Competency Standards for Caribbean Vocational Qualifications (CVQ)

CCAGRABCP1212   CVQ Level 2 in Agricultural Entrepreneurship – Crop Production

Unit Number	Unit Title	Requirement
U92402	Create a business development plan	Mandatory
U92502	Maintain safe and effective working practices	Mandatory
U73603	Deliver reliable customer service	Mandatory
U93302	Manage the operation and performance of an enterprise	Mandatory
U93402	Plan to improve sales and marketing	Mandatory
U93502	Evaluate the effectiveness of sales and marketing	Mandatory
U93602	Manage business finances	Mandatory
U92602	Sell products and services	Mandatory
UA04402	Develop a personal entrepreneurial strategy	Mandatory
UA04502	Establish and maintain vegetable crops	Mandatory
UA04602	Maintain a planted area	Mandatory
UA04702	Use agricultural chemicals	Mandatory
UA04802	Manage weeds	Mandatory
UA04902	Support crop harvesting	Mandatory
U86401	Operate farm machinery and equipment	Mandatory

To obtain a Caribbean Vocational Qualification (CVQ) all Mandatory Units must be achieved.

Legend to Unit Code

AGR AB CP 121 2

Industry

Sector

Sub-sector

National Qualification Level

Version Control
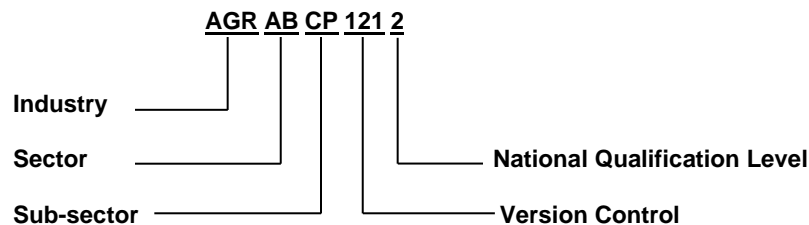
Key: AGR – Agr; AB – Agri-Business; CP – Crop Production

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National Occupational Standards (UK)

Members of the Working Group

Ms. Sonia Blackman-Francis	-	Extension Officer, Ministry of Agriculture
Ms. Celeste Foster	-	CEO, Barbados Entrepreneurship Foundation
Dr. Richard	-	GrahamConsultant, Facilitator
Mr. John Hunte	-	Secretary, Organic Growers and Consumers Association
Mr. Kareem Payne	-	Project Manager, Youth Agri-preneurship Incubator Programme
Mr. Troy	-	WeekesEntrepreneurial Scientist

Country of Origin
Barbados

Qualification Overview

This qualification is aimed at training providers, farm operators and potential agricultural entrepreneurs. The qualification is designed to support farming entrepreneurs in developing skills, planning their careers and/or in the development of sustainable businesses.

At this level, operators must have an understanding of the required skills and knowledge to successfully operate an enterprise and to recognise and develop business opportunities as they arise.

Like all CVQs this qualification is competence based. This means that it is linked to the candidate's ability to competently perform a range of tasks connected with their work. Candidates must plan a programme of development and assessment with their assessors and compile a portfolio of evidence to prove that they are competent in their work role.

Who is the qualification for?

The qualification is designed for a skilled individual who is operating an enterprise or functioning with a great deal of autonomy within one. It presupposes that the individual has a basic knowledge of agriculture and seeks to build business skills and add a fresh layer of knowledge to support this.

Jobs within the Occupational areas and the respective cluster of units

Farm operators
Agriculturists

Where could it be used

For young agriculturalists seeking to carve out a career, the qualification offers an insight into the possibilities that exist for engaging in entrepreneurial activity.

Occupational Standards can also be used to:

- Prepare job descriptions and specifications
- Determine recruitment criteria
- Appraise staff performance objectively
- Identify skill and training gaps and needs
- Conduct labour market analyses
- Develop curriculum
- Assess the effectiveness of training programmes
- Determine compensation and rewards

The benefits of acquiring the CVQ to candidates

- Provide a basis for articulation and accreditation
- Provides a broad-based preparation for employment
- Is an alternative route to further/higher education
- Complements and has parallel standing with academic qualifications
- Provides enhanced employability and higher earning potential
- Facilitates an apprenticeship with actual work experience
- Equips candidates with the knowledge, skills and attitudes for the workplace
- Past work experience and skills can count towards achieving the CVQ
- Allows for continuity whereby if a candidate cannot complete the CVQ at a centre or school, they can continue at another approved centre
- CVQ's are recognised qualifications and facilitates free movement of labour throughout CARICOM

The benefits of the CVQ to employers

- Provides a larger cadre of skilled employees/candidates to choose from
- Reduces cost of recruiting and selecting the ideal job candidate
- Reduces cost for training workers
- Ensures higher levels of productivity

The benefits of the CVQ to the Caribbean region:

- Produces a higher skilled workforce that is ready to adapt to ever-changing global demands
- Provides greater access for persons to achieve higher qualifications
- Contributes to the region's human resource capacity development

U92402   **Create a business development plan**

Unit Descriptor:

This unit describes the knowledge, skills and attitudes required to develop a business plan. Candidates are required to identify realistic objectives and potential growth areas. They will need to develop a plan which details how resources will be deployed to create a business that will be sustainable.

ELEMENT	PERFORMANCE CRITERIA

Candidates must be able to:

1. Create a business plan

1.1   Determine the overall key business objectives to facilitate development of the business plan.

1.2   Identify the strengths and weaknesses in the business activities that may impact development of the business plan.

1.3   Determine short, medium and long term business objectives to facilitate development of the business plan.

1.4   Identify different ways in which the business objectives may be achieved.

1.5   Select the most appropriate business model and outline activities to meet business objectives.

2. Monitor and evaluate the business plan

2.1   Evaluate performance and compare with the business development plan.

2.2   Evaluate the business planning process and make improvements where necessary.

2.3   Update the business plan in line with any changes.

RANGE STATEMENT

All range statement items must be assessed:

1. **Business objectives** may include but not limited to:

   - Products and services
   - Costs/revenue
   - Processes
   - Quality
   - Sustainability
   - Return on investment

UNDERPINNING KNOWLEDGE AND SKILLS

Candidates should know and understand:

1. Why a business plan is important.

2. How to identify strengths and weaknesses in the activities of the business.

3. How to set short, medium and long term business objectives.

4. How to select the most appropriate business model and plan activities to meet the business objectives.

5. What are the resources available for use.

6. How to develop a contingency plan.

7. How to apply the business plan to your work activities.

8. How to monitor performance and compare it with the business plan targets.

9. How to evaluate the business plan and update where necessary.

10. How to carry out market research and analyse market research information.

11. How to determine and monitor sustainability.

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
- Professional discussion

(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.

