Technical and Vocational Education and Training (TVET) Council

Occupational Standards
of Competence

Start a New Business
Level 3

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Technical and Vocational Education and Training (TVET) Council
Version 1.0 May 2024

ACKNOWLEDGEMENTS

The Technical and Vocational Education and Training Council thanks the following for their contribution to the development of this document.

Australian Government - Industry Skills Councils

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Qualification Overview

NVQB

in

Start a New Business
Level 3

NVQB in Start a New Business Level 3

Qualification Overview

This qualification is designed to provide guidance, training and assessment for persons starting a new business and can be used by training providers and employers who provide training in starting up a new business. It includes basic aspects of generating ideas and developing concepts, planning and managing business finances, marketing, recruitment and selection, developing business strategies and activities, bidding for work and procuring products and services for the business. Additionally, it covers communication, safe working practices and leading a work team in a culturally diverse environment.

Who is this qualification for?

The qualification is designed for individuals who aspire to own and manage their own business.

Where can it be used?

The qualification can be used by persons who have just started their own business, training institutions and business associations.

Jobs within the occupational area

New business owners
Consultants
Small and start up business trainers

This list is not exhaustive and only serves to illustrate the breadth of the qualification.

A012603 - APPROVED NATIONAL VOCATIONAL QUALIFICATION STRUCTURE
START A NEW BUSINESS LEVEL 3

To achieve the full qualification, candidates must complete **all** sixteen (16) mandatory units.

Mandatory units (all must be completed)	**Code**

1. Communicate with customers and others **U49003**

    1.1   Convey information to customers and others
    1.2   Respond to customers and others

2. Lead work teams **UA24204**

    2.1   Contribute to and promote effective work practices
    2.2   Develop and implement staffing processes
    2.3   Maintain a professional approach to leading work teams
    2.4   Promote effective workplace relations
    2.5   Evaluate plans
    2.6   Review individual performance

3. Work in a culturally diverse environment **U31401**

    3.1   Communicate with individuals from diverse backgrounds
    3.2   Deal with cross cultural misunderstandings

4. Contribute to the protection of the environment **U68402**

    4.1   Work in an environmentally conscious way
    4.2   Participate to continuous improvements in protecting the environment

5. Maintain safe and effective working practices **U92502**

    5.1   Protect the safety of self and others in the workplace
    5.2   Sustain working relationships with others
    5.3   Develop and maintain personal performance

6. Generate ideas and develop concepts **UA60403**

    6.1   Evaluate and explore needs and opportunities
    6.2   Develop a range of creative approaches
    6.3   Refine concepts
    6.4   Develop concepts to an operational level

7. Plan the business **UA60503**

    7.1   Identify elements of the business plan
    7.2   Develop a business plan
    7.3   Develop strategies for minimising risks

Mandatory units (all must be completed)   **Code**

8. Plan and manage business finances   **UA60603**

    8.1   Determine costs, calculate prices and prepare profit statements
    8.2   Develop a financial plan
    8.3   Acquire finance
    8.4   Implement a financial plan
    8.5   Monitor financial performance

9. Develop a marketing plan   **UA60703**

    9.1   Devise marketing strategies
    9.2   Plan marketing tactics
    9.3   Prepare and present a marketing plan

10. Market the business   **UA60803**

    10.1   Research marketing information
    10.2   Develop marketing strategies
    10.3   Determine a marketing mix for the business
    10.4   Implement marketing strategies
    10.5   Monitor and improve marketing performance

11. Recruit and select staff   **UA60903**

    11.1   Define future staff requirements
    11.2   Determine job specifications
    11.3   Hire staff
    11.4   Assess and select applicants

12. Provide a quotation   **UA61003**

    12.1   Clarify requirements
    12.2   Establish costs and availability of resources
    12.3   Prepare estimates
    12.4   Prepare and submit quotations
    12.5   Take follow-up action

13. Support innovation in the workplace   **UA61103**

    13.1   Organise a team for innovation
    13.2   Facilitate innovative work practices
    13.3   Provide support and guidance to the team
    13.4   Reflect on model innovation practices in the workplace

Mandatory units (all must be completed)	**Code**

14. Develop operational strategies and procedures   **UA61203**

   14.1   Create operational strategies and procedures
   14.2   Implement operational strategies and procedures
   14.3   Monitor business performance
   14.4   Review business operations

15. Procure products and services   **UA61303**

   15.1   Establish procurement guidelines
   15.2   Procure products and services

16. Bid for work   **UA61403**

   16.1   Gather intelligence and guide the bid
   16.2   Prepare and submit tenders

U49003   Communicate with customers and others

Unit Descriptor:

> This unit describes the knowledge, skills and attitudes required to politely and effectively communicate with other persons encountered while working.

ELEMENT	PERFORMANCE CRITERIA

Candidates must be able to:

1. Relay information to customers and others	1.1 Adhere to organisational standards of dress and deportment.
	1.2 Obtain relevant and current information to work in an effective manner.
	1.3 Communicate with colleagues and other personnel using appropriate communication strategies.
	1.4 Communicate information in a clear, systematic and structured manner.
2. Respond to customers and others	2.1 Answer customers' questions and comments in a positive manner in accordance with organisational procedures.
	2.2 Acknowledge and respond to communication in a clear, courteous and prompt manner.
	2.3 Ask questions to confirm that the information received is understood.
	2.4 Record information in an appropriate manner in accordance with organisational procedures.
	2.5 Present accurate and current information in a clear and concise manner to relevant persons.
	2.6 Take corrective action when there are difficulties in relaying information

2.7   Report faults with communication equipment to appropriate persons in accordance with organisational procedures.

2.8   Acknowledge and respond to customers' needs and attitudes in accordance with organisational policies and procedures.

RANGE STATEMENT

All range statements must be assessed:

1. **Customers** may include but are not limited to:

   - Internal (colleagues, supervisors, etc.)
   - External (other organisations, business places, the public)

2. **Communication** may include but is not limited to:

   - Telephone calls
   - Emails/Internet
   - Faxes
   - Letters
   - Social media
   - Face-to-face/verbal

3. **Faults** may include but are not limited to:

   - Electronic
   - Mechanical
   - Physical

4. **Communication equipment** may include but is not limited to:

   - Telephones (fixed line, mobile)
   - Computer equipment
   - Smart phones, tablets
   - Faxes

UNDERPINNING KNOWLEDGE AND SKILLS

Candidates must know and understand:

1. What are the reasons for communicating with others.

2. What are the organisational procedures for personal appearance and behaviour.

3. How does your behaviour and attitude reflect on your workplace and organisation.

4. What is the importance of creating a positive impression.

5. How to obtain your work instructions and verify that the work instructions are up-to-date.

6. What is the reason for checking that the information is understood correctly.

7. What are the different forms of communication available and how they are used.

8. How to use appropriate strategies to communicate with colleagues and other personnel.

9. Why it is important to communicate clearly and provide necessary information.

10. How to communicate information clearly and systematically.

11. Why it is important to respond positively to questions and queries from customers.

12. How to respond to customers' questions and queries courteously, promptly and in a positive manner.

13. What are the organisational procedures for acknowledging and responding to incoming information.

14. How to use effective questioning techniques to ensure information is understood.

15. What are the organisational and workplace procedures for recording information.

16. What is the correct process for transferring information.

17. How to ensure that the correct or authorised person receives the information.

18. How to identify problems in the relaying of information.

19. What are the corrective measures or actions taken to rectify problems in relaying information and how these should be applied.

20. What is the procedure for reporting faults with communication equipment.

21. How to identify customer needs and attitudes.

22. How to respond correctly to customers' needs and attitudes.

EVIDENCE GUIDE

For assessment purposes:

(1) Critical Aspects of Evidence

Candidates must prove that they can carry out **all** the elements, meeting **all** of the performance criteria, range and underpinning knowledge, **on more than one (1) occasion.** This evidence must come from a real working environment.

(2) Methods of Assessment

Assessors should gather a range of evidence that is valid, sufficient, current and authentic.

Evidence may be collected in a variety of ways including:

- Observation
- Written/oral questioning
- Witness testimony
- Personal statement
- Written evidence (projects or assignments)
- Case study and scenario analysis
- Role play/simulation

Questioning techniques should not require language, literacy or numeracy skills beyond those required in this unit of competency.

(3) Context of Assessment

This unit may be assessed on the job, off the job or a combination of both. Where assessment occurs off the job, that is, the candidate is not in productive work, then an appropriate simulation must be used where the range of conditions reflects realistic workplace situations. The competencies covered by this unit would be demonstrated by a candidate working alone or as part of a team. The assessment environment should not disadvantage the candidate.

The candidate must have access to all tools, equipment, materials and documentation required. The candidate must be permitted to refer to any relevant workplace procedures, products and manufacturing specifications, codes, standards, manuals and reference materials.

Simulation **should not be used** except in exceptional circumstances where natural work evidence is unlikely to occur.

UA24204   **Lead work teams**

Unit Descriptor:

> This unit describes the knowledge, skills and attitudes required to undertake supervision and coordinate activities. It is for persons who are team leaders or managers responsible for scheduling, coordinating and monitoring the activities and performance of the work team and other service providers.

ELEMENT	PERFORMANCE CRITERIA

Candidates must be able to:

1.	Contribute to and promote effective work practices	1.1	Develop and implement plans to meet the day-to-day activities of work groups.
		1.2	Develop and implement strategies in consultation with appropriate persons to maximise work performance and outcomes.
		1.3	Identify planning problems, barriers and constraints and develop and implement strategies to address them according to organisational policies and procedures.
2.	Develop and implement staffing processes	2.1	Maintain confidentiality in relation to staff processes in accordance with organisational policies and procedures.
		2.2	Identify required staff and resources and develop plans to acquire them.
		2.3	Participate in the recruitment process according to organisational policies and procedures.
		2.4	Implement effective induction and ongoing support to new and existing staff.
		2.5	Provide instruction and additional support as required to promote quality workers and client outcomes.
		2.6	Promote and facilitate access to staff training and development to enable the achievement of workplace outcomes and personal goals.

		2.7	Collaborate with other service providers as required to meet service and referral needs.
3.	Maintain a professional approach to leading work teams	3.1	Reflect on own practice and pro-actively update knowledge and skills.
		3.2	Align own leadership practice with the values, ethical guidelines, policies and procedures of the organisation.
		3.3	Take reasonable steps to ensure that neither personal nor social contact adversely affects ability to lead the team.
4.	Promote effective workplace relations	4.1	Implement collaborative processes and practices that promote cooperative work habits and maintain positive relationships with staff, clients and management.
		4.2	Model and promote effective communication in the workplace, including open discussion and active listening.
		4.3	Identify potential and actual conflict situations and developments and implement appropriate strategies to prevent or address them.
		4.4	Confirm conflict resolution processes to ensure access to appropriate support, mediation and debriefing for parties according to organisational guidelines.
		4.5	Resolve problems or issues that may disrupt work.
5.	Evaluate plans	5.1	Meet with those involved to discuss and evaluate the effectiveness of plans and practices in meeting the goals and needs of the organisation.
		5.2	Identify areas for improvement within the organisation.
		5.3	Revise and update plans and practices to ensure continuous improvement.

		5.4	Document and report work outcomes in accordance with organisational policies and procedures.
6.	Review individual performance	6.1	Implement and document performance management processes in accordance with the work role and organisational policies and procedures.
		6.2	Work with individuals to agree on performance improvements, development plans and documents in accordance with organisational policies and procedures.
		6.3	Monitor and evaluate performance and provide feedback on an ongoing and regular basis.
		6.4	Identify poor performance and take action as necessary in accordance with the work role and organisational policies and procedures.
		6.5	Monitor and coach individuals to improve performance.
		6.6	Identify and provide additional support or referral when necessary, in accordance with work role and organisational procedures.

RANGE STATEMENT

All range statements must be assessed:

1. **Work groups** may include but are not limited to:

   - Formal
   - Informal

2. **Appropriate persons** may include but are not limited to:

   - Customers and clients
   - Professional body or association

3. **Other service providers** may include but are not limited to:

   - Carers
   - Stakeholders
   - Clients

UNDERPINNING KNOWLEDGE AND SKILLS

Candidates must know and understand:

1   How to develop and implement plans to accomplish the day to day activities of the work group.

2. Why it is important to develop and implement strategies in consultation with appropriate persons to maximise work performance and outcomes.

