-type: none">• Written questions• Oral questions• Role-play
3. Perform quality control	3.1. Monitoring and inspection of products and services. 3.2. Product, service, or process tests 3.3. Product, service, and process performance level reports	<ul style="list-style-type: none">• Written questions• Oral questions• Role-play

4. Evaluate the quality control process	4.1. Collating product, service, and process performance data 4.2. Quality control tools 4.3. Analysis of Product, service, or process performance data	<ul style="list-style-type: none"> • Written questions • Oral questions • Role-play
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Suggested Methods of Instructions

- Demonstrations
- Simulation/Role-play
- Group Discussion
- Presentations
- Assignments
- Q&A

Recommended Resources for 25 trainees

- 1 Theory room
- 13 Computers
- Stationery
- Charts
- 1 LCD projectors
- Field trips

UNIT TITLE: QUALITY AUDIT

UNIT CODE: 0417 551 13A

UNIT DURATION: 260 hours

Relationship to Occupational Standards

This unit addresses the unit of competency “Manage Quality Audit”.

Unit Description

This unit covers the competencies required by a quality management Practitioner to manage quality audits. The competencies include skills and knowledge for planning quality audits, conducting quality audits, and managing post-audits activities.

Summary of Learning Outcomes

1. Plan quality audit
2. Conduct quality audit
3. Manage post-audit activities

Learning Outcomes, Content, and Suggested Assessment Methods

Learning Outcome	Content	Suggested Assessment Methods
1. Plan quality audit	1.1. Types of quality audits 1.2. Scope of quality audits 1.3. Objectives of quality audit 1.4. Criteria for quality audit – standard operating procedures, guidelines, standards, and policies. 1.5. Resources required for quality audits – human, financial, technology, hardware, and software. 1.6. Audit plan and program 1.7. Roles of quality auditors	<ul style="list-style-type: none">• Oral presentation• Written examination• Case studies• Project-
2. Conduct quality audit	2.1. Objectives of Opening and closing meetings 2.2. Developing audit checklist 2.3. Recording audit findings 2.4. Audit report	<ul style="list-style-type: none">• Oral presentation• Written examination• Case studies• Project

3. Manage post-audit activities	3.1. Preparing a corrective action plan 3.2. Correction and corrective actions 3.3. Follow-up audits 3.4. Audit trend analysis 3.5. Management review 3.6. Review of a quality management system 3.7. Improvement actions 3.8. Effectiveness of improvement actions taken	<ul style="list-style-type: none"> • Oral presentation • Written examination • Case studies • Project
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Suggested Methods of Instruction

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

Recommended Resources for 25 trainees

- Thirteen (13) computers (1 for every 2 students)
- One (1) printer
- One (1) projector
- One (1) theory room
- Internet access

UNIT TITLE: QUALITY IMPROVEMENT PROJECTS

UNIT CODE: 0413 551 14A

UNIT DURATION: 200 hours

Relationship to Occupational Standards

This unit addresses the unit of competency “Manage Quality Improvement Projects”.

Unit Description

This unit covers the competencies required by a quality management Practitioner to manage quality audits. The competencies include skills and knowledge for planning quality audits, conducting quality audits, and managing post-audits activities.

Summary of Learning Outcomes

1. Determine improvement project
2. Determine product, service, or process improvement tools
3. Develop a product, service, or process improvement plan
4. Perform product, service, or process improvement

Learning Outcomes, Content, and Suggested Assessment Methods

Learning Outcome	Content	Suggested Assessment Methods
1. Determine improvement project	1.1. Analysis of organizational processes 1.2. Types of risks in projects - financial, strategic, project, performance. 1.3. Analysis of risks and opportunities 1.4. Identification of opportunities for improvement	<ul style="list-style-type: none">• Oral presentation• Written examination• Case studies• Project
2. Determine product, service, or process improvement tool	2.1. Identification of products, services, and processes for improvement 2.2. Tools used in project management 2.3. Scope of improvement projects	<ul style="list-style-type: none">• Oral presentation• Written examination• Case studies• Project