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. Maintain the safety of self and others in the workplace	1.1	Work according to training and instructions received 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.
	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.
	1.6	Keep the immediate work area tidy and free from hazards.
	1.7	Dispose of waste 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.
	1.10	Carry out work in an organised and efficient manner in accordance with specified procedures.
2. Maintain working relationships with others	2.1	Develop appropriate and effective working relationships with others in accordance with organisational requirements.
	2.2	Carry out activities requiring cooperation with others in accordance with required procedures.
	2.3	Handle disagreements and in accordance with organisational procedures.
	2.4	Communicate and in a manner which promotes effective working relationships.
3. Maintain and develop personal performance	3.1	Take responsibility for tasks and activities in accordance with organisational requirements, either alone as part of a team.
	3.2	Seek advice from the appropriate person if clarification is required concerning specific tasks.
	3.3	Review with appropriate persons, personal performance and development within agreed timelines.

RANGE STATEMENT

All range statement statements must be assessed:

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

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

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

   - Manual
   - Electronic

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

   - Solid
   - Liquids
   - Hazardous/toxic

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

   - Colleagues
   - Supervisors
   - Customers

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

   - Productivity
   - Quality of work

UNDERPINNING KNOWLEDGE AND SKILLS

Candidates should know and understand:

1.   How to carry out work activities while 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 efficiency and effectiveness.

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 it 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
- Professional discussion

(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.**

U73603 **Deliver reliable customer service**

Unit Descriptor:	This unit deals with the knowledge, skills and attitudes required to deliver consistent and reliable service to customers. It looks at how to work with the organisation's service systems to meet or exceed customer expectations. It also examines how to deal with different types of customers in different circumstances and monitor that customer expectations have been met.

ELEMENT	PERFORMANCE CRITERIA

Candidates must be able to:

1.	Give consistent service to customers	1.1	Make realistic commitments to customers regarding service delivery.
		1.2	Keep commitments to customers according to organisational standards.
		1.3	Inform customers and provide reasons when commitments cannot be kept.
		1.4	Identify and acknowledge changes in customer needs or expectations and adapt the service to meet these new requirements.
		1.5	Refer customers to appropriate persons or organisations if unable to deal with their needs and expectations and keep them informed of what is happening.
2.	Check customer service delivery	2.1	Monitor service delivery to ensure it meets customer needs and expectations.
		2.2	Identify opportunities to deliver better service or improve service delivery.
		2.3	Share relevant information with customers to maintain the organisation's standards of service delivery.

RANGE STATEMENT

All range statements must be assessed:

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

   - Internal
   - External

2. **Service delivery** may include but not limited to:

   - Procurement
   - Logistics
   - Transport
   - Operations

UNDERPINNING KNOWLEDGE AND SKILLS

Candidates should know and understand:

1.   What is commitment and why it is important to keep it.

2.   Why it is important to inform customers of commitments that cannot be kept and how and when to do so.

3.   What are the organisational services or products.

4.   What are the organisational procedures and systems for delivering customer service.

5.   How to recognise changes in customer needs and expectations.

6.   How to adapt customer service to changing customer needs.

7.   How, when and why it is important to refer customers for resolution to a customer service issue.

8.   What is service delivery and how to check it to make sure it meets customer needs and expectations.

9.   How to identify opportunities to provide improved customer service.

10.   What is feedback and how to obtain it.

11.   What are the types of information that should be shared with customers.

12.   What are the organisational standards for service delivery.

13.   What is conflict resolution and how to employ it.

14.   What are the methods and systems for measuring an organisation's effectiveness in delivering customer service.

15.   Why it is important to keep customers up to date on changes.

16.   What are the organisational procedures and systems for checking service delivery.

17.   What are the organisational requirements for health and safety in own area of work.

18.   What is rapport and how to develop it with customers.

19.   What are positive and negative body language and facial expressions.

20.   How and why people are different.

21.   What are the contractual agreements, customers share with the organisation.

22.   What are the products or services of the organisation relevant to the service delivery role.

23.   What are the various communication methods and procedures and how to use them.

24.   How to deal with persons with diverse backgrounds and abilities.

25.   What are the organisational standards and procedures.

EVIDENCE GUIDE

For assessment purposes:

(1) Critical Aspects of Evidence

Candidates must prove that they can carry out **all** the elements, meeting **all** the performance criteria, range and underpinning knowledge **over a three-month period**. 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:

- Products of work
- 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.

U93302	**Manage the operation and performance of an enterprise**

Unit Descriptor:	This unit describes the knowledge, skills and attitudes required to manage an agricultural or horticultural enterprise. The enterprise should have clear business objectives/targets and the system of production must be planned to deliver these. Equally, operating procedures and protocols must be defined and clearly communicated. Enterprise management practices must be compliant with environmental standards, legislation and codes of practice. A team approach to completing this unit is suggested.

ELEMENT	**PERFORMANCE CRITERIA**

Candidates must be able to:

1. Plan and manage enterprise operations	1.1	Define the objectives/targets of the enterprise and plan the production system accordingly.
	1.2	Produce physical and financial forecasts based on the targets.
	1.3	Produce and communicate the procedures and protocols to manage and monitor the performance of the enterprise to the team.
	1.4	Manage the enterprise production system to minimise the environmental impact comply with industry standards and codes of practice.
	1.5	Contribute to implementing systems to safeguard the health and hygiene of the produce at all times.
	1.6	Establish measures for the recycling or disposing of waste in accordance with legal and industry requirements.
	1.7	Use resources while working within existing legislative requirements.
2. Monitor the enterprise	2.1	Confirm that the plan produces products that meet and respond to changing customer/market requirements.
	2.2	Confirm compliance with relevant quality assurance standards.

2.3   Evaluate the development of new technologies and their value and appropriateness to the enterprise.

2.4   Review and evaluate the performance of the enterprise to ensure targets and objectives are being met and make necessary changes.

2.5   Review the effectiveness of policies and protocols and make necessary change

2.6   Confirm that appropriate records are maintained.

2.7   Confirm that working methods promote health and safety and are consistent with relevant legislation and codes of practice.

RANGE STATEMENT

All range statements must be assessed:

1. **Production system** may include but not limited to:

   - Conventional
   - Organic
   - Hydroponic
   - Aquaponics
   - Technology development

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

   - Equipment
   - Nutrients
   - Waste
   - People

UNDERPINNING KNOWLEDGE AND SKILLS

Candidates should know and understand:

1. How to define the objectives and targets of an enterprise.

2. How to plan and manage the production system.

3. How to produce physical and financial forecasts based on targets.

4. How to produce and communicate procedures and protocols to the team to manage the performance of the enterprise.

5. How to plan and manage the production system to minimise environmental impact and comply with industry standards and codes of practice.

6. How to plan and implement systems to safeguard the health and hygiene of the produce.

7. What are the legal and industry requirements for recycling or disposing of waste.

8. How to establish measures for recycling and disposing of waste.

9. What are the legislative requirements for planning and managing the use of resources.

10. What are the changing customer/market requirements.

11. How to ensure that the plan produced products that meet and respond to changing customer/market requirements.

12. What are the relevant quality assurance standards.

13. How to monitor compliance with relevant quality assurance standards.

14. How to evaluate the development of new technologies and their value and appropriateness to the enterprise.

15. How to evaluate the performance of the enterprise to ensure targets and objectives are being met

16. What changes need to be made following the evaluation of the performance of the enterprise.

17. How to review the effectiveness of policies and protocols and make changes where necessary.

18. Why it is important to maintain appropriate records.

19. Why it is important to ensure that working methods promote health and safety and comply with relevant legislation and codes of practice, 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** 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 of competence may be obtained through a variety of methods including:

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

(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.