3. How to identify planning problems, barriers and constraints and how to develop and implement strategies to address them.

4. Why it is important to maintain confidentiality in relation to staff processes in accordance with organisational policies and procedures.

5. How to identify the required staffing and resources and develop plans to address them.

6. Why it is necessary to participate in the recruitment processes.

7. How to implement effective induction and ongoing support for new and existing staff.

8. Why it is important to provide instruction and additional support as required to promote quality workers and client outcomes.

9. How to encourage and facilitate staff access to training and development to enable the achievement of workplace outcomes and personal goals.

10. Why it is important to collaborate with other service providers as needed to meet service and referral needs and how to do so.

11. How to reflect on your practice and pro-actively update knowledge and skills.

12. How to align your leadership practice with the values, ethical guidelines, policies and procedures of the organisation.

13. Why it is important take reasonable steps to ensure that neither personal nor social contact adversely affects ability to lead the team.

14. How to implement collaborative processes and practices that promote cooperative work practices and maintain positive relationships with staff and management.

15. Why it is necessary to model and promote effective communication in the workplace including open discussion and active listening.

16. How to identify potential and actual conflict situations and develop and implement appropriate strategies to prevent or address them.

17. How to assist during conflict resolution processes and ensure access to appropriate support mediation and debriefing for parties within organisational guidelines.

18. How to resolve problems or issues which may disrupt work.

19. Why it is important to meet regularly with those involved to discuss and evaluate the effectiveness of plans and practices in meeting the goals and needs of the organisation.

20. How to identify areas for improvement.

21.   Why it is important to revise plans and practices to ensure continuous improvement.

22.   How to document and report work outcomes in accordance with organisational procedures.

23.   Why it is important to implement and document performance management processes in accordance with work role and organisational procedures.

24.   How to work collaboratively with individuals to agree on performance improvement and development plans and document them in accordance with organisational policies.

25.   How to monitor and evaluate performance and provide feedback on an ongoing and regular basis.

26.   How and why it is important to identify poor performance and take necessary action in accordance with work role and organisational procedures.

27.   How and why it is important to monitor and coach individuals to improve performance.

28.   How to identify and provide additional support or referral when required, in accordance with work role and organisational procedures.

EVIDENCE GUIDE

For assessment purposes:

(1) Critical Aspects of Evidence

Candidates must prove that they can carry out **all** of the elements, meeting **all** the performance criteria, range and underpinning knowledge **on more than one occasion**. This evidence must come from a real working environment.

(2) Method of Assessment

Assessors should gather a range of evidence that is valid, sufficient, current and authentic.

Evidence may be collected in a variety of ways including:

- Observation
- Written/oral questioning
- Written evidence
- Witness testimony
- Professional discussion

Questioning techniques should not require language, literacy or numeracy skills beyond those required in this unit of competency.

(3) Context of Assessment

This unit may be assessed on the job, off the job or a combination of both. Where assessment occurs off the job, that is the candidate is not in productive work, then an appropriate simulation must be used where the range of conditions reflects realistic workplace situations. The competencies covered by this unit would be demonstrated by a candidate working alone or as part of a team. The assessment environment should not disadvantage the candidate.

The candidate must have access to all tools, equipment, materials and documentation required. The candidate must be permitted to refer to any relevant workplace procedures, product and manufacturing specifications, codes, standards, manuals and reference materials.

Simulation **should not be used**, except in exceptional circumstances where natural work evidence is unlikely to occur.

U31401   Work in a culturally diverse environment

Unit Descriptor:

> This unit deals with the knowledge, skills and attitudes to work successfully in an environment with persons from diverse social and cultural backgrounds.

ELEMENT	PERFORMANCE CRITERIA

Candidates must be able to:

1.	Communicate with individuals from diverse backgrounds	1.1	Treat individuals and groups from different backgrounds, cultures and languages with respect and sensitivity.
		1.2	Converse and cooperate in an effective manner with individuals from different backgrounds in workplace activities.
		1.3	Establish communication using gestures, simple words and other appropriate methods where language barriers exist.
		1.4	Respond to workplace situations in a manner that considers different traditions and communication methods.
		1.5	Identify team members who speak other languages and utilise them to bridge language and cultural barriers.
2.	Deal with cross cultural misunderstandings	2.1	Identify issues which may cause conflict or misunderstandings in the workplace.
		2.2	Address difficulties with appropriate persons and seek assistance from team leaders or others where required.
		2.3	Consider possible cultural differences where difficulties or misunderstandings occur.
		2.4	Make efforts to resolve misunderstandings, taking cultural differences into account.
		2.5	Refer issues and problems to the appropriate team leader/supervisor for follow up.

RANGE STATEMENT

All range statements must be assessed:

1. **Background and culture** may include but not limited to:

   - Race/ethnic origin
   - Language
   - Special needs
   - Family structure
   - Gender
   - Age
   - Sexual preference

2. **Cultural differences** may include but not limited to:

   - Appropriate ways of greeting and parting
   - Levels of formality
   - Work ethics
   - Family obligations
   - Customs
   - Social values
   - Dress and grooming
   - Non-verbal behaviour, understanding and interpretations
   - Observance of special religious feasts or other celebratory days
   - Product preferences

UNDERPINNING KNOWLEDGE AND SKILLS

Candidates should know and understand:

1. What are the principles that underpin cultural awareness and relevance to individuals in the workplace.

2. What are the general characteristics of the different cultural groups encountered.

3. What are the cultures of other countries and people.

4. What are the relevant cultural protocols.

5. What are the principles and techniques for the resolution of cross-cultural communication difficulties.

6. What are the anti-discrimination legislation.

7. What appropriate non-verbal techniques are used for cross-cultural communication.

8. What are escalation procedures and how to use them.

9. What are the basic conflict resolution techniques.

10. What are the potential conflicts resulting from cultural differences.

11. What are the organisational policies and procedures.

12. How to deal with persons from a range of cultural backgrounds.

13. How to identify cultural differences.

14. How to resolve conflict.

15. How to communicate effectively with others from different cultures.

16. How to display sensitivity.

17. How to work with others.

EVIDENCE GUIDE

For assessment purposes:

(1) Critical Aspects of Evidence

Candidates must prove that they can carry out **all** of the elements, meeting **all** of the performance criteria, range and underpinning knowledge **on more than one occasion.** This evidence must come from a real working environment.

(2) Method of Assessment

Assessors should gather a range of evidence that is valid, sufficient, current and authentic.

Evidence may be collected in a variety of ways including:

- Observation
- Written/oral questioning
- Written evidence
- Witness testimony
- Professional discussion

Questioning techniques should not require language, literacy or numeracy skills beyond those required in this unit of competency.

(3) Context of Assessment

This unit may be assessed on the job, off the job or a combination of both. Where assessment occurs off the job, that is the candidate is not in productive work, then an appropriate simulation must be used where the range of conditions reflects realistic workplace situations. The competencies covered by this unit would be demonstrated by a candidate working alone or as part of a team. The assessment environment should not disadvantage the candidate.

The candidate must have access to all tools, equipment, materials and documentation required. The candidate must be permitted to refer to any relevant workplace procedures, product and manufacturing specifications, codes, standards, manuals and reference materials.

Simulation **should not be used**, except in exceptional circumstances where natural work evidence is unlikely to occur.

U68402   **Contribute to the protection of the environment**

Unit Descriptor:

> This unit deals with the knowledge, skills and attitudes required to conduct work activities in a manner that protects the environment. Candidates should take steps to minimise any negative impact on the environment by completing tasks and activities in a way which causes as little damage or disturbance as possible to the environment while following organisational procedures.

ELEMENT	PERFORMANCE CRITERIA

Candidates must be able to:

1.	Work in an environmentally conscious way	1.1	Perform duties in accordance with relevant policies and legislation.
		1.2	Execute duties in a manner which minimises environmental damage.
		1.3	Operate and handle equipment and materials in a manner that minimises environmental damage.
2.	Participate in continuous improvements in protecting the environment	2.1	Identify instances of possible or actual environmental damage and take appropriate action.
		2.2	Identify improvements to procedures and practices in terms of good environmental practice and report to relevant persons.
		2.3	Dispose of hazardous and non-hazardous waste according to approved legislative procedures and practices.
		2.4	Contribute to sustainable development particularly in the conservation of energy, water, use of resources and equipment to minimise environmental damage.

RANGE STATEMENT

All range statements must be assessed:

1. **Relevant policies and legislation** may include but not limited to:

   - Organisational policies
   - Health and safety at work
   - Environmental legislation
   - Solid waste management policies
   - Recyclable policies

2. **In a manner which minimises environmental damage** may include but not limited to:

   - Using recycled/reused items and materials where appropriate
   - Disposing of polluting substances safely
   - Reducing the volume of waste
   - Using biodegradable and eco-friendly chemicals
   - Planning tasks to reduce the use of fuel and electricity

3. **Equipment and materials** may include but not limited to:

   - Hand tools
   - Power tools
   - Personal protective equipment
   - Cleaning chemicals
   - Soaps and sanitisers
   - Paper towels
   - Garbage disposal bags
   - Cloths and towels
   - Containers
   - Access equipment

4. **Hazardous waste** may include but not limited to:

   - Oils
   - Chemicals and solutions
   - Harmful materials (asbestos, fibreglass)
   - Electronic equipment
   - Organic hazards (pest excrement, pest carcasses)

5. **Non-hazardous waste** may include but not limited to:

   - Food
   - Plant matter
   - Paper

UNDERPINNING KNOWLEDGE AND SKILLS

Candidates should know and understand:

1. What are the relevant policies and legislation governing environmental protection.

2. How to recognise any likely or actual environmental damage.

3. What are the appropriate actions to take in the discovery of likely or actual environmental damage.

4. What are the ways in which tools and materials should be used in order to minimise environmental damage.

5. What are the different types of pollution.

6. What are the consequences of pollution.

7. How to recognise wastage of energy, water, equipment and materials.

8. What are the methods of working that will minimise pollution and wastage of resources.

9. What are the types of damage which may occur, the impact these can have on the environment and corrective actions to be taken.

10. What are the methods of waste disposal which will minimise the risk to the environment.

11. What are the organisational requirements to prevent wastage.

EVIDENCE GUIDE

For assessment purposes:

(1) Critical Aspects of Evidence

Candidates must prove that they can carry out **all** the elements, meeting **all** of the performance criteria, range and underpinning knowledge **on no less than three (3) occasions**. This evidence must come from a real working environment.

(2) Methods of Assessment

Assessors should gather a range of evidence that is valid, sufficient, current and authentic.

Evidence may be collected in a variety of ways including:

- Observation
- Written/oral questioning
- Witness testimony
- Personal statement
- Written evidence (projects or assignments)
- Case study and scenario analysis
- Role play/simulation

Questioning techniques should not require language, literacy or numeracy skills beyond those required in this unit of competency.

(3) Context of Assessment

This unit may be assessed on the job, off the job or using a combination of both. Where assessment occurs off the job, that is, the candidate is not in productive work, then an appropriate simulation must be used where the range of conditions reflects realistic workplace situations. The competencies covered by this unit would be demonstrated by a candidate working alone or as part of a team. The assessment environment should not disadvantage the candidate.

The candidate must have access to all tools, equipment, materials and documentation required. The candidate must be permitted to refer to any relevant workplace procedures, products and manufacturing specifications, codes, standards, manuals and reference materials.

Simulation **must not be used**, except in exceptional circumstances where natural work evidence is unlikely to occur.

U92502   **Maintain safe and effective working practices**

Unit Descriptor:

> This unit describes the knowledge, skills and attitudes required to function within health and safety standards. Candidates are required to demonstrate that they are able to work effectively and efficiently with colleagues, supervisors and customers. It also highlights the need for individuals to take responsibility for self-development in the workplace.

ELEMENT	**PERFORMANCE CRITERIA**

Candidates must be able to:

1. Protect the safety of self and others in the workplace

   1.1   Work in accordance with training received and organisational health and safety procedures to avoid risk to self and others.