3. Develop a product, service, or process improvement plan	3.1. Concepts of planning 3.2. Activities involved in improvement plans 3.3. Time management in planning 3.4. Types of resources in improvement projects - time, people, equipment, knowledge, information, finances. 3.5. Assigning roles and responsibilities	<ul style="list-style-type: none"> • Oral presentation • Written examination • Case studies • Project
4. Perform product, service, or process improvement	4.1. Execution of projects 4.2. Monitoring and measuring criteria and methodologies 4.3. Types of improvement reports 4.4. Closure of improvement projects	<ul style="list-style-type: none"> • Oral presentation • Written examination • Case studies • Project

Suggested Methods of Instruction

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

Recommended Resources for 25 trainees

- Thirteen (13) computers (1 for every 2 students)
- One (1) printer
- One (1) projector
- One (1) theory room
- Internet access

APPENDIXES

INDUSTRIAL ATTACHMENT

Administration of industrial attachment

Introduction

The objective of the industrial attachment program is to align theory with practice to broaden learners' social horizons, enrich their learning experiences, and improve their employability through direct engagement in the workplace.

An industrial attachment program is a collaborative venture between a training institution and an external agency. Learners who have gained some foundational knowledge at diploma level one and two are assigned to an organization (public, private or NGO) for a three (3) month duration ration to gain practical insights in managing quality.

These Guidelines explains the procedures for developing credit-bearing industrial attachment program and provides a full understanding of the principles and procedures involved in its implementation.

Administration

The Industrial Attachment/Liaison Office will coordinate the provision of workplace-integrated learning opportunities for learners. The role of the industrial attachment office is to coordinate the different parties involved in the advancement of industrial attachment programs.

Functions of the industrial attachment office:

- i. Advise on all issues relating to industrial attachment;
- ii. Formulate and review attachment policy, standard procedures and quality assurance mechanisms for the implementation of industrial attachment;
- iii. Monitor the overall development and implementation of industrial attachment programs in the training institution;
- iv. Offer insights into the industry, business, market, community, and overall economic and social trends;
- v. Recommend sources of funding to support activities relating to industrial attachment;
- vi. Identify potential external agencies where learners would be attached and develop collaboration with them;
- vii. Arrange for a Group Personal Accident Insurance cover for all learners during their work placement outside the Training Institution;
- viii. Facilitate liaison with industry to maintain effective communication and close collaboration;
- ix. Implement industrial attachment procedures, learner placement, supervision and assessment;
- x. Review and collect learners' feedback relating to industrial attachment;
- xi. Facilitate assessment of learners during attachment;

- xii. Provide workplace supervisor to guide learners for implementation of roles, tasks, and projects assigned to them throughout the attachment period;
- xiii. Monitor learners' performance behavior and attitudes during attachment;
- xiv. Explore more industrial attachment opportunities;
- xv. Hold briefing workshops for learners;
- xvi. Organize supervision of learners;
- xvii. Support learners to overcome challenges during their industrial attachment.

Learners on attachment will be expected to:

- i. Adhere to the institution's rules and guidelines with regard to attachment;
- ii. Comply with policies and regulations in the institution, respecting their values, their staff, and work practices, and demonstrating appropriate working attitude and team spirit;
- iii. Keep a daily record of attendance and any absence, if necessary, must be sanctioned by the supervisor
- iv. Engage actively in assigned tasks to achieve intended learning outcomes;
- v. Reflect regularly on individual work and academic performance for self-improvement throughout the attachment period;
- vi. Critically analyze matters of concern arising from industrial attachment;
- vii. Maintain and fill the **daily log book** entries, exchange ideas with work colleagues and supervisor and write a final report as required;

Note: *Disciplinary offences will be seriously dealt with as provided for in the institution's regulations. Learners will not be allowed to terminate the attachment on their own accord. They are to consult the Industrial Attachment office who will deal with any problems that may arise.*

Memorandum of Understanding

Successful implementation of an industrial attachment program depends on a transparent collaboration between the training Institution and the organization where the learner is attached. It is therefore advisable for both parties to sign a Memorandum of Understanding that clearly defines agreed roles and responsibilities, principles, expectations and requirements. See Appendix 1 for a sample of a Memorandum of Understanding.