U93402   Plan to improve sales and marketing

Unit Descriptor:	This unit describes the knowledge, skills and attitudes required to plan to improve sales and marketing for crops. Candidates will be required to gather information to determine trends in the sales of products or services and identify opportunities for the development of sales and marketing objectives. They will also need to develop a plan which includes setting objectives, timelines and determine the cost of a sales and marketing campaign.

ELEMENT	PERFORMANCE CRITERIA

Candidates must be able to:

1. Gather information	1.1	Collate and evaluate information on sales figures and sales and marketing trends relating to products or services.
	1.2	Use the information to determine the market and customers for products or services.
	1.3	Determine whether there are opportunities in the market for new products or services now or in the future.
	1.4	Research and collate information on competitors' products and services and the impact on the business.
	1.5	Review collated information to ensure that conclusions support the strategy, objectives and development plans of the business.
	1.6	Communicate information to relevant persons.
2. Plan marketing	2.1	Decide what is to be achieved by marketing and match this to the strategy, objectives and development plans of the business.
	2.2	Evaluate the success of any previous marketing efforts and use this information to build a marketing plan

		2.3	Determine a reasonable time to achieve marketing objectives.
		2.4	Prepare a detailed budget for marketing to match the objectives of the business.
		2.5	Produce a marketing plan based on information obtained.
		2.6	Communicate the marketing plan to relevant persons.
3.	Prepare a sales plan	3.1	Confirm that sales targets match the strategy, policy and objectives of the business.
		3.2	Determine a reasonable time to achieve sales targets.
		3.3	Confirm the available sales tools and techniques for the business.
		3.4	Prepare a detailed budget for sales and examine the likely effect on the business of achieving or not achieving the sales targets.
		3.5	Produce a comprehensive sales plan based on the strategy, policy and objectives of the business.
		3.6	Communicate the sales plan to relevant persons.

RANGE STATEMENT

All range statement items must be assessed:

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

   - Local
   - Regional
   - International

2. **Research** may include but not limited to:

   - Published reports and statistics
   - Internet
   - Marketing specialists
   - Sales specialists
   - Marketing and sales journals

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

   - Team members
   - Technical specialists

4. **Sales tools** may include but not limited to:

   - Direct marketing
   - Print media advertising
   - Electronic media advertising
   - Social media

5. **Sales techniques** may include but not limited to:

   - Up selling
   - Personal selling
   - Cross selling

UNDERPINNING KNOWLEDGE AND SKILLS

Candidates should know and understand:

1. How to collate and evaluate information on sales figures and sales and marketing trends relating to products or services.

2. How to use collated and evaluated information to determine the market and customers for products or services.

3. How to ensure the right products are targeted at the right customers.

4. How to determine whether there are opportunities in the market for new products or services now or in the future.

5. What are the characteristics and specific requirements of various markets.

6. Why it is important to research and collate information on competitor's products and services and its impact on the business.

7. How to conduct market and sales research and collate and analyse information on competitor's products and services and determine its impact on the business.

8. Why it is important to review collated information to ensure that conclusions support the strategy, objectives and development plans of the business.

9. How to communicate information to relevant persons.

10. How to decide what is to be achieved by marketing and how to match this to the strategy, objectives and development plans of the business.

11. Why it is important to evaluate the success of previous marketing efforts and how to use this information to build a marketing plan.

12. What is a reasonable time to achieve marketing objectives and sales targets.

13. How to prepare a detailed budget for marketing and sales.

14. How to develop a simple marketing plan.
15. How to conduct primary research.

16. What are marketing and sales plans and how to produce comprehensive plans.

17. Why it is important to communicate the marketing and sales plans to relevant persons.

18. Why it is important that sales targets match the strategy, policy and objectives of the business.

19. What are the available sales tools and techniques for the business.

20. How to examine the likely effect on the business of achieving or not achieving sales targets.

21. How to produce a comprehensive sales 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** 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 of competence may be obtained through a variety of methods including:

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

(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.

U93502   Evaluate the effectiveness of sales and marketing

Unit Descriptor:	This unit describes the knowledge, skills and attitudes required to establish, apply and monitor measures, which can be used to evaluate the effectiveness of marketing activities for the enterprise and its products or services. This unit is for those involved in marketing or selling activities, for example, managers or proprietors of small or medium-sized businesses.

ELEMENT	PERFORMANCE CRITERIA

Candidates must be able to:

1.	Monitor sales and marketing performance	1.1	Identify marketing and sales targets and performance indicators in accordance with the business plan.
		1.2	Monitor and evaluate the outcomes of marketing and sales activities against agreed targets and indicators.
		1.3	Support team members in identifying and addressing obstacles to achieving marketing and sales targets.
		1.4	Identify areas of underperformance and undertake actions to address these.
2.	Evaluate sales and marketing performance	2.1	Commend individuals and teams for the successful completion of marketing and sales activities and the achievement of targets.
		2.2	Indicate the contribution made to financial performance from key marketing and sales activities.
		2.3	Use indicators and outcomes to improve future marketing and sales activities.
		2.4	Use information obtained to make any necessary adjustments to the business plan.

RANGE STATEMENT

All range statement items must be assessed:

1. **Performance indicators** may include but not limited to:

    *   Sales
    *   Marketing
    *   Team performance

UNDERPINNING KNOWLEDGE AND SKILLS

Candidates should know and understand:

1. What is the business plan.

2. How to determine marketing and sales targets and performance indicators in accordance with the business plan.

3. Why it is important to monitor and evaluate the outcomes of marketing and sales activities against agreed targets and indicators and how to do so.

4. Why it is important to support team members in identifying and addressing obstacles to achieving marketing and sales targets.

5. How to identify areas of under-performance and what actions can be taken to address them.

6. Why it is important to acknowledge the successful completion of marketing and sales activities and the achievement of targets by individuals and teams.

7. How to indicate the contribution made to financial performance from key marketing and sales activities.

8. How to use indicators and outcomes to improve future marketing and sales activities.

9. How to use information obtained to make necessary adjustments to the business 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** 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 of competence may be obtained through a variety of methods including:

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- Professional discussion

(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.

U93602   Manage business finances

| Unit Descriptor: | This unit describes the knowledge, skills and attitudes required to manage the finances of a business. It is suitable for those who are business managers or owner managers of small or medium sized businesses. Candidates should know how to set up a basic accounting system, make forecasts, and prepare and monitor budgets. |

| ELEMENT | PERFORMANCE CRITERIA |

Candidates must be able to:

1. Develop a business financial strategy	1.1	Set financial targets that match the aims of the business.
	1.2	Develop contingency plans in line with organisational procedures.
	1.3	Estimate the financial state of the business.
	1.4	Use appropriate sources of advice to plan the business finance and make investments.
	1.5	Determine the financial management systems to be used and ensure that all necessary accounting information is provided.
2. Prepare financial forecasts	2.1	Determine what financial forecasts are required to help plan the business.
	2.2	Determine what information is required to prepare a forecast.
	2.3	Set targets for making investments.