   1.2   Wear the appropriate personal protective equipment according to organisational procedures.

   1.3   Use approved methods and handling equipment when moving and lifting items in accordance with occupational health and safety recommendations.

   1.4   Use appropriate equipment and materials according to organisational requirements and manufacturer's instructions.

   1.5   Return equipment and materials to designated storage when not in use in accordance with established procedures.

   1.6   Keep the immediate work area tidy and free from hazards in accordance with organisational procedures.

   1.7   Dispose of waste and in a designated area, in accordance with organisational procedures, and environmental and industry regulations.

   1.8   Perform work in a manner which minimises environmental damage and contributes to the improvement of environmental work practices.

		1.9	Report accidents, incidents or problems to appropriate persons and take immediate action to reduce further danger in accordance with organisational health and safety procedures.
		1.10	Carry out work in an organised and efficient manner in accordance with specified procedures.
2.	Sustain working relationships with others	2.1	Maintain appropriate and effective working relationships with others in accordance with organisational procedures.
		2.2	Carry out activities requiring cooperation with others in accordance with required procedures.
		2.3	Handle disagreements in accordance with organisational procedures.
		2.4	Communicate in a manner which promotes effective working relationships.
3.	Develop and maintain personal performance	3.1	Take responsibility for tasks and activities in accordance with organisational procedures, either alone as part of a team.
		3.2	Seek advice from appropriate persons if clarification is required concerning specific tasks.
		3.3	Review personal performance and development with appropriate persons at suitable times.

RANGE STATEMENT

All range statement items must be assessed:

1. **Personal protective equipment** may include but is not limited to:

   - Ear protection
   - Gloves
   - Footwear
   - Overalls/coveralls
   - Helmets/hats
   - Eye protection

2. **Equipment** may include but is not limited to:

   - Manual
   - Electronic

3. **Waste** may include but is not limited to:

   - Solid
   - Liquids
   - Hazardous/toxic

4. **Others** may include but are not limited to:

   - Colleagues
   - Supervisors
   - Customers

5. **Personal performance and development** may include but is not limited to:

   - Productivity
   - Quality of work

UNDERPINNING KNOWLEDGE AND SKILLS

Candidates must know and understand:

1.   How to carry out work activities avoiding risk to self and others.

2.   What are the basic requirements of the health and safety, other legislation and regulations that apply to the workplace.

3.   What are the organisational requirements for the use of personal protective equipment.

4.   How to select and use the correct personal protective equipment.

5.   What is the relevant, up-to-date information on health, safety and security and how it applies in the workplace.

6.   Why it is important to be alert to health, safety and security hazards.

7.   What are the common health, safety and security hazards that affect persons working in this role and how these should be identified.

8.   Why it is important to warn others about hazards and how to do so until the hazard is dealt with.

9.   Why it is important to use safe lifting techniques.

10.   What are the correct and safe ways to use equipment and materials required for the work.

11.   What are safe methods and areas for the storage of equipment and materials.

12.   What are the organisational and legislative requirements for disposing of waste.

13.   What health and safety records may need to be kept and how to do so.

14.   How the conditions under which you work can affect the efficiency and effectiveness of yourself and those around you.

15.   What methods should be used to promote good environmental practice and to minimise environmental damage while working.

16.   What procedures should be used for different types of emergencies in the industry.

17.   Why is important to develop and maintain effective working relationships and how to do so.

18.   What procedures should be used in dealing with workplace disagreements.

19.   Why it is important to communicate effectively and what are the available methods to do so.

20.   How to maintain security in the work area.

EVIDENCE GUIDE

For assessment purposes:

(1) Critical Aspects of Evidence

Candidates must prove that they can carry out **all** of the elements, meeting **all** of the performance criteria, range and underpinning knowledge on **more than one occasion**. This evidence must come from a real working environment.

(2) Methods of Assessment

Assessors should gather a range of evidence that is valid, sufficient, current and authentic.

Evidence may be collected in a variety of ways including:

- Observation
- Written/oral questioning
- Witness testimony
- Written evidence(work records, reports)
- Professional discussion

Questioning techniques should not require language, literacy or numeracy skills beyond those required in this unit of competency.

(3) Context of Assessment

This unit may be assessed on the job, off the job or a combination of both. Where assessment occurs off the job, that is the candidate is not in productive work, then an appropriate simulation must be used where the range of conditions reflects realistic workplace situations. The competencies covered by this unit would be demonstrated by a candidate working alone or as part of a team. The assessment environment should not disadvantage the candidate.

The candidate must have access to all tools, equipment, materials and documentation required. The candidate must be permitted to refer to any relevant workplace procedures, product and manufacturing specifications, codes, standards, manuals and reference materials.

Simulation may be used to cover **PCs 1.9 and 2.3.**

UA60403   **Generate ideas and develop concepts**

Unit Descriptor

> This unit describes the knowledge, skills and attitudes required to originate and generate ideas and develop concepts for products, programs, processes, or services at an operational level.
>
> The ideas and concepts could be developed for any business or community activity or process such as marketing campaigns, staff development programmes, information technology and communication systems.

ELEMENT	PERFORMANCE CRITERIA

Candidates must be able to:

1. Evaluate and explore needs and opportunities

    1.1 Research and evaluate existing information that informs new concept developments.

    1.2 Identify and use gaps in product range, programs, processes, or services as the catalyst for generating new ideas or concepts where appropriate.

    1.3 Expand the potential for new ideas through exploration of opportunities and networking beyond established products and services.

    1.4 Identify factors that could impact the ideas or concepts to be developed, including the potential for commercialisation.

    1.5 Determine whether other players are filling identified gaps or investigating similar opportunities which may impact the generation of new ideas or concepts.

    1.6 Develop preliminary ideas on innovative and different ways to address needs and opportunities to assist in generating new concepts.

    1.7 Consult with relevant stakeholders and agree on broad parameters for developing ideas and concepts to meet market requirements.

2. Develop a range of creative approaches

    2.1 Use a range of creative thinking techniques to generate innovative and creative ideas and concepts to address needs identified.

	2.2 Challenge, test and experiment with different ideas and concepts as part of a collaborative process.

2.2   Challenge, test and experiment with different ideas and concepts as part of a collaborative process.

2.3   Evaluate concepts in terms of their suitability for the target audience or purpose, their feasibility and commercial potential.

2.4   Take account of social, ethical, and environmental issues as concepts and ideas are generated and discussed.

2.5   Identify the required resources to achieve the desired creative and innovative outcomes.

2.6   Evaluate the effectiveness of different strategies for achieving desired outcomes.

2.7   Select concepts or approaches that achieve the required outcomes in an innovative and feasible way.

2.8   Present proposed concepts or approaches in an appropriate format.

3.   Refine concepts

3.1   Check and confirm that the concept development process is open to ongoing refinement and testing.

3.2   Seek input and feedback on concepts from relevant stakeholders.

3.3   Seek specialist advice on the creative and technical aspects of proposals as required.

3.4   Compare concepts with best practice examples of similar products, programmes, processes or services.

3.5   Use a range of creative and practical criteria to determine the advantages and disadvantages of different concepts.

3.6   Evaluate constraints on the realisation of concepts or ideas.

		3.7	Refine proposals based on analysis and feedback.
4.	Develop concepts to an operational level	4.1	Use refined concepts as the basis for developing detailed implementation specifications.
		4.2	Present specifications to relevant parties for approval, funding or endorsement.
		4.3	Reflect on the methodology used to generate concepts and ideas and note ways of improving this in the future.

RANGE STATEMENT

All range statements must be assessed:

1. **Ideas or concepts** may include but are not limited to:

   - Trends
   - Projects
   - Design

2. **Opportunities** may include but are not limited to:

   - Niche markets
   - Customisation

3. **Stakeholders** may include but are not limited to:

   - Employees
   - Shareholders
   - Creditors
   - Government

UNDERPINNING KNOWLEDGE AND SKILLS

Candidates must know and understand:

1. What are the relevant laws and policies that inform ideas, concepts and designs.

2. What are the relevant laws that govern a new business and what are the specific requirements into which the business is categorised.

3. How to research and evaluate existing information that informs new concept development.

4. How to identify and use gaps in product range, programmes, processes or services as the catalyst for generating new ideas or concepts where appropriate.

5. How and why it is important to expand the potential of new ideas through the exploration of opportunities beyond the obvious.

6. How to identify factors that could impact on ideas or concepts to be developed, including potential for commercialsation.

7. Why it is important to determine whether other players are filling identified gaps or investigating similar opportunities and how this may impact the generation of new ideas and concepts.

8. Why it is important to develop preliminary ideas on innovative and different ways to address needs and opportunities.

9. How to consult with relevant stakeholders and agree on broad parameters for developing ideas and concepts to meet market requirements and why it is important to do so.

10. How to use a range of creative thinking techniques to generate innovative and creative ideas and concepts to address needs identified.

11. What challenges, tests and experiments with different ideas and concepts are part of a collaborative process.

12. How to evaluate concepts in terms of their suitability for the target audience or purpose, their feasibility and their commercial potential.

13. How to take account of social, ethical and environmental issues as ideas and concepts are generated and discussed.

14. Why it is important to identify the required resources to achieve desired creative and innovative outcomes.

15. How to evaluate the effectiveness of different strategies for achieving desired outcomes.

16. How to select concepts or approaches that achieve the required outcomes in an innovative and feasible way.

17. Why it is important to present proposed concepts or approaches in an appropriate format and how to do so.

18. How to check and confirm that the concept development process is open to ongoing refinement and testing.

19. How and why to seek input and feedback on concepts from relevant stakeholders.

20. How to seek specialist advice on the creative and technical aspects of proposals as required.

21. Why it is necessary to compare concepts with best practice, examples of similar products, programs, processes or services and how to do so.

22. How to use a range of creative and practical criteria to determine the advantages and disadvantages of different concepts.

23. How to evaluate constraints on the realisation of ideas or concepts.

24. How to refine proposals based on analysis and feedback.

25. Why it is important to use refined concepts as the basis for developing detailed implementation specifications.

26. How to present specifications to relevant parties for approval, funding, or endorsement.

27. How to reflect on the methodology used to generate ideas and concepts and note ways of improving this in the future.

EVIDENCE GUIDE

For assessment purposes:

(1) Critical Aspects of Evidence

Candidates must prove that they can carry out **all** of the elements, meeting **all** the performance criteria, range and underpinning knowledge **on more than one occasion**. This evidence must come from a real working environment.

(2) Method of Assessment

Assessors should gather a range of evidence that is valid, sufficient, current and authentic.

Evidence may be collected in a variety of ways including:

- Observation
- Written/oral questioning
- Written evidence
- Witness testimony
- Professional discussion
- Project work

Questioning techniques should not require language, literacy or numeracy skills beyond those required in this unit of competency.

(3) Context of Assessment

This unit may be assessed on the job, off the job or a combination of both. Where assessment occurs off the job, that is the candidate is not in productive work, then an appropriate simulation must be used where the range of conditions reflects realistic workplace situations. The competencies covered by this unit would be demonstrated by a candidate working alone or as part of a team. The assessment environment should not disadvantage the candidate.

The candidate must have access to all tools, equipment, materials and documentation required. The candidate must be permitted to refer to any relevant workplace procedures, product and manufacturing specifications, codes, standards, manuals and reference materials.

Simulation **should not be used**, except in exceptional circumstances where natural work evidence is unlikely to occur.

UA60503   **Plan the business**

Unit Descriptor:

> This unit describes the knowledge, skills and attitudes required to research and develop an integrated business plan for achieving business goals and objectives.

ELEMENT	PERFORMANCE CRITERIA

Candidates must be able to:

1.	Identify elements of the business plan	1.1	Select products or services that will be the basis for the business plan.
		1.2	Ascertain and review the essential components of the business plan.
		1.3	Document business goals and objectives as a basis for measuring business performance.
2.	Develop a business plan	2.1	Research resources, legal and compliance requirements, specifically in relation to occupational health and safety in accordance with business goals and objectives.
		2.2	Research market needs and size and potential consumer buying habits according to the business plan.
		2.3	Identify sources and costs of finance from the financial plan to provide required finance for the business.
		2.4	Identify marketing and communication methods to promote the business and its products and services.
		2.5	Identify methods and means of production and operation and services from the production and operations plan to conform with business goals and objectives.
		2.6	Identify staffing requirements to produce or deliver products or service.