Learner placement to an organization for attachment

To identify potential organization, the Industrial Attachment Coordinator(s) should visit the organizations for a site observation and consider whether they would be able to meet the training Institutes requirements for industrial attachments as part of a credit bearing course for diploma learners.

Once the provision of industrial attachments is confirmed, the Industrial Attachment Office will assist in setting up briefing sessions for learners about the opportunities available for industrial attachment. Learners will be encouraged to reflect upon their career interests, to familiarize themselves with the work expectations of the organizations, and to identify the intended learning outcomes from the industrial attachments available. Learners may also propose potential attachment providers to the industrial attachment office for engagement and placement.

Supervision of Learners on Field Attachment

- i. Supervisors assigned by the industrial attachment office will prepare a training program for each learner to be followed during the period of attachment.
- ii. The training program will cover all aspects of the competencies highlighted for the department in the training curriculum
- iii. Industry supervisors will appoint mentors to the trainees assigned to them.
- iv. The institution will coordinate and monitor the training program in liaison with Industry supervisors and carry out assessment of the learners.
- v. During the industrial attachment period, the Workplace Supervisors from the organization should provide learners with daily supervision in relation to the work component of the industrial attachment program.

Note: *The training institution Supervisors assigned by the Industrial Attachment office are expected to meet with their learner at least once during the attachment period to guide them to complete the industrial attachment program and monitor progress.*

Industrial attachment description/learning objectives

An Industrial attachment is a structured, credit-bearing work experience in a professional work setting during which the learner applies acquired knowledge and skills in a practical setting. It involves the application of learned skills in related institutions and industry.

The key objectives of the industrial attachment are as follows:

- i. To apply acquired knowledge and skills to the work environment.
- ii. To acquire the right work attitude and professionalism through interaction with people in organizations and observation of their future roles in industry.
- iii. To provide learners with the opportunity to take responsibility for their own learning and test their resourcefulness through problem solving.
- iv. To enable the learner to build professional work experience in quality management.
- v. To enable the learner to broaden their social horizons, expand their learning experiences and improve their employability.

Specific learning outcomes

By the end of the industrial attachment program, the learner will be able to:

- i. Perform assigned roles and group activities appropriately.
- ii. Present views, exchange ideas with others and write reports effectively to facilitate tasks and projects.
- iii. Apply theoretical knowledge and skills in real world work practices in order to solve work related tasks.
- iv. Demonstrate specialized technical and theoretical knowledge of study to provide practical solutions.
- v. Evaluate performance of work through regular self-reflection for self-improvement.
- vi. Respond to ethical issues, seeking guidance from others where appropriate.
- vii. Increase social horizons and learning experiences to improve their employability.

Contents

In assigning learners to organizations for attachment, consideration should be made to ensure that industrial attachment is undertaken for a continuous period of three months. This will ensure the following competency requirements are fulfilled

Learning outcome	Competency Requirement	Weights (%)	Learning hours (hrs.)	Credits
1. Perform assigned roles and group activities appropriately.	1.1. Quality Operations 1.2. Attentive to detail 1.3. Effectively execute assigned tasks 1.4. Participation in group activities	10	36	4
2. Present views, exchange ideas with others and write reports effectively to facilitate tasks and projects.	2.1. Effective communication 2.2. Customer relations 2.3. Presentation 2.4. Communication management 2.5. Public relations	15	54	5