RANGE STATEMENT

All range statement items must be assessed:

1. **Sources of advice** may include but not limited to:

   - Financial/marketing/sales advisors
   - Books/journals/newspapers
   - Internet
   - Television
   - Other

2. **Forecasts** may include but not limited to:

   - Profit and loss
   - Cash flow
   - Sales

UNDERPINNING KNOWLEDGE AND SKILLS

Candidates should know and understand:

1. What are the aims of the business.

2. How to set financial targets to match the aims of the business.

3. What financial targets are important to the business.

4. What are contingency plans and how to develop them.

5. How to estimate the financial state of the business.

6. What are appropriate sources of advice to plan the business finance and make investments.

7. Why it is important to determine the financial management systems to be used and how to do so.

8. How to ensure that all necessary accounting information will be provided from the financial management systems.

9. What are financial forecasts and how to determine which ones will help plan the business.

10. How to determine what information is required to prepare a forecast.

11. How to set targets for making investments.

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 of competence may be obtained through a variety of methods including:

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

(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.

U92602 **Sell products and services**

Unit Descriptor:

> This unit deals with the knowledge, skills and attitudes required to use sales techniques and encompasses the key selling skills from approaching the customer to closing the sale. It requires a basic level of product knowledge.

ELEMENT	PERFORMANCE CRITERIA

Candidates must be able to:

1.	Apply product knowledge	1.1	Update knowledge of relevant products and services.
		1.2	Consult with experienced sales staff or product information guide to increase product knowledge.
2.	Approach customer	2.1	Identify, determine and apply timing of effective sales approach.
		2.2	Convey a positive impression to arouse customer interest.
		2.3	Identify and analyse trends and patterns of customer buying behavior.
		2.4	Focus customer on specific merchandise using appropriate communication skills.
3.	Gather information	3.1	Apply questioning techniques to determine customer buying motives.
		3.2	Identify customer requirements using effective listening skills.
		3.3	Interpret and clarify non-verbal communication cues.
4.	Sell benefits	4.1	Match customer needs to appropriate products and services
		4.2	Communicate product features and benefits clearly to customers

		4.3	Communicate product use and safety requirements to customers.
		4.4	Refer customers to appropriate product specialist as required.
		4.5	Answer routine customer questions honestly or refer to more experienced senior sales staff.
5.	Overcome objections	5.1	Identify and accept customer objections in a courteous and respectful manner according to organisational procedures.
		5.2	Categorise objections into price, time and merchandise characteristics.
		5.3	Apply problem solving to overcome customer objections.
		5.4	Offer appropriate solutions according to organisational policy.
6.	Close sale	6.1	Monitor, identify and respond to customer buying signals according to organisational procedures.
		6.2	Use appropriate communication skills to encourage customers to make purchase decisions.
		6.3	Select and apply appropriate method of closing sale according to organisational procedures.
7.	Maximise sales opportunities	7.1	Identify and apply opportunities for making additional sales.
		7.2	Advise customers on complimentary products or services according to customer's identified need and organisational policies.
		7.3	Review personal sales outcomes to maximise future sales.

RANGE STATEMENT

All range statements must be assessed:

1. **Communication skills** may include but
    not limited to:

    - Body language
    - Active listening
    - Tone of voice
    - Questioning
    - Providing feedback

UNDERPINNING KNOWLEDGE AND SKILLS

Candidates should know and understand:

1.   What are the store policies and procedures in regard to:

   - Selling products and services
   - Allocated duties and responsibilities
        .

2.   What is the store merchandise and service range.

3.   How to explain product knowledge for area/section.

4.   What is the basic operational knowledge of relevant:

   - Statutory requirements including consumer protection law
   - Industry codes of practice
   - Non-governmental consumer organisation

5.   How to identify verbal and non-verbal communication cues.

6.   How to apply questioning, listening or.

7.   How to handle difficult customers

8.   How to negotiate with customers.

9.   How to identify and solve problems.

10.   How to respond to sales performance appreciation.

EVIDENCE GUIDE

For assessment purposes:

(1) Critical Aspects of Evidence

Candidates must prove that they can carry out **all** the elements, meeting **all** the performance criteria, range and underpinning knowledge. 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
- Written evidence
- Witness testimony
- Professional discussion
- Research/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.

UA04402   Develop a personal entrepreneurial strategy

Unit Descriptor:	This unit deals with the knowledge, skills and attitudes required to craft an entrepreneurial strategy that fits with the attitudes, behaviours, management competencies and experience necessary for entrepreneurs to meet the requirements and demands of a specific opportunity.

ELEMENT	**PERFORMANCE CRITERIA**

Candidates must be able to:

1. Perform routine assessment of products for harvesting	1.1	Update knowledge of products and services according to organisational requirements.
	1.2	Consult with experienced sales staff or product information guide to increase product knowledge.
2. Approach customer	2.1	Identify, determine and apply timing of effective sales approach.
	2.2	Convey a positive impression to arouse customer interest.
	2.3	Identify and analyse trends and patterns of customer buying behavior.
	2.4	Focus customer on specific merchandise using appropriate communication skills.
3. Gather information	3.1	Apply questioning techniques to determine customer buying motives.
	3.2	Identify customer requirements using effective listening skills.
	3.3	Interpret and clarify non-verbal communication cues.
4. Sell benefits	4.1	Match customer needs to appropriate products and services.
	4.2	Communicate product features and benefits to customers.

		4.3	Communicate product use and safety requirements to customers.
		4.4	Refer customers to appropriate product specialist as required.
		4.5	Answer routine customer questions honestly or refer to more experienced senior sales staff.
5.	Overcome objections	5.1	Identify and accept customer objections in a courteous and respectful manner according to organisational procedures.
		5.2	Categorise objections into price, time and merchandise characteristics.
		5.3	Offer appropriate solutions according to organisational policy.
		5.4	Apply problem solving to overcome customer objections according to organisational policy.
6.	Close sale	6.1	Monitor, identify and respond to customer buying signals according to organisational procedures.
		6.2	Use appropriate communication skills to encourage customers to make purchase decisions.
		6.3	Select and apply appropriate method of closing sale according to organisational procedures.
7.	Maximise sales opportunities	7.1	Identify and apply opportunities for making additional sales.
		7.2	Advise customers on complimentary products or services according to customer's identified need and organisational policies
		7.3	Review personal sales outcomes to maximise future sales.