		2.7	Identify specialist services, sources of advice and cost in accordance with available resources where necessary.
3.	Develop strategies for minimising risks	3.1	Identify the specific interests and objectives of relevant persons and seek to confirm their support of the planned business direction outlined in the business plan.
		3.2	Identify and develop risk management strategies according to business goals and objectives and relevant legal requirements.
		3.3	Develop contingency plans to address possible areas of non-conformance within the business plan.

RANGE STATEMENT

All range statements must be assessed:

1. **Relevant persons** may include but are not limited to:

   - Creditors
   - Investors
   - Shareholders
   - Suppliers

2. **Relevant legal requirements** may include but are not limited to:

   - VAT
   - NIS & income taxes
   - Insurance

UNDERPINNING KNOWLEDGE AND SKILLS

Candidates must know and understand:

1. What are the occupational health and safety responsibilities and procedures for identifying hazards relevant to the business.

2. What are the different types of business planning - feasibility studies, strategic, operational, financial and marketing.

3. What are the relevant industry codes of practice for the business.

4. What is the purpose of the business plan.

5. What are the essential components of the business plan.

6. How to identify and document business goals and objectives as a basis for measuring business performance.

7. How to research resources, legal and compliance requirements, specifically in relation to occupational health and safety in accordance with business goals and objectives.

8. How to research market needs and market size and potential.

9. Why it is important to identify sources and costs of finance from the financial plan to provide required liquidity and profitability for the business and how to do so.

10. How to identify methods from the marketing strategies to promote the market exposure of the business.

11. Why it is important to identify methods and means of production and operation from the production and operations plan to conform with business goals and objectives and how to do so.

12. How to identify staffing requirements to effectively produce and deliver products and services.

13. How to identify specialist services and sources of advice where required and cost in accordance with resources available.

14. How to identify specific interests and objectives of relevant persons and seek and confirm their support of the planned business direction.

15. How to identify and develop risk management strategies according to business goals and objectives, and relevant legal requirements and why this is important.

16. How to develop contingency plans to address possible areas of non-conformance with the plan.

EVIDENCE GUIDE

For assessment purposes:

(1) Critical Aspects of Evidence

Candidates must prove that they can carry out **all** of the elements, meeting **all** the performance criteria, range and underpinning knowledge **on more than one occasion**. This evidence must come from a real working environment.

(2) Method of Assessment

Assessors should gather a range of evidence that is valid, sufficient, current and authentic.

Evidence may be collected in a variety of ways including:

- Observation
- Written/oral questioning
- Written evidence
- Witness testimony
- Professional discussion
- Project work

Questioning techniques should not require language, literacy or numeracy skills beyond those required in this unit of competency.

(3) Context of Assessment

This unit may be assessed on the job, off the job or a combination of both. Where assessment occurs off the job, that is the candidate is not in productive work, then an appropriate simulation must be used where the range of conditions reflects realistic workplace situations. The competencies covered by this unit would be demonstrated by a candidate working alone or as part of a team. The assessment environment should not disadvantage the candidate.

The candidate must have access to all tools, equipment, materials and documentation required. The candidate must be permitted to refer to any relevant workplace procedures, product and manufacturing specifications, codes, standards, manuals and reference materials.

Simulation **should not be used**, except in exceptional circumstances where natural work evidence is unlikely to occur.

UA60603   **Plan and manage business finances**

Unit Descriptor:

> This unit describes the knowledge, skills and attitudes required to develop a financial plan to support business viability.
>
> It involves implementing, monitoring and reviewing strategies for the ongoing management of a business's finances and day to day financial management of the business.

ELEMENT	PERFORMANCE CRITERIA

Candidates must be able to:

1. Determine costs, calculate prices and prepare profit statements	1.1 Identify and document costs associated with the production and delivery of the business's products or services.
	1.2 Calculate prices based on costs and profit margin for products and services using accounting principles.
	1.3 Calculate break-even sales point for products and services to establish business viability and profit margins.
	1.4 Identify pricing strategies for products and services in relation to market conditions implemented to meet business profit targets.
	1.5 Prepare projected profit statements to supplement the business plan.
2. Develop a financial plan	2.1 Set profit targets and goals to reflect current and projected market conditions.
	2.2 Identify working capital requirements to sustain long term business operations and meet projected profit targets and goals.
	2.3 Identify non-current asset requirements and consider alternative asset management strategies.
	2.4 Prepare cash flow projections to enable business operations in accordance with the business plan and legal requirements.

		2.5	Identify capital investment requirements for each operational period.
		2.6	Select budget targets to enable ongoing monitoring of financial performance.
3.	Acquire finance	3.1	Identify start-up and ongoing financial requirements according to the financial plans and budget.
		3.2	Identify sources of finance including potential financial backers to provide required liquidity for the payment of taxes in accordance with legal requirements.
		3.3	Investigate the costs of securing finance on optimal terms.
		3.4	Identify strategies to obtain finance as required to ensure the financial viability of the business.
4.	Implement a financial plan	4.1	Identify financial information requirements and obtain specialist services as required to profitably operate and extend the business in accordance with the business plan.
		4.2	Produce financial budgets and projections including cash flow estimates as required, for each forward period and distribute to relevant persons in accordance with legal requirements.
		4.3	Negotiate, secure and manage business capital to enable the implementation of the business plan and to meet the requirements of financial backers.
		4.4	Develop and maintain strategies to enable adequate financial provision for the payment of taxes in accordance with legal requirements.
		4.5	Develop, monitor and maintain client credit policies including contingencies for debtors in default to maximise cash flow.

	4.6 Select key performance indicators to enable the ongoing monitoring of financial performance.
	4.7 Record and communicate financial procedures to relevant persons to facilitate the implementation of the business plan.
5. Monitor financial performance	5.1 Evaluate and report on financial performance targets and analyse data to the extent of which the financial plan has been met.
	5.2 Assess marketing and operational strategies for their effects on the financial plan.
	5.3 Calculate and evaluate financial ratios according to own and industry benchmarks.
	5.4 Assess the financial plan to determine whether variations or alternative plans are required and adjust as required.

RANGE STATEMENT

All range statements must be assessed:

1. **Market conditions** may include but are not limited to:

    *   Supply & demand
    *   Demographics
    *   Cost of living

3. **Relevant persons** may include but are not limited to:

    *   Accountant
    *   Stakeholder
    *   Shareholders

2. **Legal requirements** may include but are not limited to:

    *   Value Added Tax (VAT)
    *   Income taxes and National Insurance (NIS)
    *   Insurance

UNDERPINNING KNOWLEDGE AND SKILLS

You need to know and understand:

1. What are the legal and ethical requirements for the business.

2. How to identify the necessary resources for the business start-up.

3. How to identify and document costs associated with the production and delivery of the business' products and services.

4. How to calculate prices based on costs and profit margin as an hourly charge out rate for labour or unit price for products.

5. How to calculate break-even sales point to establish business viability and profit margins.

6. Why it is important to identify appropriate pricing strategies in relation to market conditions to meet business profit targets.

7. How to prepare projected profit statements to supplement the business plan.

8. How to set profit targets and goals to reflect owners' desired returns.

9. Why it is important to identify working capital requirements to attain profit projections and how to do so.

10. Why it is important to identify non-current asset requirements and consider alternative asset management strategies and how to do so.

11. How to prepare cash flow projections to enable business operation in accordance with business plan and legal requirements.

12. How to identify capital investment requirements accurately for each operational period.

13. How to select budget targets to enable ongoing monitoring of financial performance.

14. Why it is important identify start-up and ongoing financial requirements according to the financial plan and budget and how to do so.

15. How to identify sources of finance including potential financial backers to provide required liquidity for the business to complement business goals and objectives.

16. Why it is important to investigate costs of securing finance on optimal terms.

17. How to identify strategies to obtain finance as required to ensure financial viability of the business.

18. Why it is important to identify financial information requirements and obtain specialist services as required to profitably operate and extend the business in accordance with the business plan.

19. How to produce financial budgets and projections including cash flow estimates as required for each forward period and distribute to relevant people in accordance with legal requirements.

20. How to negotiate, secure and manage business capital to best enable the implementation of the business plan and to meet the requirements of financial backers.

21. Why it is necessary to develop and maintain strategies to enable adequate financial provision for taxation in accordance with legal requirements.

22. How to develop, monitor and maintain client credit policies including contingencies for debtors in default to maximise cash flow.

23. Why it is important to select key performance indicators to enable the ongoing monitoring of financial performance.

24. How to record and communicate financial procedures to relevant persons to facilitate implementation of the business plan.

25. Why it is necessary to regularly monitor and report on financial performance targets and analyse data to establish the extent to which the financial plan has been met.

26. How to monitor marketing and operational strategies for their effects on the financial plan.

27. How to calculate and evaluate financial ratios according to own and industry benchmarks.

28. How to assess the financial plan to determine whether variations or alternative plans are required and adjust as required.

EVIDENCE GUIDE

For assessment purposes:

(1) Critical Aspects of Evidence

Candidates must prove that they can carry out **all** of the elements, meeting **all** the performance criteria, range and underpinning knowledge **on more than one occasion**. This evidence must come from a real working environment.

(2) Method of Assessment

Assessors should gather a range of evidence that is valid, sufficient, current and authentic.

Evidence may be collected in a variety of ways including:

- Observation
- Written/oral questioning
- Written evidence
- Witness testimony
- Professional discussion
- Project work

Questioning techniques should not require language, literacy or numeracy skills beyond those required in this unit of competency.

(3) Context of Assessment

This unit may be assessed on the job, off the job or a combination of both. Where assessment occurs off the job, that is the candidate is not in productive work, then an appropriate simulation must be used where the range of conditions reflects realistic workplace situations. The competencies covered by this unit would be demonstrated by a candidate working alone or as part of a team. The assessment environment should not disadvantage the candidate.

The candidate must have access to all tools, equipment, materials and documentation required. The candidate must be permitted to refer to any relevant workplace procedures, product and manufacturing specifications, codes, standards, manuals and reference materials.

Simulation **should not be used**, except in exceptional circumstances where natural work evidence is unlikely to occur.

UA60703   **Develop a marketing plan**

Unit Descriptor:

> This unit describes the knowledge, skills and attitudes required to research, develop and disseminate a marketing plan for a business. It involves formulating a marketing plan by developing specific marketing strategies and tactics in accordance with the overall business marketing objectives.
>
> Individuals operating at this level may receive input from persons working under their supervision who collect required information to devise specific marketing strategies and tactics.

ELEMENT	PERFORMANCE CRITERIA

Candidates must be able to:

1. Devise marketing strategies	1.1 Evaluate marketing options that address business objectives, their risks and returns as part of the selection process.
	1.2 Develop marketing strategies that address strengths and opportunities within the business and projected capabilities and resources allocated to achieve the marketing objectives.
	1.3 Create strategies which increase resources or business expertise where gaps exist between current capability and required marketing objectives.
	1.4 Work out feasible marketing strategies and communicate to stakeholders reasons that justify their selection.
	1.5 Verify that strategies align with the business strategic direction.
	1.6 Develop a marketing performance review strategy incorporating appropriate marketing metrics to review the business performance against marketing objectives.
2. Plan marketing tactics	2.1 Check and confirm tactics to implement each marketing strategy in terms of scheduling, costing, accountabilities, and persons responsible.

	2.2 Identify coordination and monitoring mechanisms for scheduled activities.
	2.3 Verify that tactics are achievable within the business' projected capabilities and budget.
	2.4 Check and confirm that tactics meet legal and ethical requirements.
	2.5 Confirm that tactics provide for the ongoing review of marketing performance against stated objectives and budgets and allow marketing targets to be adjusted if necessary.
3. Prepare and present a marketing plan	3.1 Verify that the marketing plan meets business marketing objectives and incorporates marketing approaches and a strategic marketing mix.
	3.2 Check and confirm that the marketing plan contains a rationale for objectives and information that supports the choice of strategies and tactics.
	3.3 Disseminate the marketing plan for approval in the required format and timeframe.
	3.4 Adjust and disseminate the marketing plan in response to feedback from key stakeholders for implementation within the required timeframe.