3. Apply theoretical knowledge and skills in real world work practices in order to solve work related tasks.	3.1. Risk Management 3.2. Risk identification 3.3. Risk mitigation 3.4. Risk communication	25	90	9
4. Demonstrate specialized technical and theoretical knowledge of study to provide practical solutions	4.1. Quality Management Documentation and Knowledge Management 4.2. Application of documentation life cycle requirements (creation, storage, transfer, retention disposal) 4.3. Change management 4.4. Classification 4.5. Documentation and records management 4.6. Knowledge management	30	108	10
5. Apply Information Communication Technology (ICT) in responding to customer needs	5.1. Application of Information Communication Technology 5.2. Word and spreadsheet processing 5.3. Presentation 5.4. Networking and Internet 5.5. Database management 5.6. Data security	10	36	4
6. Increase social horizons and learning experiences to improve their employability	6.1. Collaboration 6.2. Teamwork 6.3. Interpersonal skills	10	36	4
Total		100	360	36

Methodology

The attached learners will be exposed to practical demonstrations and simulations provided by the work supervisor(s):

- i. The attached learners will be expected to learn by observation, following keenly the work processes, tasks and jobs as done by fellow workers and supervisors.
- ii. Learning will be conducted through group discussions by teams and other attached learners who may be available and as assigned and directed by the supervisors.
- iii. During practical field training the learner will be issued with log book **Appendix 2** in which they will document full details of daily work undertaken and training received, observations made supplemented by any relevant sketches, drawings, pictures and cross-references of sources of information used.
- iv. The logbook entries will be discussed regularly with the assigned industrial supervisor to ascertain competencies gained and the attached learner and supervisor must sign the logbook entries off on completion and mastery of specific tasks.
- v. The learner will be expected to demonstrate the ability to perform core skills in all the assigned areas of Attachment.
- vi. The learner will be expected to write and submit a final report for assessment as per **Appendix 3**.

Assessment/Examination Structure

Periodical (Periodic) evaluation of training will be done at appropriate intervals during the duration of the training and marks assigned.

A work assessment by the Workplace Supervisor and the training institution assessor will be incorporated to evaluate the overall Learners' performance. All assessment tasks should follow rubrics to evaluate Learners' performance in achieving the intended learning outcomes with a standard scale of numerical marks for each assessment. Samples of Assessment rubrics are attached in **Appendices 4, 5 and 6**.

The Industrial Attachment office/Coordinators and Supervisors in Industry should clearly explain the respective assessment tasks to learners before the commencement of the attachment

1. Evaluation of training will cover written and/or oral examination, practical examination/ observation, demonstration of competence, attachment /industrial based learning and project reports.
2. Guidelines on report writing is attached in Appendix 3.
3. A trainee must attain an overall pass mark of 50% (attainment of at least 25% in each section) in order to obtain attachment, pass.
4. There will be supplementary evaluation and referral for those who will not have obtained the pass mark of 50%. learners who fail to obtain an overall pass may have to repeat the attachment at a later date
5. The evaluation will be looking for specific competencies, intended learning outcomes, knowledge and skills as contained in the curriculum, as well as

observations and investigations with conclusions based on sound discipline specific practices.

6. Overall assessment will have the following component weightings: (Appendix 6)
 - i) Demonstration of competence in workplace as examined by industry supervisor - 50%
 - ii) Written/oral Assessment by the supervisors based on log entries - 20%
 - iii) Attachment report - 30%
7. The Grading structure will be as follows:
 - a. 50% -100% Pass (competent)
 - b. Less than 50% Referred (Not competent)

The Institution's Supervisor will mark the final project report. The marks for the assessment by the institution supervisor and that of the host Supervisor will be combined to cater for overall final mark.

Award of Grades

Upon the completion of an industrial attachment program, the Industrial Attachment Coordinator will collate all the Grades awarded by the Workplace Supervisors and the Academic Supervisors and reports them to the Attachment office for learners' record and for observing their overall performance in industrial attachment.