RANGE STATEMENT

All range statements must be assessed:

1. **Concepts** may include but not limited to:

   - Risk
   - Entrepreneurship
   - Macro-screening
   - Micro-screening
   - Competition
   - Wage employment

Influence factors may include but not limited to:

   - Market conditions
   - Markets - demand/supply
   - Global trends
   - Level of economic activities
   - Funding
   - Economic stability
   - Social stability
   - Resources available

UNDERPINNING KNOWLEDGE AND SKILLS

Candidates should know and understand:

1. What is a personal entrepreneurial profile system.

2. How to identify concepts associated with entrepreneurship.

3. How to identify and explain factors which influence entrepreneurship locally and regionally.

4. How to clearly explain the importance of entrepreneurship to economic development and employment.

5. Whit it is important to demonstrate an understanding of the process and discipline that enables an individual to evaluate and shape choices and to initiate effective action.

6. What is the difference between wage employment and entrepreneurial ventures.

7. What are effective management systems for:

    *   marketing
    *   operations/productions
    *   finance
    *   administration
    *   law

8. How to measure feedback.

9. What are the methods for developing a personal and business plan.

10. What is the difference between entrepreneurial and management culture.

11. How to determine barriers to entrepreneurship.

12. How to minimise exposure to risk.

13. How to exploit any available resource.

14. How to tailor a reward system to meet a particular situation.

15. How to effectively plan and execute activities.

16. How to use computer technology to undertake assessments.

EVIDENCE GUIDE

For assessment purposes:

(1) Critical Aspects of Evidence

Candidates must prove that they can carry out **all** the elements, meeting **all** the performance criteria, range and underpinning knowledge. 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:

- Products of work
- 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.

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

UA04502   Establish and maintain vegetable crops

Unit Descriptor:

> This unit deals with the knowledge, skills and attitudes required to successfully establish and maintain a wide range of vegetable crops according to local, regional and global protocol.

ELEMENT	PERFORMANCE CRITERIA

Candidates must be able to:

1. Prepare soil	1.1 Inspect land and remove surface impediments according to industry and environmental policies.
	1.2 Treat land and prepare soil according to terrain, available implements, and crop requirements.
	1.3 Prepare and provide suitable tilth for seed germination.
	1.4 Space ridges and furrows at intervals to optimise canopy cover by crop.
2. Select planting materials	2.1 Select seeds based on maturity, size, conformity to kind, variety, and freedom from damage and infestation
	2.2 Select seedlings based on vigour, size, and conformity to varietal characteristics.
	2.3 Handle planting materials in a manner to preserve growth.
3. Establish crop	3.1 Plant seeds at required spacing and depth, and cover.
	3.2 Water seedbeds/trays according to instructions to facilitate lifting seedling and minimising damage.
	3.3 Make holes in soil at required depth, and space rows to receive seedlings.
	3.4 Place fertiliser/manure according to established procedures and crop requirements.

		3.5	Grade seedlings according to size and group for block planting.
		3.6	Insert seedlings anchor according to established procedures.
4.	Nourish crop	4.1	Determine crop nutrient requirements according to soil characteristics, crop demands and established system of production.
		4.2	Procure fertiliser materials to supply primary and secondary plant nutrients according to crop requirements and industry policy
		4.3	Calculate the determined amounts of materials to apply according to recommendations and crop requirements.
		4.4	Apply fertiliser materials to soil using recommended method and implement according to organisational and industry policies
5.	Protect crop	5.1	Inspect and monitor fields to determine types and infestation/infection level at each site.
		5.2	Identify pest infestation/infection, and assess levels of damage according to enterprise and industry policies
		5.3	Estimate losses in yield, quality and income based on levels of damage, cost of control measure, and value of crop saved, in accordance with enterprise policy.
		5.4	Develop and implement a pest management strategy in accordance with enterprise, industry, and regulatory policies.

6.	Conserve soil	6.1	Install drain to reduce or minimise loss or soil erosion according to industry and environmental policies.
		6.2	Apply grass or other appropriate mulch to reduce impact of raindrops on bare soil.
7.	Irrigate crop	7.1	Locate, connect and test the irrigation components and system.
		7.2	Apply water to crop at required rate using appropriate method.
		7.3	Monitor system to ensure compliance according to organisational procedures.
		7.4	Shut-down system as soon as desired soil saturation is achieved, clean and store components.

RANGE STATEMENT

All range statements must be assessed:

1. **Land** may include but not limited to:

   - Levelling
   - Stone and stump removal
   - Construction of soil conservation structures

2. **Fertiliser** may include but not limited to:
   - Organic
   - Inorganic types

UNDERPINNING KNOWLEDGE AND SKILLS

Candidates should know and understand:

1. How are vegetables grown in the region.

2. What are the climatic and soil requirements of each type of vegetable crop.

3. What pests affect vegetable crops and their management practices.

4. What are the types of fertiliser materials, and how to apply them.

5. What are the types of irrigation and drainage systems.

6. How to select planting materials.

7. What are the planting techniques.

8. What are the soil conservation practices.

9. How to determine areas, volumes, rates and proportions.

10. How to identify vegetable crops grown in the region.

11. How to locate and prepare soil suitable for each vegetable crop.

12. How to manage pests affecting vegetable crops.

13. How to apply fertiliser materials.

14. How to apply water to crop and remove excess as necessary.

15. How to establish crops.

16. How to prevent soil erosion.

17. How to calculate rate, proportions, areas and volumes as required.

18. How to construct waterways to divert water flow around slopes, then slope down via structures designed to control erosion

19. How to locate drain components and clear a path to allow the free movement of waste water.

EVIDENCE GUIDE

For assessment purposes:

(1) Critical Aspects of Evidence

Candidates must prove that they can carry out **all** the elements, meeting **all** the performance criteria, range and underpinning knowledge **over a three-month period**. 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:

- Products of work
- 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.

UA04602   **Maintain a planted area**

Unit Descriptor:

This unit deals with the knowledge, skills and attitudes required to provide basic maintenance to a growing crop.

ELEMENT	PERFORMANCE CRITERIA

Candidates must be able to:

1. Install crop support components	1.1 Select appropriate tools for the task, use according to guidelines and employ safe working practices.
	1.2 Place and tension supports as defined by supervisor's specifications.
	1.3 Employ construction methods in accordance with plans and specifications.
2. Care for growing plant stock	2.1 Carry out plant stock treatments in a fashion which causes them no disturbance.
	2.2 Adjust crop support components and/or repair according to supervisors' instructions.
3. Tend to growing media	3.1 Spread fertiliser as specified by supervisor.
	3.2 Remove weeds and cultivate soil in accordance with the requirements of the crop and soil conditions.
	3.3 Operate equipment and ensure work practices comply with occupational health and safety regulations.
4. Place irrigation system and components	4.1 Locate irrigation components according to supervisor's specifications.
	4.2 Assemble and connect irrigation components and test the system operation according to supervisor's specifications.