RANGE STATEMENT

All range statements must be assessed:

1. **Marketing strategies** may include but are not limited to:

   - Target market
   - Marketing mix
   - Market demand

2. **Marketing objectives** may include but are not limited to:

   - Market shares
   - Profit
   - Promotions
   - Growth

3. **Key stakeholders** may include but are not limited:

   - Partner
   - Employees

UNDERPINNING KNOWLEDGE AND SKILLS

Candidates must know and understand:

1. What are the legal requirements for establishing a business in the sector.

2. What are the necessary oral and written communication skills for the job.

3. How to use problem-solving processes to identify key information and issues, evaluate alternative strategies, anticipate consequences, implementation issues and contingencies.

4. Why it is important to evaluate marketing options that address business objectives, their risks and returns in the selection process and how to do so.

5. How to develop marketing strategies that address strengths and opportunities within the business projected capabilities and resources.

6. Why it is important to develop strategies which increase resources or business expertise where gaps exist between current capability and marketing objectives.

7. How to develop feasible marketing strategies and communicate reasons that justify their selection.

8. Why it is necessary to verify that strategies align with business's strategic direction and how to do so.

9. How to develop a marketing performance review strategy incorporating appropriate marketing metrics to review the business performance against marketing objectives.

10. Check and confirm tactics to implement each marketing strategy in terms of scheduling, costing, accountabilities and persons responsible.

11. What are some of the ways to identify coordination and monitoring mechanisms for scheduled activities.

12. How to verify that tactics are achievable within the business's projected capabilities and budget.

13. How to check and confirm that tactics meet legal and ethical requirements.

14. How to confirm that tactics provide for ongoing review of performance against objectives and budgets and allow marketing targets to be adjusted if necessary.

15. Why it is important to confirm that the marketing plan meets business marketing objectives and incorporates marketing approaches and strategic marketing mix.

16. How to check and confirm that marketing plan contains a rationale for objectives and information that supports the choice of strategies and tactics.

17. How and why to disseminate the marketing plan for approval in the required format and timeframe.

18. How to adjust and disseminate the marketing plan in response to feedback from key stakeholders for implementation within the required timeframe.

EVIDENCE GUIDE

For assessment purposes:

(1) Critical Aspects of Evidence

Candidates must prove that they can carry out **all** of the elements, meeting **all** the performance criteria, range and underpinning knowledge **on more than one occasion**. This evidence must come from a real working environment.

(2) Method of Assessment

Assessors should gather a range of evidence that is valid, sufficient, current and authentic.

Evidence may be collected in a variety of ways including:

- Observation
- Written/oral questioning
- Written evidence
- Witness testimony
- Professional discussion

Questioning techniques should not require language, literacy or numeracy skills beyond those required in this unit of competency.

(3) Context of Assessment

This unit may be assessed on the job, off the job or a combination of both. Where assessment occurs off the job, that is the candidate is not in productive work, then an appropriate simulation must be used where the range of conditions reflects realistic workplace situations. The competencies covered by this unit would be demonstrated by a candidate working alone or as part of a team. The assessment environment should not disadvantage the candidate.

The candidate must have access to all tools, equipment, materials and documentation required. The candidate must be permitted to refer to any relevant workplace procedures, product and manufacturing specifications, codes, standards, manuals and reference materials.

Simulation **should not be used**, except in exceptional circumstances where natural work evidence is unlikely to occur.

UA60803   Market the business

Unit Descriptor:	This unit describes the knowledge, skills and attitudes required to develop and implement marketing strategies. It also involves monitoring and improving the marketing mix and performance through continuous evaluation of strategies and activities.
	It is a foundation unit that covers general and basic marketing and promotional activities that do not require detailed or complex planning or implementation.

ELEMENT		**PERFORMANCE CRITERIA**

Candidates must be able to:

1.	Research marketing information	1.1	Examine the concept of marketing as it applies to the business.
		1.2	Identify and analyse the business marketing plan and relevant policies and procedures according to organisational procedures.
		1.3	Identify the need for marketing activities based on the established marketing plan.
		1.4	Investigate previous marketing activities for relevant information according to the marketing plan.
		1.5	Identify the profile of the target market segment according to the marketing plan.
		1.6	Identify the positioning and market mix for each target segment.
		1.7	Categorise expected outcomes from marketing activities.
2.	Develop marketing strategies	2.1	Analyse the business and its key products or services being offered to determine the focus of marketing activities in accordance with the objectives of the business plan.
		2.2	Evaluate the consumer base and target market for the business as a basis for the marketing objectives and strategies.

		2.3	Choose marketing objectives and strategies that are ethically and culturally appropriate in consultation with relevant persons and in accordance with the business plan.
3.	Determine a marketing mix for the business	3.1	Balance the product and service mix, volumes and pricing to optimise sales and profit.
		3.2	Evaluate the costs and benefits of using e-commerce, different distribution channels and providing different levels of customer service and consider the results in determining the marketing mix.
		3.3	Select promotional activities to suit the target market.
		3.4	Consider customer needs and preferences in determining the marketing mix.
		3.5	Decide on the marketing mix according to market and business needs.
4.	Implement marketing strategies	4.1	Brief persons involved in the marketing effort on their roles and responsibilities to ensure the success of marketing strategies.
		4.2	Plan and implement promotional activities in accordance with marketing objectives and budgetary requirements
		4.3	Contribute to assigning responsibilities and functions to relevant personnel performing specific marketing functions.
		4.4	Monitor marketing activities, review and amend activity plan as required.
5.	Monitor and improve marketing performance	5.1	Review marketing activities and evaluate the business performance according to the objectives and targets of the business plan.
		5.2	Analyse performance gaps and take corrective action or set new targets.
		5.3	Encourage relevant persons to propose ways to improve marketing performance.

5.4   Seek and analyse customer reactions to all aspects of the marketing mix using culturally appropriate processes to improve targeting and outcomes.

5.5   Conduct ongoing research of customer requirements to identify opportunities for change and improvement.

5.6   Review and investigate changes in the market for new opportunities to aid in the development of future business.

RANGE STATEMENT

All range statements must be assessed:

1. **Marketing activities** may include but are not limited to:

   - Networking
   - Customer delight/experience
   - Research

2. **Relevant persons** may include but are not limited to:

   - Partners
   - Shareholders

3. **Promotional activities** may include but are not limited to:

   - Public relations
   - Sales promotions
   - Advertising
   - Personal selling

UNDERPINNING KNOWLEDGE AND SKILLS

Candidates must know and understand:

1. What are the legal, ethical and cultural requirements and practices to consider when creating a marketing plan for the business.

2. What literacy and numeracy skills are required to develop a marketing plan for the business.

3. Why it is important to research the concept of marketing as it applies to a business and how to do so.

4. How to identify and analyse the business marketing plan, relevant policies and procedures and why.

5. How to identify the need for marketing activities from the established marketing plan.

6. Why it is necessary to investigate previous marketing activities for relevant information and how to do so.

7. How to identify the profile of the target market segment.

8. How to identify the positioning and market mix for each target segment.

9. How and why it is important to identify expected outcomes from marketing activities.

10. What are the different ways to analyse the business and its key products or services to determine the focus of marketing activities in accordance with objectives of the business plan.

11. Which method is considered best to evaluate the customer base and target market for the business as a basis for the marketing objectives and strategies.

12. How to choose marketing objectives and strategies that are ethically and culturally appropriate, in consultation with relevant persons and in accordance with the business plan.

13. How to balance the product and service mix, volumes and pricing to optimise sales and profit.

14. Why it is important to evaluate the costs and benefits of using e-commerce, different distribution channels, providing different levels of customer service and to consider the results in determining the marketing mix and how to do so.

15. How to select promotional activities to suit the target market.

16. Why it is necessary to consider customer needs and preferences in determining the marketing mix and how to do so.

17. How to decide on the marketing mix according to market and business needs.

18. Why it is important to brief persons involved in the marketing effort on their roles and responsibilities to ensure the success of marketing strategies and how to do so.

19. How to plan and implement promotional activities in accordance with marketing objectives and budgetary requirements.

20. How to contribute to assigning responsibilities and functions to relevant personnel performing specific marketing functions.

21.   Why it is important to monitor marketing activities and review and adjust the activity plan as required and how to do so.

22.   How to monitor marketing activities and evaluate business performance according to the objectives and targets of the business plan.

23.   Which method is preferred to analyse performance gaps and take corrective action or set new targets.

24.   How to encourage relevant persons to propose ways to improve marketing performance.

25.   How to seek and analyse customer reactions to all aspects of the marketing mix using culturally appropriate processes to improve targeting and outcomes.

26.   How to conduct ongoing research of customer requirements to identify opportunities for change and improvement.

27.   Why it is important to monitor and investigate changes in the market for new opportunities to aid business development.

EVIDENCE GUIDE

For assessment purposes:

(1) Critical Aspects of Evidence

Candidates must prove that they can carry out **all** of the elements, meeting **all** the performance criteria, range and underpinning knowledge **on more than one occasion**. This evidence must come from a real working environment.

(2) Method of Assessment

Assessors should gather a range of evidence that is valid, sufficient, current and authentic.

Evidence may be collected in a variety of ways including:

- Observation
- Written/oral questioning
- Written evidence
- Witness testimony
- Professional discussion
- Project

Questioning techniques should not require language, literacy or numeracy skills beyond those required in this unit of competency.

(3) Context of Assessment

This unit may be assessed on the job, off the job or a combination of both. Where assessment occurs off the job, that is the candidate is not in productive work, then an appropriate simulation must be used where the range of conditions reflects realistic workplace situations. The competencies covered by this unit would be demonstrated by a candidate working alone or as part of a team. The assessment environment should not disadvantage the candidate.

The candidate must have access to all tools, equipment, materials and documentation required. The candidate must be permitted to refer to any relevant workplace procedures, product and manufacturing specifications, codes, standards, manuals and reference materials.

Simulation **should not be used**, except in exceptional circumstances where natural work evidence is unlikely to occur.

UA60903   **Recruit and select staff**

Unit Descriptor:

> This unit describes the knowledge, skills and attitudes required to recruit and select staff. It applies to managers responsible for recruiting and selecting staff and involves defining future staffing requirements, determining job specifications, evaluating and selecting applicants and recruiting staff.

ELEMENT	PERFORMANCE CRITERIA

Candidates must be able to:

1. Define future staffing requirements	1.1 Seek advice from relevant parties to develop policies and procedures relating to the human resources staffing needs according to relevant legislation and the business plan.
	1.2 Access and utilise accurate and current information to define staffing requirements.
`	1.3 Identify the required competencies and attitudes of staff and team members.
	1.4 Consult relevant persons to assist as required according to organisational procedures.
	1.5 Support estimates of staffing requirements with appropriate calculations where necessary.
2. Determine job specifications	2.1 Confirm that job specifications reflect the role that the appointee will play in relation to the team.
	2.2 Take account of the views and requirements of relevant persons prior to completing the specifications.
	2.3 Write clear and concise job specifications aligning to human resource policies, operational plans and relevant legislation.
	2.4 Confirm specifications with relevant persons including remuneration prior to recruitment action according to organisational policies and procedures.

3.	Hire staff	3.1	Monitor and maintain staff recruitment procedures according to organisational human resources policies and relevant legislation.
		3.2	Advertise employment vacancies internally and externally according to policies and procedures and relevant legislation.
		3.3	Conduct job interviews and employment appraisal tests according to organisation policies and procedures.
		3.4	Initiate staff selection according to organisation policies and procedures to comply with legislation.
4.	Assess and select applicants	4.1	Carry out the selection process of applicants according to organisation policies and procedures and legal requirements.
		4.2	Evaluate information obtained from each candidate against specified selection criteria and note any additional influencing factors.
		4.3	Seek advice from relevant persons where difficulty in interpreting the selection criteria exists or there appears to be a conflict with the selection criteria.
		4.4	Identify and correct unintended deviations from agreed procedures before making selection decisions.
		4.5	Maintain complete, accurate and clear records of the selection processes according to organisational policies, procedures and legal requirements.
		4.6	Communicate the selection of applicants to authorised persons only following organisational policy and procedures.
		4.7	Inform candidates of selection decisions following each stage of the selection process.