Quality Assurance

1. In order to keep the implementation of industrial attachment programs abreast with the changing expectations from the Government, the market and the community, the Industrial attachment office will conduct an overall review of all the industrial attachment programs obtained from different organizations for formulating development strategies and submit the review to the Quality Assurance Committee for comments on an annual basis or after every attachment cycle.
2. **External programme Assessor (EPA)** – will be engaged to assess the overall integrity of an industrial attachment programme on a periodic basis. Industrial attachment engagements will be subject to scrutiny by the EPA as part of the review and revalidation process.
3. **External Examiners** - The appointment of External Examiners is to assure credibility of industrial attachment assessment and improve the standards of the programmes. Sample scripts of the learner final reports of an industrial attachment program are required to be sent to the External Examiner for his/her comments.
4. **Double Marking** - It is advisable to use a double marking system for the final report that requires at least 5% sample scripts and graded learner final reports to be marked by two markers. This helps to assure comparability between different assessors and provides learners with an assurance of fairness and consistency in marking standards.
5. **Learner Feedback Survey** -A Learner Feedback Survey for industrial attachment programmes will be designed to provide learners with an opportunity to reflect on their learning experiences and to submit their comments on the course design, arrangement and utility. Sample of the learner Feedback Survey for industrial attachment programmes attached in **Appendix 7**.

APPENDIX 1: SAMPLE MEMORANDUM OF UNDERSTANDING

Memorandum of Understanding between [Name of Training Institution] and the [Name of Organization providing attachment].

The Parties

This Memorandum of Understanding constitutes a mutual agreement between [Name of Training Institution], herein after called “the Institute” and [Name the Organization providing attachment], herein after called “the Agency”.

Objectives of the Collaboration

- i. To develop effective linkage between the Agency and the Institute for establishing mutually beneficial partnership.
- ii. To enhance Learners’ employability through integrating academic knowledge from classroom with real-world practice in an authentic organizational context.
- iii. To provide the Agency an opportunity to recognize the talent and available manpower from the Institute as part of the potential resource for business advancement.
- iv. To maintain the teaching and learning practice of the Institute for learner abreast with the current job expectations and requirements.

Function of the Memorandum

This Memorandum of Understanding provides the basic guidelines within which the industrial attachment will be implemented on the basis of mutual benefits.

Responsibilities of the Parties

Agency

- i. To make available a range of opportunities for learners to learn through working in the agency;
- ii. To provide learners with guidance from a workplace supervisor onsite for the implementation of the roles, tasks and projects throughout the industrial attachment period;
- iii. To provide professional and constructive feedback on Learners’ performance and to support the learners to improve;
- iv. To monitor Learners’ behaviour and attitude to ensure that they behave in an ethical and courteous manner;
- v. To stay in touch with the Industrial Attachment Coordinator to discuss Learners’ performance, behaviour and attitudes;
- vi. To complete the Agency learner Evaluation Forms provided and send it to the Industrial Attachment Coordinator upon the completion of the placement.

Institute

- i. To provide learner guidance on working attitudes and behaviors before the attachment;
- ii. To assign an Industrial Attachment Coordinator to liaise with agency to deal with issues in relation to the industrial attachment;
- iii. To coordinate the recruitment and selection process and to identify the appropriate learner for the attachment;
- iv. To encourage learner to achieve the best performance for the industrial attachment;
- v. To ensure learner are covered by a Group Personal Accident Policy Schedule during the industrial attachment;
- vi. To arrange Academic Supervisor(s) for learner to guide their academic learning process;
- vii. To collect the Agency Evaluation Form from the Agency upon the completion of the attachment.

Termination of the Industrial Attachment

- i. The Agency shall have the right to terminate the industrial attachment for a learner in case he/she has infringed the Agency’s rules, regulations, and interests.
- ii. The Agency shall have the right to terminate the industrial attachment in case the agreed responsibilities from this Memorandum of Understanding are violated.
- iii. The Institute shall have the right to terminate the industrial attachment in case the agreed responsibilities from this Memorandum of Understanding are violated.
- iv. Prior to the termination of the collaboration takes effect, for whatever reasons, the parties should discuss in a co-operative manner to arrive at the best solution and interests for the learner(s).

Principle of Operation

This Memorandum of Understanding, although not a legally binding commitment, sets out the responsibilities that have been identified and the consensus reached between the training Institution and the organization providing attachment.