5. Water established plants	5.1	Apply water to plants at the rate and volume defined by supervisor.
	5.2	Drain equipment of all excess water, clean and store according manufacturer's instructions.
6. Weed planted area	6.1	Identify weeds to be removed according to instructions from supervisor.
	6.2	Remove weeds from planted area without disturbance to adjacent plants.
	6.3	Stack, process and dispose of weeds according to organisational guidelines.
	6.4	Clean site according to organisational guidelines.
7. Clean structures and features	7.1	Remove and sort debris according to enterprise guidelines.
	7.2	Clean items according to maintenance program details.
	7.3	Dispose of materials according to enterprise guidelines.
8. Prepare compost pit/heap	8.1	Prepare area for compost pit or heap at designated site or as directed by supervisor.
	8.2	Fill compost pit/heap with material according to maintenance programme details.
9. Maintain plants in healthy condition	9.1	Apply fertiliser as defined by supervisor and according to manufacturer's instructions.
	9.2	Choose tools which are appropriate to the task being undertaken, use according to manufacturer's guidelines and occupational health and safety regulations.
	9.3	Treat dead, diseased and damaged plants according to supervisor's instructions.
	9.4	Implement pest control activities according to enterprise requirement.

9.5   Clean, maintain and store tools and equipment consistent with manufacturer's specifications and enterprise guidelines.

RANGE STATEMENT

All range statements must be assessed:

1. **Support components** may include but not limited to:

    - Stake
    - Bracket
    - Trellis
    - Arbour

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

    - Personal protective equipment
    - Hoses, motorised blowers, hand edging tools
    - Spades, forks, rakes, hoes, brooms, knives
    - Trowels, wheelbarrows, hand tools
    - Irrigation system

3. **Plants** may include but not limited to:

    - Trees
    - Shrubs
    - Ground covers both native and exotic

UNDERPINNING KNOWLEDGE AND SKILLS

Candidates should know and understand:

1. What are the maintenance activities for different crops.

2. Why is it important to follow manual handling guidelines.

3. What are the types and range of annual and perennial weeds.

4. What are the procedures for weeding, thinning, moulding and mulching.

5. What are the water requirements of plants.

6. What is the correct care and use of equipment, schedule maintenance and repair.

7. How to use crop support systems and their erection.

8. What are the methods and reasons of treating growing stock including pruning and debudding techniques.

9. How to apply water application techniques.

10. What are the types of fertiliser.

11. What are the fertiliser application methods.

12. How to apply pest control methods.

13. What are plant's use of fertilisers.

14. Why is there competition by weeds for water, nutrients and light.

15. What are the procedures for measuring length.

16. What are the procedures for calculating area, volume, ratio and proportion.

17. Why is it important to keep records.

18. Why it is important to develop verbal and non-verbal communication skills.

19. What are the occupational health and safety (OHS) regulations and procedures.

20. How to perform first aid procedures.

21. How to identify weed planted areas.

22. How to water established plants.

23. How to clean structures and features.

24. How to install crop support components.

25. How to care for growing stock.

26. How to tend to growing media.

27.   How to fertilise plants

28.   How to identify and control pest.

29.   How to place irrigation systems and components.

30.   How to apply first aid procedures.

31.   How to measure length.

32.   How to calculate area, volume, ration and proportion.

33.   How to complete records.

34.   How to apply verbal and non-verbal communication skills.

EVIDENCE GUIDE

For assessment purposes:

(1) Critical Aspects of Evidence

Candidates must prove that they can carry out **all** the elements, meeting **all** the performance criteria, range and underpinning knowledge **over a three-month period**. 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:

- Products of work
- 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.

UA04702   **Use agricultural chemicals**

Unit Descriptor:

> This unit deals with the knowledge, skills and attitudes required to select, prepare and use agricultural chemicals, to clean up after use and to properly dispose of these chemicals.

ELEMENT   PERFORMANCE CRITERIA

Candidates must be able to:

1. Select chemicals appropriate to the identified problem

   1.1 Identify chemicals consistent with label specifications with regards to dosage and application rates.

   1.2 Confirm that selected chemicals are cost effective and minimise adverse effect on the environment.

   1.3 Identify and select available chemicals and assess hazards to health and safety (levels of toxicity) and other associated risks.

2. Manage equipment used with chemicals

   2.1 Select, prepare and adjust application equipment for use according to industry and establishment practices.

   2.2 Select, prepare and adjust personal protective clothing/equipment for use according to established practices.

   2.3 Identify damaged, worn or malfunctioning equipment and repair/replace or report to the appropriate person according to established practice.

   2.4 Carryout pre-and post-operational checks/maintenance on application equipment according to establishment practice.

3. Prepare chemicals for application

   3.1 Comply with mixing procedures with label direction and enterprise policy and or relevant authorities.

   3.2 Determine the quantity and quality of the water as well as the compatibility of the chemicals.

		3.3	Comply with the measurement of substances with label directions and accepted industry or enterprise practices.

3.3   Comply with the measurement of substances with label directions and accepted industry or enterprise practices.

3.4   Use appropriate personal protective equipment to industry or enterprise standards.

3.5   Employ safe working practices and observe regulations/legislations relevant to the situation and mixing site.

4. Apply chemicals

4.1   Assess weather conditions suitable for the application of selected chemical.

4.2   Identify and minimise potential and existing hazards in a manner consistent with accepted industry practices and/or report to supervisor or appropriate authority.

4.3   Maintain the work area as per industry standards and take appropriate steps to ensure public safety.

4.4   Determine and employ safe working practices according to enterprise policy.

4.5   Observe regulations/legislation relevant to the situation according to industry and enterprise policy.

4.6   Use application equipment to apply the required dose to the target.

4.7   Record all necessary information in accordance with organisational policy, legislative requirements and industry practice.

4.8   Observe re-entry, withholding and replanting/restocking periods as determined by label directions and establishment practices.

4.9   Erect appropriate warning signs according to organisational requirements.

5.	Implement correct procedures for chemical spill/leak	5.1 Contain and isolate chemical spill/leak as determined by regulatory authorities.
		5.2 Identify chemical formulation and carry out appropriate decontamination method according to enterprise and industry requirements.
		5.3 Clean up and dispose of chemicals according to label directions and regulatory authorities.
		5.4 Notify appropriate authorities according to organisational procedures.
		5.5 Assess the extent of the spillage/leak and develop appropriate report.
6.	Clean tools and equipment after use	6.1 Select and use appropriate clean up methods to clean application equipment and tools consistent with label directions, industry and enterprise policy.
		6.2 Dispose of containers, and unused chemicals consistent with health, safety and environmental legislation, label directions, industry and enterprise policy.
		6.3 Employ safe working practices and observe regulations/legislations relevant to the situation.
7.	Keep appropriate records	7.1 Document selected chemicals according to organisational policy.
		7.2 Maintain accurate record of usage according to enterprise standard.
		7.3 Maintain accurate record of disposal of unused/spill chemical and empty containers.