4.8   Communicate   recommendations   for
        improvements to any aspect of the selection
        process to appropriate persons.

4.9   Confirm that the assessment and selection
        processes used and evidence gained justify
        the selection choice.

RANGE STATEMENT

All range statements must be assessed:

1. **Policies and procedures** may include but are not limited to:

   - Resources
   - Occupational safety and health
   - Terms of employment (competencies)
   - Relevant legislation
   - Records (recruitment and selection process)
   - Hiring process

2. **Relevant persons** may include but are not limited to:

   - Owner/managers
   - Human resources personnel
   - Recruitment personnel

UNDERPINNING KNOWLEDGE AND SKILLS

Candidates must know and understand:

1.   What are the relevant legal and ethical requirements for the job.

2.   What are the necessary competencies for the job role.

3.   How to identify policies and procedures regarding staffing needs.

4.   How to access and utilise accurate and current information to define staffing requirements.

5.   Why it is important to clearly identify competencies and attitudes required of staff and team members.

6.   Why it is necessary to consult relevant persons to assist as required and how to do so.

7.   How to support estimates of staffing requirements with appropriate calculations, where necessary.

8.   How to confirm that job specifications accurately reflect the role that the appointee will play in relation to the team.

9.   Why it is important to take account of the views and requirements of all relevant persons prior to completing the specifications.

10.   How to write clear and concise job specifications according to relevant legislation.

11.   Why it is important to confirm specifications with relevant persons prior to recruitment action according to organisation policies and procedures.

12.   How to monitor and maintain staff recruitment procedures.

13.   How to advertise employment vacancies internally and externally according to policies and procedures.

14.   How to conduct job interviews and employment appraisal tests according to policies and procedures.

15.   Why it is important to create staff selection policies and procedures to comply with equal opportunity and equal employment opportunity legislation.

16.   How to check and confirm that wages and conditions comply with relevant awards and agreements and policies.

17.   Why it is important to conduct assessment and selection processes according to organisation policies and procedures and legal requirements.

18.   How to evaluate information obtained from each candidate against specified selection criteria and note any additional influencing factors.

19.   How to seek advice from relevant persons promptly where difficulty in interpreting the selection criteria exists, or there appears to be a conflict of criteria.

20.   How to identify and correct unintended deviations from agreed procedures before making selection decisions.

21.   Why it is important to maintain complete, accurate and clear records of assessment and selection processes.

22.   How to confirm that selection recommendations are communicated to authorised persons only.

23.   Why it is necessary to inform candidates of selection decisions promptly and accurately following each stage of the selection process.

24.   How to promptly communicate recommendations for improvements to any aspect of the selection process to appropriate persons.

25.   How to confirm that assessment and selection processes used and evidence gained justify the selection choice.

EVIDENCE GUIDE

For assessment purposes:

(1) Critical Aspects of Evidence

Candidates must prove that they can carry out **all** of the elements, meeting **all** the performance criteria, range and underpinning knowledge **on more than one occasion**. This evidence must come from a real working environment.

(2) Method of Assessment

Assessors should gather a range of evidence that is valid, sufficient, current and authentic.

Evidence may be collected in a variety of ways including:

* Observation
* Written/oral questioning
* Written evidence
* Witness testimony
* Professional discussion

Questioning techniques should not require language, literacy or numeracy skills beyond those required in this unit of competency.

(3) Context of Assessment

This unit may be assessed on the job, off the job or a combination of both. Where assessment occurs off the job, that is the candidate is not in productive work, then an appropriate simulation must be used where the range of conditions reflects realistic workplace situations. The competencies covered by this unit would be demonstrated by a candidate working alone or as part of a team. The assessment environment should not disadvantage the candidate.

The candidate must have access to all tools, equipment, materials and documentation required. The candidate must be permitted to refer to any relevant workplace procedures, product and manufacturing specifications, codes, standards, manuals and reference materials.

Simulation **should not be used**, except in exceptional circumstances where natural work evidence is unlikely to occur.

UA61003   **Provide a quotation**

Unit Descriptor:

> This unit deals with the knowledge, skills and attitudes required to create a quotation for goods and services for the business.
>
> It involves the preparation and submission of written or oral quotations for goods or services to others, cost benefit analysis using relevant resources and taking follow up action.

ELEMENT	PERFORMANCE CRITERIA

Candidates must be able to:

1.	Clarify requirements	1.1	Confirm requirements with the funder or purchaser in accordance with organisational policy and procedures.
		1.2	Conduct market research in accordance with legislation, policy and procedures to confirm the viability of providing quotations.
		1.3	Use the information gathered from market research to develop quotations for the organisation.
2.	Establish costs and availability of resources	2.1	Obtain costs for labour, equipment or materials in accordance with organisational policies and procedures to be included in the quotation in full.
		2.2	Arrange and confirm the availability of required equipment, materials or personnel and the timeframe.
		2.3	Check that the infrastructure costs to the organisation for providing goods or services are included.
		2.4	Confirm that cost benefits or potential loss from any asset disposal at the conclusion of the contract is included.
3.	Prepare estimates	3.1	Write estimates to take account of all requirements and allow for contingencies.

		3.2	Structure estimates to provide for cost recovery or to return a profit according to legislation, policies and procedures.
		3.3	Verify that costs are estimated to enable the provision of goods or services to the standards required by the client.
		3.4	Check estimates for accuracy and details in accordance with organisational procedures and client requirements.
4.	Prepare and submit quotations	4.1	Arrange prepared quotations in accordance with organisational policies and procedures.
		4.2	Confirm that details included meet client requirements as specified.
		4.3	Submit quotations within required timeframes and according to policies and procedures.
		4.4	Confirm that organisational recordkeeping requirements and legislation for providing quotations are met.
5.	Take follow-up action	5.1	Negotiate changes and variations to quotations to meet the needs of clients and the organisation in accordance with policies, procedures and delegated authority.
		5.2	Evaluate the preparation process including the proposal and outcomes with stakeholders.
		5.3	Use feedback collected to improve the subsequent preparation of quotations for the organisation.

RANGE STATEMENT

All range statements must be assessed:

1. **Legislation, policies and procedures** may include but are not limited to:

    - Local and regional legislation and regulations
    - Ethics and accountability standards
    - Organisational policy, procedures and protocols

2. **Services quoted** may include but are not limited to:

    - Electronic
    - Computerised
    - Bureau services
    - Procedural systems
    - Training
    - Mechanical

3. **Clients** may include but are not limited to:

    - Private sector organisations
    - Government organisations
    - Intra-organisation units

4. **Stakeholders** may include but are not limited to:

    - Clients
    - Managers
    - Peers

UNDERPINNING KNOWLEDGE AND SKILLS

Candidates must know and understand:

1. What is the relevant legislation, guidelines, policies and practices relating for providing quotations for services.

2   What are the equal employment opportunity, equity and diversity principles for the organisation.

3. How to apply legislation and guidelines including occupational safety, health and environment when preparing and providing quotations.

4. How to identify public sector legislation including occupational safety, health and environment in the context of providing quotations.

5. What are the organisational tendering guidelines, policies and practices.

6. What are the legal requirements for selling government service agreements when government is the provider.

7. When to apply research and analysis methods to quotations.

8. How to select and apply numerical mathematical concepts, estimates and check reasonable results.

9. How to use a wide range of mathematical language to communicate mathematical information.

10. What are the financial accountability requirements of the organisation.

11. How to manage financial and other resources for an organisation that prepares quotations.

12. What are the technical and other vocabulary skills required for writing quotations.

13. What is the required language and style for writing quotations.

14. How to use problem solving techniques including conceptual and reasoning skills

15. Why it is important to use literacy skills for the oral clarification of issues, negotiating variations and changes with clients

16. What are the organisation's tendering management processes.

17. What are the implications of contracting the service of others to prepare a quotation.

18. Why it is important to have an approval process in the organisation.

19. What are the whole-of-life consideration requirements when providing a quotation.

20. How to obtain costs for labour, equipment or materials in accordance with the organisational policies and procedures to be included in the quotation in full.

21. Why it is important to check that the infrastructure costs to the organisation of providing the goods or services are included.

22. Why it is necessary to include the costs or benefits from any asset disposal at the conclusion of the contract and how to do so.

23. Why it is important to confirm that the details included meet client requirements as specified.

24. Why it is important to confirm that changes and variations to the quotation are negotiated to meet the needs of clients and the organisation in accordance with policies, procedure and delegated authority.

25. How to evaluate the preparation process including the proposal and outcomes with stakeholders.

26. How to use feedback collected to improve the subsequent preparation of quotations for the organisation.

27. What are the disposal considerations including legal aspects of disposals.

28. How to network with clients, suppliers and stakeholders.

29. Why it is important to respond to diversity including gender and disability.

EVIDENCE GUIDE

For assessment purposes:

(1) Critical Aspects of Evidence

Candidates must prove that they can carry out **all** the elements, meeting **all** of the performance criteria, range and underpinning knowledge **on more than one occasion**. This evidence must come from a real working environment.

(2) Methods of Assessment

Assessors should gather a range of evidence that is valid, sufficient, current and authentic.

Evidence may be collected in a variety of ways including:

- Observation
- Products of work
- Written/oral questioning
- Written evidence
- Witness testimony
- Professional discussion

Questioning techniques should not require language, literacy or numeracy skills beyond those required in this unit of competency.

(3) Context of Assessment

This unit may be assessed on the job, off the job or a combination of both on and off the job. Where assessment occurs off the job, that is the candidate is not in productive work, then an appropriate simulation must be used where the range of conditions reflects realistic workplace situations. The competencies covered by this unit would be demonstrated by an individual working alone or as part of a team. The assessment environment should not disadvantage the candidate.

The candidate must have access to all tools, equipment, materials and documentation required. The candidate must be permitted to refer to any relevant workplace procedures, product and manufacturing specifications, codes, standards, manuals and reference materials.

Simulation **must not be used**, except in exceptional circumstances where natural work evidence is unlikely to occur.

UA61103   **Support innovation in the workplace**

Unit Descriptor:

> This unit deals with the knowledge, skills and attitudes required to organise and support innovation as a team leader. It involves organising teams for innovation, facilitating and reflecting on innovative work practices and providing guidance and support to the team.
>
> This unit can be assessed with unit **UA24204 Lead work teams**.

ELEMENT	PERFORMANCE CRITERIA

Candidates must be able to:

1. Organise a team for innovation	1.1 Analyse the performance of employees that are being considered for inclusion in the innovative team.
	1.2 Gather and use the information on each potential member before inviting them to join the team according to the organisational policies, where applicable.
	1.3 Identify the strengths and weaknesses of each potential member being considered.
	1.4 Create and assign roles for each potential team member aligning these to the work role and abilities and the projects being considered.
	1.5 Establish ground rules for the team that will guide the project according to the standard operating procedures.
	1.6 Plan and schedule activities allowing time for creativity, thinking, challenges and collaboration with potential individuals and team.
	1.7 Develop personal and team rewards as an integral part of innovation projects and teamwork.
	1.8 Select the team for innovative work according to organisational policies where applicable.

2.	Facilitate innovative work practices	2.1	Organise and structure work to enable the integration of innovative work practices according to the standard operating procedures and organisation policies.
		2.2	Communicate work assignments to team members in ways that encourage and reference team-based innovation.
		2.3	Allocate tasks and activities to ensure the best use of individual and team members' skills and knowledge.
		2.4	Verify that work assignments include timelines that allow for innovation.
3.	Provide support and guidance to the team	3.1	Encourage team members to work in collaboration on work assignments, share information, knowledge and experiences in day-to-day work.
		3.2	Seek external stimuli and ideas to build up, encourage and maintain a network among team members to foster innovation.
		3.3	Offer guidance and information to the team on the use and benefits of innovation in the workplace using case studies and examples as demonstrations.
		3.4	Discuss and explore ideas with other team members on an ongoing basis.
		3.5	Coach team members to foster and enable the skills required to implement innovation in the workplace.
		3.6	Model behaviour that supports innovation following standard operation procedures.
4.	Reflect on model innovation practices in the workplace	4.1	De-brief and reflect on tasks, activities and opportunities utilised for improvement and innovation.
		4.2	Gather feedback from the team, management and customers and use for discussion and debates.