Signature

Signature

Name of the Representative

Name of the Industrial Attachment coordinator

Title of Representative

Name of the organization offering attachment

Date

Date

APPENDIX 2: SAMPLE DAILY LEARNER LOG BOOK SHEET

Name of Learner: _____ Registration Number: _____

WorkAssignment: _____ Date: _____

	<i>Description of work done; tools and/or equipment used; Introduction; method; body; relation to theory; interpretation; conclusion and recommendations</i>	<i>Comments by Supervisor (Sign and date)</i>

APPENDIX 3: GUIDE TO LEARNERS ON WRITING ATTACHMENT REPORTS

(To be Marked by Academic Supervisor - 30%)

The Written Report is one of the Five components of attachment evaluation accounting for 30% of the final mark. Failure to submit the written report covering the required details will mean non-completion of this component, thus the learner is deemed not to have completed the attachment. The learner is expected to read this guideline before starting the attachment and be familiar with the report assessment criteria. The Attachment Report should be submitted to the coordinator by the stipulated deadline. Any report submitted after the submission date will not be accepted, and consequently the learner will fail. The following is a general guideline of the sections expected in the report. It is the responsibility of the learner to ensure that the learning outcomes described under each heading in the marking scheme are addressed, so far as is reasonably practical in the report.

1. Title page; Acknowledgements; Summary of Report; Introduction

The learner should place the attachment in context by describing the organizational structure and commercial environment of the company. It should include:

- i. A brief background to the organization
- ii. The area the learner was attached to within the organization
- iii. The objectives of attachment
- iv. Method of Investigation: where and how the information for writing the report was obtained
- v. Scope: The extent of coverage of the report

2. The Technical Section

- i. This provides a breakdown of the technical work undertaken during the placement. If the learner worked on more than one project during their attachment, they should describe each in turn. Any formal training undertaken should be summarized. The Learner may use material from their logbooks and any reports made to their organizations.
- ii. Challenges, how the learner dealt with them and Lessons Learnt. The Lessons Learnt section is reflective and is written in the first person describing the technical and non-technical experience gained throughout the attachment.
- iii. Conclusions and Recommendations section, giving prominence to the learner's successes during the placement and recapping the main points of the technical chapters.

3. Reflection and Self-Appraisal

Learner should reflect on their learning experience and the skills learnt whilst also critically evaluating their performance during the attachment. This will provide them with an opportunity to reflect on their strengths and weaknesses, which are instrumental in identifying developmental needs.

Note: Report should not be more than 2,500 words using font size 12, font type times roman and double spacing.

APPENDIX 4: RUBRIC FOR ASSESSMENT OF LEARNER COMPETENCE IN WORKPLACE

Learner Evaluation Form (To be filled by industry Supervisor)

Thank you for your collaborating with our Institution on the industrial attachment programme. Your objective feedback and comments will be indispensable in helping us to evaluate Learners' performance from an employer's perspective. Please have this form completed by the Workplace Supervisor and return the completed form to the Industrial Attachment Office. Feel free to contact the Industrial Attachment Coordinator office.

Name of the organization: _____

Date the learner reported: _____

Date the learner completed: _____

Name of Learner: _____ Registration Number: _____

The performance rating is to be guided by the following;

Descriptor	Description	Rating
Outstanding	Consistently exceptional	5
Exceeds expectations	Performance is routinely competent and dependable	4
Meets expectations	Performance is adequate in most areas	3
Below expectation	Performance does not meet job requirements on a frequent basis	2
Unsatisfactory	Performance is consistently unacceptable	1

Assessment Criterion	Outstanding	Exceeds expectation	Meet expectations	Below expectation	Unsatisfactory
Job performance (Quality and quantity of work, timeliness, reliability, initiative and interest)					
Knowledge of work (application of quality management skills)					
Work habits and ability to learn (time management, professional attitude, willingness to learn, utilization of appropriate resources, constructive criticism, and responsibility)					
Problem solving (ability to think critically, creatively and independently)					
Interpersonal relations and teamwork (demonstrate ability to focus, dependability and high standards)					
Communication (ability to communicate effectively)					
Professionalism and integrity (values, ethics and respect for diversity)					
Conduct (adherence to work schedules, code of conduct, courtesy and relations)					
Punctuality at work (being present during working hours)					
Innovation (creativity)					
Total					
<i>Please rate learner performance by ticking the appropriate box.</i>					
Final Score = Total Score (50%) _____					
Additional Comments (Attach additional pages if needed.):					
Signature: _____ Date: _____					
Workplace Supervisor					