RANGE STATEMENT

All range statements must be assessed:

1. **Safe working practice** may include but not limited to:

   - Identify hazard levels
   - Handling, mixing and applying chemicals
   - Use personal protective equipment
   - Identifying appropriate weather conditions for application

2. **Chemicals** may include but not limited to:

   - Insecticides
   - Herbicides
   - Fungicides
   - Nematicides
   - Vaccines
   - Bactericides
   - Rodenticides
   - Growth regulators
   - Bio-agents
   - Pheromones
   - Acaricides
   - Fertilisers

3. **Application equipment** may include but not limited to:

   - Knapsack sprayer
   - Hand pump
   - Boom sprayer
   - Mist blower
   - Airplane (crop dusting)
   - Needle/syringes

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

   - Boots
   - Overalls/apron
   - Chemical resistant gloves
   - Respirator
   - Hat
   - Goggles
   - Face mask/shield

UNDERPINNING KNOWLEDGE AND SKILLS

Candidates should know and understand:

1.   How to use agricultural chemicals.

2.   How to use personal protective equipment.

3.   How to safely handle and dispose of agricultural chemicals.

4.   What practices are required during the use of agricultural chemicals to prevent contamination of the environment (including water bodies and irrigation channels).

5.   What are the portals of entry of poisons into the body and methods of limiting exposure to the chemicals.

6.   What are the first aid procedures.

7.   What are the responsibilities of the user of agricultural and/or veterinary chemicals including the risk of misuse.

8.   Why is it important to provide information on a label of an agricultural chemical container.

9.   Why are agricultural chemicals classified as dangerous goods.

10.   What is the relative toxicity of agricultural chemicals (LD50).

11.   How to determine and select appropriate chemical and application equipment for the situation.

12.   How to safely and competently mix and handle chemicals.

13.   How to operate within all relevant legislative and environmental constraints.

14.   How to interpret chemical labels and labeling standards.

15.   How to ensure all safety and environmental considerations are observed.

16.   How to maintain and clean chemical equipment according to established industry standards.

17.   How to calmly and efficiently cope with clean up procedures.

18.   How to calmly and efficiently deal with emergencies.

19.   How to work in an environmentally safe manner.

20.   How to carry out stock taking and maintain orderly and accurate records of chemicals and their usage.

EVIDENCE GUIDE

For assessment purposes:

(1) Critical Aspects of Evidence

Candidates must prove that they can carry out **all** the elements, meeting **all** the performance criteria, range and underpinning knowledge **over a three-month period**. 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:

- Products of work
- 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.

UA04802 **Manage weeds**

Unit Descriptor:

This unit deals with the knowledge, skills and attitudes required to manage weeds in an environmentally friendly manner according to local, regional and global protocols.

ELEMENT	PERFORMANCE CRITERIA

Candidates must be able to:

1. Identify weed infestation

1.1 Establish evidence of weed infestation according to industry best practices and organisational requirements.

1.2 Identify the types of weeds and categorise in accordance with industry best practices and organisational requirements.

1.3 Identify the stage of weed growth according to industry best practices.

1.4 Select the method of management according to maintenance plan and organisational requirements.

2. Prepare equipment/machinery

2.1 Conduct pre-operational checks on equipment/machinery in accordance with manufacturer's instructions and organisational policy and procedures.

2.2 Fit and wear personal protective equipment according to organisational health and safety requirements..

2.3 Engage safeguards to ensure management of targeted weeds and minimal damage to non-target interests.

3. Conduct weed management

3.1 Prepare tools, equipment and chemicals according to supervisor's instructions.

3.2 Administer treatment according to supervisor's instructions, manufacturer's recommendations, and regulatory standards.

3.3 Conform work practices to organisational, environmental and industry policies.

4. Maintain equipment/machinery

4.1 Dispose of residue from equipment/machinery according to organisational and legislative policies.

4.2 Clean equipment/machinery before returning to storage according to organisational policies.

5. Complete documentation

5.1 Document details of weed infestation according to organisation and industry policies.

5.2 Document treatment specifications according to organisational policies and industry best practices.

5.3 Review and update information as appropriate according to organisational policies and procedures.

5.4 Maintain and make records available according to organisational policies and procedures.

6. Evaluate/inspect effect of treatment

6.1 Survey treated area and determine the effectiveness of the treatment.

6.2 Mark areas of failure for repeat action according to organisational policies and industry best practices.

6.3 Idenify time and method of treatment for repeat action.

6.4 Notify the supervisor about the effectiveness of weed management.

RANGE STATEMENT

All range statements must be assessed:

1. **Equipment and machinery** may include but not limited to:

   - Machetes
   - Hoes
   - Hand cultivators
   - Rotary hoes
   - Tine cultivators
   - Ploughs
   - Harrows
   - Boom sprayers
   - Knapsack sprayers
   - Hand sprayers
   - Wipers
   - Dusters
   - Emitters, etc.
   - Weed whacker
   - Chain saw

2. **Weeds** may include but not limited to:

   - Grass
   - Broadleaf
   - Sedge
   - Parasitic plants
   - Economic plants growing in undesired location; outmoded variety of a crop grown among improved ones

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

   - Gloves
   - Hard shoes
   - Rubber shoes
   - Helmet
   - Dust mask
   - Chemical resistant respirator
   - Overall or apron
   - Goggles
   - Ear muffs
   - Face mask

4. **Chemicals** may include but not limited to:

   - Herbicides
   - Stickers
   - Surfactants
   - Spreaders
   - Emulsifiers

UNDERPINNING KNOWLEDGE AND SKILLS

Candidates should know and understand:

1. What are the characteristics of grasses, broadleaf and sedges.

2. What are the methods used to manage weeds.

3. What are the characteristics of weed plants.

4. What are the equipment, tools, machinery used to manage weeds.

5. What are the chemicals used to manage weeds.

6. How to calibrate spray equipment.

7. What are the maintenance needs of equipment, tools, and machinery.

8. What are the factors contributing to failure in a weed management programme.

9. What are the methods of evaluating effectiveness of a weed management programme.

10. Why is it important to keep records.

11. How to use basic mathematical functions.

12. How to identify weed infestation problems.

13. How to identify types of plants regarded as weeds.

14. How identify stages of the weed growth cycle.

15. How to identify weak links in growth cycle.

16. How to determine management strategy according to weak link.

17. How to check tools, equipment and machinery for working condition.

18. How to calibrate application equipment.

19. How to fit personal protective equipment.

20. How to implement weed management plan.

21. How to cleanse tools, equipment and machinery.

22. How to dispose of agro-chemical residues.

23. How to handle hazardous materials.

24. How to keep accurate and updated records.

25. How to evaluate effectiveness of weed management programme.

26. How to do basic mathematics relating to areas, volume, length, width, rate and proportion.

EVIDENCE GUIDE

For assessment purposes:

(1) Critical Aspects of Evidence

Candidates must prove that they can carry out **all** the elements, meeting **all** the performance criteria, range and underpinning knowledge **over a three-month period**. 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:

- Products of work
- 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.

UA04902   **Support crop harvesting**

Unit Descriptor:

> This unit deals with the knowledge, skills and attitudes required to perform routine assessment of crops and determine readiness for harvesting. It also encompasses the basic manual crop picking, sorting and/or grading in the field prior to delivery to packing shed.