4.3   Discuss and record the challenges of being an innovative workplace in a constructive manner and act on the outcomes to improve and build a stronger team.

4.4   Celebrate success with innovation and reward team members and individuals according to standard operating procedures.

4.5   Use feedback gathered for additional training and the re-evaluation of tasks, activities and other projects in innovation.

RANGE STATEMENT

All range statements must be assessed:

1. **Ground rules** may include but are not limited to:

   - Boundaries for team activities and ideas
   - Intellectual property
   - Key roles and responsibilities
   - Timelines
   - Methods of communication

2. **External stimuli** may include but is not limited to:

   - External colleagues including technical experts
   - Other organisations

3. **Guidance** may include but is not limited to:

   - Coaching
   - Counselling
   - Modelling

4. **Behaviour that supports innovation** may include but is not limited to:

   - Reflection
   - Sympathy
   - Collaboration
   - Equity
   -

UNDERPINNING KNOWLEDGE AND SKILLS

Candidates must know and understand:

1. What is the relevant legislation or standard operating procedures that guide innovation in the workplace and various sectors.

2. Why it is important to analyse the performance of employees for an innovative team

3. How to gather information about each potential member before inviting them to join the team according to organisational policies where applicable.

4. How to recognise the strengths and weaknesses of each potential member being considered.

5. Why it is important to create and assign roles for each member aligning to the work role, abilities and the projects being considered.

6. How to establish ground rules for the team that will guide projects according to standard operating procedures.

7. How to plan and schedule activities allowing time for creativity, thinking, challenges and collaboration with potential individuals and the team and why it is important to do so.

8. How to develop personal and team rewards as an integral part of innovation projects and teamwork.

9. How to select a team for innovative work.

10. Why it is important to organise and structure work to enable the integration of innovative work practices according to standard operating procedures and organisational policies.

11. How to communicate work assignments to team members in ways that encourage and reference team-based innovation.

12. How to allocate tasks and activities to ensure the best use of skills and knowledge

13. Why it is important to verify that work assignments include timelines that allow for innovation.

14. Why it is important to encourage team members to work collaboratively on work assignments, share information, knowledge and experiences in their day-to-day work.

15. How to seek external stimuli and ideas to build up, encourage and maintain a network among team members to foster innovation.

16. Why it is important to offer guidance and information to the team on the use and benefits of innovation in the workplace, using case studies and examples as demonstrations.

17. How to discuss and explore ideas with other team members on an ongoing basis and why it is necessary to do so.

18. How to coach team members to foster and enable skills to implement innovation in the workplace.

19. How to model behaviour that supports innovation following standard operation procedures.

20. How to de-brief and reflect on tasks, activities and opportunities for improvement and innovation.

21.   How and why to gather feedback from the team, management, customers and use this for discussion and debates.

22.   How to discuss and record the challenges of being an innovative workplace in a constructive manner and act on the outcomes to improve and build a stronger team.

23.   Why it is necessary to celebrate success with innovation, reward team members and individuals according to standard operation procedures.

24.   How to use feedback gathered for additional training and re-evaluation of tasks, activities and other projects in innovation and why.

EVIDENCE GUIDE

For assessment purposes:

(1) Critical Aspects of Evidence

Candidates must prove that they can carry out **all** the elements, meeting **all** of the performance criteria, range and underpinning knowledge **on more than one occasion**. This evidence must come from a real working environment.

(2) Methods of Assessment

Assessors should gather a range of evidence that is valid, sufficient, current and authentic.

Evidence may be collected in a variety of ways including:

- Observation
- Project work
- Case studies
- Written/oral questioning
- Written evidence
- Witness testimony
- Professional discussion

Questioning techniques should not require language, literacy or numeracy skills beyond those required in this unit of competency.

(3) Context of Assessment

This unit may be assessed on the job, off the job or a combination of both on and off the job. Where assessment occurs off the job, that is the candidate is not in productive work, then an appropriate simulation must be used where the range of conditions reflects realistic workplace situations. The competencies covered by this unit would be demonstrated by an individual working alone or as part of a team. The assessment environment should not disadvantage the candidate.

The candidate must have access to all tools, equipment, materials and documentation required. The candidate must be permitted to refer to any relevant workplace procedures, product and manufacturing specifications, codes, standards, manuals and reference materials.

Simulation **must not be used**, except in exceptional circumstances where natural work evidence is unlikely to occur.

UA61203   **Develop operational strategies and procedures**

Unit Descriptor:

> This unit describes the knowledge, skills and attitudes required to develop and implement operational strategies based on the business plan requirements.
>
> It involves the development and implementation of operational strategies and procedures monitoring business performance and reviewing business operations.

ELEMENT	PERFORMANCE CRITERIA

Candidates must be able to:

1. Create operational strategies and procedures

1.1 Develop an operational plan to provide a clear and coherent direction for the business including resource allocation, production management and service provision in accordance with the business goals and objectives.

1.2 Identify occupational health and safety and environmental issues and implement strategies to minimise risk factors.

1.3 Design a quality control system for the business in line with industry standards, compliance requirements and cultural criteria.

1.4 Draft and develop performance measures and operational targets that conform to the operational business plan.

1.5 Establish strategies for innovation including the utilisation of existing, new or emerging technologies where practicable to optimise business performance.

1.6 Prepare and institute a human resource management plan for the business inclusive of onboarding staff and recurrent training in accordance with the operational plan.

		1.7	Establish a financial management system that creates systems to manage revenue, cost, resources, procurement and allocation for the business in line with the business goals and objective.
2.	Implement operational strategies and procedures	2.1	Develop systems and key performance indicators or targets to monitor business and staff performance and customer satisfaction.
		2.2	Confirm that systems are put in place to control stock, expenditure, cost, wastage, shrinkage and risks to health and safety in accordance with the business plan.
		2.3	Maintain staffing requirements and provide ongoing training where applicable within the budget to maximise productivity.
		2.4	Provide goods and services in accordance with established legal, ethical, cultural and technical standards.
		2.5	Provide goods and services in accordance with time, cost and quality specifications and customer requirements.
		2.6	Apply quality procedures to address goods and services and customer requirements in accordance with operational standards.
3.	Monitor business performance	3.1	Supervise the achievement of operational targets to ensure optimum business performance, in accordance with the business plan goals and objectives.
		3.2	Review operational systems and structures, with a view of increasing their effectiveness and supporting business performance goals.
		3.3	Investigate and analyse operating problems, to establish causes and implement changes as required as part of the business quality control system.
		3.4	Amend operational policies and procedures to incorporate corrective action.

4.   Review business operations

4.1 Assess and adjust the business operational plan as required to maintain business viability in accordance with business goals and objectives.

4.2 Record and communicate proposed changes to relevant persons to aid future planning and evaluation.

4.3 Conduct research into new business opportunities and adjust business goals and objectives as new opportunities arise.

RANGE STATEMENT

All range statements must be assessed:

1. **Occupational health and safety** may include but is not limited to:

   - Emergency procedures (reporting and investigating)
   - Employee orientation
   - Emergency evacuations

2. **Quality control system** may include but is not limited to:

   - Quality manual
   - Cost management
   - Controlling processes
   - Customer satisfaction

UNDERPINNING KNOWLEDGE AND SKILLS

Candidates must know and understand:

1. What are the legal, ethical and cultural requirements for the business.

2. What are the literacy and numeracy skills required to perform this duty for the business.

3. How to develop an action plan to provide a clear and coherent direction in accordance with the business goals and objectives.

4. How to identify occupational health and safety and environmental issues and implement strategies to minimise risk factors and why.

5. How to develop a quality system for the business in line with industry standards, compliance requirements and cultural criteria.

6. Why it is necessary to develop performance measures and operational targets to conform to the business plan.

7. How to develop strategies for innovation, including the utilisation of existing, new or emerging technologies where practicable, to optimise business performance.

8. Why it is important to implement systems and key performance indicators or targets to monitor business performance and customer satisfaction.

9. Why it is important to implement systems to control stock, expenditure, cost, wastage, shrinkage and risks to health and safety in accordance with the business plan.

10. Why it is necessary to maintain staffing requirements within budget to maximise productivity where applicable and how to do so.

11. How to carry out the provision of goods and services in accordance with established legal, ethical cultural and technical standards.

12. How to provide goods and services in accordance with time, cost and quality specifications, and customer requirements.

13. How to apply quality procedures to address goods and services and customer requirements.

14. How to regularly monitor the achievement of operational targets to ensure optimum business performance in accordance with the business plan goals and objectives.

15. Why it is important to review systems and structures with a view to effectively support business performance and how to do so.

16. How to investigate and analyse operating problems to establish causes and implement changes as required as part of the business quality system.

17. Why it is necessary to amend operational policies and procedures to incorporate corrective action and how to do so.

18. How to review and adjust the business plan as required to maintain business viability in accordance with business goals and objectives.

19. How to clearly record proposed changes to aid future planning and evaluation.

20. Why it is important to undertake ongoing research into new business opportunities and adjust business goals and objectives as new business opportunities arise and how to do so.

EVIDENCE GUIDE

For assessment purposes:

(1) Critical Aspects of Evidence

Candidates must prove that they can carry out **all** of the elements, meeting **all** the performance criteria, range and underpinning knowledge **on more than one occasion**. This evidence must come from a real working environment.

(2) Method of Assessment

Assessors should gather a range of evidence that is valid, sufficient, current and authentic.

Evidence may be collected in a variety of ways including:

- Observation
- Written/oral questioning
- Written evidence
- Witness testimony
- Professional discussion

Questioning techniques should not require language, literacy or numeracy skills beyond those required in this unit of competency.

(3) Context of Assessment

This unit may be assessed on the job, off the job or a combination of both. Where assessment occurs off the job, that is the candidate is not in productive work, then an appropriate simulation must be used where the range of conditions reflects realistic workplace situations. The competencies covered by this unit would be demonstrated by a candidate working alone or as part of a team. The assessment environment should not disadvantage the candidate.

The candidate must have access to all tools, equipment, materials and documentation required. The candidate must be permitted to refer to any relevant workplace procedures, product and manufacturing specifications, codes, standards, manuals and reference materials.

Simulation **should not be used**, except in exceptional circumstances where natural work evidence is unlikely to occur.

UA61303   **Procure products and services**

Unit Descriptor:

> This unit deals with the knowledge, skills and attitudes required to procure resources, either products or services, from external suppliers.
>
> It requires non-specialist managers to obtain the requisite products and services for operating and functioning of the business.

ELEMENT	**PERFORMANCE CRITERIA**

Candidates must be able to:

1.	Establish procurement guidelines	1.1	Comply with relevant business procedures and legal and ethical requirements when procuring resources.
		1.2	Seek support from colleagues or procurement or legal specialists on any aspect of procuring resources.
		1.3	Consult with others involved to identify the requirements for supplies, drafting detailed specifications where necessary.
		1.4	Use market research to source resources which meet the requirements where possible and identify a diverse range of supplies or suppliers to compare options.
2.	Secure products and services	2.1	Select resources and suppliers which offer the optimal mix of quality, costs, timelines and reliability.
		2.2	Negotiate with selected suppliers to reach an agreement which offers good value for money and is acceptable to both parties.
		2.3	Agree a contract which states the quality and quantity of supplies, timescales and costs, terms and conditions and consequences if either party fails to comply with the contract.

2.4 Monitor the performance of suppliers in terms of the quality, timeliness and reliability of supplies and take prompt action to resolve any problems in line with the terms of the contract.