APPENDIX 5: RUBRIC FOR WRITTEN AND/OR ORAL EVALUATION BY INDUSTRY SUPERVISOR

Learner's Interview Schedule *(By External Supervisor - Maximum Score 20%)*

Introduction

Welcome to this Interview. In this Interview/Evaluation, we aim to gauge your understanding, collect your opinions, and suggestions on the credit-bearing internship/placement program. Your feedback, is a valuable tool for us to assess your performance in the program.

Opening Question

Please introduce yourself: Name, course you are undertaking, areas of interest, and your future job aspirations.

Basic Question

What was your overall learning experience in the placement?

Key Questions

1. Please discuss whether the placement can help to improve your employment prospects? Why or why not?
2. What specific practical experiences related to your course did you undertake during your attachment?
3. Explain how specific items that you learned during attachment would enhance your professional standing
4. What additional support and resources would you have liked to receive from the Institute?
5. What extra support would you have liked to receive from the industrial attachment office?
6. Could you make any suggestions for the improvement in the industrial attachment? What aspects related to the placement arrangement need improvement?

Ending Question

Anything that you would like to add but did not get the chance to? Anything you feel may be important and relevant, please feel free to comment.

Assessors' overall assessment of the daily learner's logbook

Thank you!

APPENDIX 6: RUBRIC FOR COMPILATION OF FINAL MARK

Name of Learner: _____ Learner Number: _____			
Placement Period: _____			
Name of Agency/Industry: _____			
Samples		Share of Total Grading (%)	Grade Awarded
1	Industry Assessment (50%) Demonstration of competence in workplace as examined by industry supervisor	50%	
2	Written/oral Assessment by the institution supervisor based on log entries	20%	
	Assessment of written Project report	30%	
3	Overall Evaluation	100%	

APPENDIX 7: LEARNER'S FEEDBACK SURVEY

Industrial Attachment Learner Feedback Survey

Learner name: (optional): _____

Attached institution: _____ Attachment Period: _____

The aim of this survey is to gather learner's feedback to the credit-bearing internship/placement after the completion of the attachment. Please select the answer that best represents your views and complete this survey. Select your answer in the boxes provided. Your feedback is essential for us in reviewing and improving the attachment program. The information collected will be kept strictly confidential. No individual identity will be disclosed. Only the aggregated results will be reported and used for analysis.

Item	Feedback to Internship outcomes	Fully Agree (4)	Agree (3)	Neutral (2)	Disagree (1)
1.	The attachment placement procedure is efficient.				
2.	I was given adequate support from the attachment agency.				
3.	I received support from the Industrial Attachment office and coordinator when I needed help				
4.	I take full responsibility for my activities and work				
5.	I have improved my time management				
6.	My competence to work independently is improved				
7.	I have a greater capacity to deal with challenging tasks.				
8.	I have improved my organisation and planning skills				
9.	My problem-solving ability has improved				
10.	My presentation skills for expressing personal views have improved.				
11.	I can collaborate better with others to pursue team goals.				
12.	I am able to engage in discussions with other parties so that I can reach an agreement that is in the best interests of the organisation.				
13.	I am able to translate my skills and theoretical concepts learned in the classroom into assignments in a real-world environment				
14.	I integrate well with other workers and believe my employability has improved				

15.	I can use equipment and other aids in the workplace better.				
16.	I have a clearer role of my future job expectations				
17.	I take full responsibility for my own learning.				
18.	Attachment design, arrangement and utility are good				
19.	Learning by doing has given me the experience and understanding of the work process.				

Note: All boxes ticked under Neutral /Disagree should be flagged for further analysis.

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