ELEMENT	PERFORMANCE CRITERIA

Candidates must be able to:

1. Perform routine assessment of plant products for harvesting	1.1 Calculate the calendar date from flowering to predicted harvest.
	1.2 Forecast the estimated maturity date of plants/crops to determine readiness for harvesting.
	1.3 Observe established characteristics of cultivators to determine harvest and report to supervisor according to organisational policy.
2. Harvest the crop	2.1 Select crop for harvesting which conforms to enterprise standards for maturity, quality and health.
	2.2 Employ work practices for harvesting with minimised plant damage.
	2.3 Employ work practices which reflect efficient use of time, material resources and labour.
	2.4 Carry out harvesting procedures according to organisational policy.
	2.5 Prepare, use, clean and maintain equipment according to organisational standards.
	2.6 Report problems encountered according to organisational policy.
	2.7 Maintain field harvest records according to organisational policies.

3.	Apply pre-grading procedures	3.1	Distribute containers at strategic locations throughout the field.
		3.2	Transport in field of produce from plant to container to preserve quality of produce.
		3.3	Pack containers to specifications to avoid damage during transport.
		3.4	Transport containers to packing/grading stations.
4.	Grade and pack harvest produce	4.1	Sort and grade crops according to organisational policy and industry standards.
		4.2	Select and prepare appropriate containers for the packaging of the produce.
		4.3	Pack products to prevent bruise/damage according to organisational requirements.
5.	Transport the crop	5.1	Label containers according to organisational policy.
		5.2	Move containers in a manner which minimises damage to product.
		5.3	Maintain temperature of product at the levels set by industry.
		5.4	Maintain containers in a good condition according to organisational policy.
6.	Perform post-harvest field sanitation	6.1	Collect discarded plant material to maintain field hygiene according to organisational standards.
		6.2	Dispose of diseased and/or rotten plant materials according to organisational standards and industry and environmental requirements.
		6.3	Report suspected problems according to organisational policy.

RANGE STATEMENT

All range statements must be assessed:

1. **Harvesting procedures** may include but not limited to:

   - Equipment usage
   - Selection standards
   - Removing rotten or immature produce
   - Out of type variants
   - Taking due care of produce

2. **Produce** may include but not limited to:

   - Flowers
   - Bulbs
   - Tubers
   - Foliage crops
   - Fruits
   - Vegetables and condiments
   - Grains and pulses
   - Root and tubers
   - Semi-permanent crops
   - Permanent crops

3. **Problems** may include but not limited to:

   - Equipment failure
   - Pests
   - Diseases
   - Unhealthy plants
   - Improper handling techniques

UNDERPINNING KNOWLEDGE AND SKILLS

Candidates must know and understand:

1.   What are the basic attributes of plant produce.

2.   What are the desired quality of produce to be harvested.

3.   What is the maturity index for different crops.

4.   What are the methods of harvesting different crops.

5.   What are the problems resulting from early/late harvesting.

6.   What are the methods used to remove field heat.

7.   What harvesting techniques are appropriate for specific crops.

8.   What are the bundling and packing techniques.

9.   What are the grading and sorting techniques.

10.   What are the relevant occupational health and safety and transport regulations.

11.   How to transport produce.

12.   What are the procedures for measuring length.

13.   What are the procedures for calculating area, volume, ratio and proportion.

14.   Why it is important to have time management skills.

15.   Why is it important to keep records.

16.   Why is it important to communicate both verbally and non-verbally.

17.   What are the first aid procedures.

18.   Why is field hygiene/sanitation important.

19.   What are the types of packaging containers.

20.   Why is it important to label containers.

21.   How to determine crop maturity.

22.   How to harvest produce.

23.   How to transport produce.

24.   How to remove field heat from produce.

25.   Why is it important to sort and grade produce.

26.   How to store produce.

27.   How to apply occupational health and safety) regulations.

28.   How to apply procedures for measuring length.

29.   How to apply procedures for calculating area, volume, ration and proportion.

30.   How to apply time management skills.

31.   How to maintain records.

32.   How to apply first aid procedures.

33.   How to maintain hygiene of produce.

34.   How to communicate both verbally and non-verbally.

35.   How to package and stack produce.

EVIDENCE GUIDE

For assessment purposes:

(1) Critical Aspects of Evidence

Candidates must prove that they can carry out **all** the elements, meeting **all** the performance criteria, range and underpinning knowledge **over a three-month period**. 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:

- Products of work
- 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.

U86401   Operate farm machinery and equipment

Unit Descriptor:	This unit deals with the knowledge, skills and attitudes required to operate farm machinery and equipment safely. This includes conducting checks before use, adhering to appropriate practices for safe use and cleaning and storing equipment.

ELEMENT	**PERFORMANCE CRITERIA**

Candidates must be able to:

1.	Check equipment before use	1.1	Complete pre-start checks of machinery and equipment according to organisational procedures and manufacturer's instructions.
		1.2	Report damage, faults and malfunctions to the machinery and equipment promptly and according to organisational requirements.
2.	Operate equipment	2.1	Use machinery and equipment according to organisational procedures and manufacturer's instructions.
		2.2	Confirm that machinery and equipment are used without causing damage to property structures, surfaces, equipment, self or others.
		2.3	Identify hazards and ensure that conditions are appropriate for operating machinery or equipment.
3.	Maintain equipment	3.1	Clean and store machinery and equipment after use and according to organisational procedures and manufacturer's specifications.
		3.2	Record the use of machinery and equipment according to organisational procedures.

RANGE STATEMENT

All range statements must be assessed:

1. **Machinery and equipment** may include but not limited to:

    - Manual
    - Mechanical
    - Electrical

2. **Faults and malfunctions** may include but not limited to:

    - Manual
    - Mechanical
    - Electrical

3. **Hazards** may include but not limited to:

    - Physical
    - Chemical
    - Ergonomic
    - Environmental
    - Biological

UNDERPINNING KNOWLEDGE AND SKILLS

Candidates should know and understand:

1. What are the different types of machinery and equipment used in farming.

2. How to conduct pre-start checks according to organisational procedures and manufacturer's instructions.

3. How to identify damage, faults and malfunctions and why it is important to report them.
4. What are the organisational procedures for reporting damage, faults and malfunctions.
5. What are the organisational procedures and manufacturer's instructions for operating machinery and equipment.

6. How to use equipment and machinery without causing damage to equipment, machinery, property, structures, self or others.

7. What are the different types of hazards and how to identify them.

8. How to refuel machinery.

9. What are the organisational procedures for cleaning and storing equipment.

10. What are the organisational requirements for recording the use of equipment and machinery.

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.

Level 2   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 determined 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.

CVQ

Caribbean Vocational Qualifications (CVQs) 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.

CVQs 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 CVQ covers.

CVQ Coordinator

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

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 they can generate and the specific nature of the evidence produced.

Level 2	Glossary of Terms

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 CVQ Levels

CVQs 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. Recognizes 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.

Level 2 — Glossary of Terms

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.

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 you have all of the evidence about a candidate's performance. It also allows you 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.

Level 2 — Glossary of Terms

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 you are 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, you 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 and simulation (see note in glossary).

Underpinning knowledge

Underpinning knowledge indicates what knowledge is essential 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 three 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 observation.

A project often involves the identification of a solution to a specific problem identified by you 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)