RANGE STATEMENT

All range statements must be assessed:

1. **Others** may include but are not limited to:

   - Owner/manager
   - Legal personnel
   - Consultant

2. **Resources** may include but are not limited to:

   - Production/non-production
   - Finished products
   - Services

UNDERPINNING KNOWLEDGE AND SKILLS

Candidates must know and understand:

1. What are the safety and health guidelines required for the job.

2. What are the literacy and numeracy requirements to carry out their job role.

3. How to comply with relevant business procedures and legal and ethical requirements when procuring supplies.

4. Why it is important to seek support from colleagues or procurement or legal specialists on any aspect of procuring supplies.

5. Why it is necessary to consult with others involved to identify the requirements for supplies, drawing up detailed specifications, where necessary.

6. How to source supplies which meet the requirements and where possible identify a diverse range of supplies or suppliers to compare alternatives.

7. Why it is important to select supplies and suppliers which offer the optimal mix of quality, costs, timelines and reliability.

8. How to negotiate with selected suppliers to reach an agreement which offers good value for money and is acceptable to both parties.

9. Why it is important to agree to a contract which clearly states the quality and quantity of supplies, timescales and costs, terms and conditions and consequences if either party fails to comply with the contract.

10. How and why it is necessary to monitor the performance of suppliers in terms of the quality, timelines and reliability of supplies and take prompt action to resolve any problems in line with the terms of the contract.

EVIDENCE GUIDE

For assessment purposes:

(1) Critical Aspects of Evidence

Candidates must prove that they can carry out **all** of the elements, meeting **all** the performance criteria, range and underpinning knowledge **on more than one occasion**. This evidence must come from a real working environment.

(2) Method of Assessment

Assessors should gather a range of evidence that is valid, sufficient, current and authentic.

Evidence may be collected in a variety of ways including:

- Observation
- Written/oral questioning
- Written evidence
- Witness testimony
- Professional discussion
- Project work & photographs

Questioning techniques should not require language, literacy or numeracy skills beyond those required in this unit of competency.

(3) Context of Assessment

This unit may be assessed on the job, off the job or a combination of both. Where assessment occurs off the job, that is the candidate is not in productive work, then an appropriate simulation must be used where the range of conditions reflects realistic workplace situations. The competencies covered by this unit would be demonstrated by a candidate working alone or as part of a team. The assessment environment should not disadvantage the candidate.

The candidate must have access to all tools, equipment, materials and documentation required. The candidate must be permitted to refer to any relevant workplace procedures, product and manufacturing specifications, codes, standards, manuals and reference materials.

Simulation **should not be used**, except in exceptional circumstances where natural work evidence is unlikely to occur.

UA61403   Bid for work

Unit Descriptor:

This unit deal with the knowledge, skills and attitudes required to bid for work. It focuses on the relevant actions and procedures involved prior to writing and submitting a bid. It is relevant to in-house bid managers, other related professionals, technical specialists, marketing, sales and business development teams and business owners.

ELEMENT	PERFORMANCE CRITERIA

Candidates must be able to:

1. Gather intelligence and guide the bid	1.1 Collate bid documentation and obtain confirmation from entities of the 'bid no bid' decision.
	1.2 Conduct a due diligence audit to adhere to the relevant standards of care in relation to bidding activities and opportunities.
	1.3 Assign a bid manager and establish a team of professionals to work on the bid and allocate relevant roles and responsibilities.
	1.4 Steer the bid team to build the most appropriate solutions in accordance with the customer's requirements.
	1.5 Evaluate the suitability of the 'bid' against the criteria specified in the invitation to tender (ITT) and establish using criteria likelihood of being successful.
2. Prepare and submit tenders	2.1 Offer potential strategies, solutions and approaches to the bid in consultation with the bid team and key stakeholders to maximise success chances in line with the bid assessment or scoring criteria.
	2.2 Create a bid schedule, showing resources, key milestones, deadlines, review dates and deliverables in accordance with the bidding process.
	2.3 Confirm that bid submission requirements, agree and develop the presentation format for the bid by using the relevant templates.

2.4   Develop the organisation's strategic plan with bidding opportunities to assist with defining organisational direction and goals.

2.5   Review the strategy used for bidding and re-assess the 'bid no bid' decision, where appropriate.

RANGE STATEMENT

All range statements must be assessed:

1. **Roles and responsibilities** may include
    but are not limited to:

    - Team leader
    - Project timelines
    - Financial parameters
    - Manage relationships

UNDERPINNING KNOWLEDGE AND SKILLS

You need to know and understand:

1. What are the relevant legal, regulatory and ethical requirements relating to the bidding process.

2. What are the current best practices relevant to bidding and the appropriate process for collating all bid documentation.

3. How to obtain the information required to develop a bid plan, relevant principles of bid suitability and evaluation against the criteria specified in the proposal.

4. How to collate relevant bid documentation and obtain confirmation of the 'bid-no bid' decision.

5. Why it is necessary to conduct a due diligence audit to adhere to the relevant standards of care in relation to bidding activities and opportunities.

6. How to assign a bid manager and establish a team of professionals to work on the bid and allocate relevant roles and responsibilities.

7. How to steer the bid team to build the most appropriate solutions in accordance with the customer's requirements.

8. Why it is important to offer potential strategies, solutions and approaches to the bid in consultation with the bid team and key stakeholders; to maximise success chances in line with the bid assessment/scoring criteria.

9. How to create a bid schedule, showing resources, key milestones, deadlines, review dates and deliverables in accordance with the bidding process.

10. Why it is important to confirm bid submission requirements, agree and develop the presentation format for the bid by using the relevant templates.

11. How to develop your organisation's strategic plan with bidding opportunities to define organisational direction and goals.

12. How to review the opportunity captured strategy/solution and re-assess the 'bid no bid' decision, where appropriate.

EVIDENCE GUIDE

For assessment purposes:

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Level 3 — Glossary of Terms

Assessment methods

The methods which can be used to determine competence in performance and underpinning knowledge.

Assessors

The Assessor's role is to determine whether evidence presented by a candidate for assessment within the programme meets the required standard of competence in the relevant unit or element. The Assessor needs to be competent to assess to national standards in the area under assessment.

Approved Centre

Organisation/Centre approved by the TVET Council to offer full National Vocational Qualifications.

Case Studies

In situations where it is difficult for workplace assessment to take place, case studies can offer the candidate an opportunity to demonstrate potential competence.

A case study is a description of an actual or imaginary situation presented in some detail. The way the case study is presented will vary depending upon the qualification, but the most usual methods are written, taped or filmed.

The main advantage of a case study is the amount of evidence of underpinning knowledge it can generate and the specific nature of the evidence produced.

Competence

In the context of vocational qualifications, competence means: the ability to carry out prescribed activities to nationally pre-determined standards in an occupation. The definition embraces cognitive, practical and behavioural skills, underpinning knowledge and understanding and the ability to react appropriately in contingency situations.

Element

An element is a description of an activity which a person should be able to do. It is a description of an action, behaviour or outcome which a person should be able to demonstrate.

Explanation of NVQ Levels

NVQs cover five (5) levels of competence, from entry level staff at Level 1 through to senior management at Level 5.

Level 1 - Entry Level

Recognises competence in a range of varied work activities performed in a variety of contexts. Most work activities are simple and routine. Collaboration with others through work groups or teams may often be a requirement. Substantial supervision is required especially during the early months evolving into more autonomy with time.

Level 2 - Skilled Occupations:

Recognises competence in a broad range of diverse work activities performed in a variety of contexts. Some of these may be complex and non-routine and involve some responsibility and autonomy. Collaboration with others through work groups or teams and guidance of others may be required.

Level 3 - Technician and Supervisory Occupations:

Recognises competence in a broad range of complex, technical or professional work activities performed in a wide variety of contexts, with a substantial degree of personal responsibility and autonomy. Responsibility for the work of others and the allocation of resources are often a requirement. The individual is capable of self-directed application, exhibits problem solving, planning, designing and supervisory capabilities.

Level 4 - Technical Specialist and Middle Management Occupations:

Recognises competence involving the application of a range of fundamental principles and complex techniques across a wide and unpredictable variety of contexts. Requires very substantial personal autonomy and often significant responsibility for the work of others, the allocation of resources, as well as personal accountability for analysis, diagnosis, design, planning, execution and evaluation.

Level 5 - Chartered, Professional and Senior Management Occupations:

Recognises the ability to exercise personal professional responsibility for the design, development or improvement of a product, process, system or service. Recognises technical and management competencies at the highest level and includes those who have occupied positions of the highest responsibility and made outstanding contribution to the promotion and practice of their occupation.

External Verifier

The External Verifier is trained and appointed by the TVET Council and is competent to approve and ensure an approved Centre's quality of provision.

Internal Verifier

The Internal Verifier acts in a supporting role for Assessors to ensure consistent quality of assessment and competence. They need to be competent to assess to national standards in the area under assessment.

NVQ

National Vocational Qualifications (NVQs) are work-based qualifications that assess an individual's competence in a work situation and certify that the individual can perform the work role to the standards expected in employment.

NVQs are based on national occupational standards of competence drawn up by standards-setting bodies known as Industry Lead Bodies. The standards describe the level and breadth of performance that is expected of persons working in the industry or sector which the NVQ covers.

NVQ Coordinator

Within each approved Centre offering NVQs, there is a centre contact who has overall responsibility for the operation and administration of the NVQ system.

Observation

Observation of the candidate carrying out his/her job in the workplace is the assessment method recommended in the vast majority of units and elements. Observation of staff carrying out their duties is something that most supervisors and managers do every day.

Performance criteria

Performance criteria indicate what is required for the successful achievement of an element. They are descriptions of what you would expect to see in competent performance.

Product of Work

This could be items produced during the normal course of work which can be used for evidence purposes such as reports, menus, promotional literature, training plans, etc.

Questioning

Questioning is one of the most appropriate ways to collect evidence to assess a candidate's underpinning knowledge and understanding.

Questioning can also be used to assess a candidate in those areas of work listed in the range which cannot be assessed by observation. Guidance on when this assessment method can be used is given in the assessment guidance of each individual element.

As an assessment method, questioning ensures that the Assessor has all of the evidence about a candidate's performance. It also allows them to clarify situations.

Range statements

The range puts the element of competence into context. A range statement is a description of the range of situations to which an element and its performance criteria is intended to apply.

Range statements are prescriptive therefore each category must be assessed.

Role-plays

Role-plays are simulations where the candidate is asked to act out a situation in the way he/she considers "real" people would behave. By using role-play situations to assess a candidate the Assessor is able to collect evidence and make a judgment about how the candidate is most likely to perform. This may be necessary if the range specified includes a situation in which the candidate is unlikely to find himself/herself in the normal course of their work, or where the candidate needs to develop competence before being judged competently, for example, in a disciplinary situation,

Simulations

Where possible, assessment should always be carried out by observing **natural performance** in the workplace. **Simulated performance,** however, can be used where specified to collect evidence about an aspect of the candidate's work which occurs infrequently or is potentially hazardous, for example, dealing with fires.

By designing the simulated situation, briefing the candidate and observing his/her performance, the Assessor will be able to elicit evidence which will help you judge how a candidate is **most likely** to perform in real life.

Supplementary evidence

Supplementary evidence can be used to confirm and support performance evidence. Types of supplementary evidence include witness testimonies, reports, journals or diaries, records of activities, personal statements, simulation (see note in glossary).

Underpinning knowledge

Underpinning knowledge indicates what knowledge is <u>essential</u> for a person to possess in order to successfully achieve an element and prove total competence.

Units

A unit of competence describes one or more activities which form a significant part of an individual's work. Units are accredited separately but in combination can make up a vocational qualification. There are two categories of units:

Mandatory units - are core to a qualification and must be completed.

Optional units - candidates must choose the required number of individual units, specified in the qualification structure, to achieve the qualification.

Work-based projects

Work-based projects are a useful way for you to collect evidence to support any decision you make about a candidate's performance. They are particularly appropriate in determining the level of a candidate's underpinning knowledge and understanding where it may be insufficient to rely only on questioning and observation.

A project often involves the identification of a solution to a specific problem identified by the Assessor and/or the candidate (such as looking at ways to redress a recent drop in sales), or may be a structured programme of work built around a central situation or idea (such as the introduction of a new job rostering process).