



Technical and Vocational Education and Training (TVET) Council



**Occupational Standards
of Competence**

Agricultural Entrepreneurship

Level 2

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National Occupational Standards (UK)

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Qualification Overview

NVQB

in

Agricultural Entrepreneurship

Level 2

Qualification Overview

The NVQB in Agricultural Entrepreneurship 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 allows them to recognize and develop business opportunities as they arise.

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

A06002 - APPROVED NATIONAL VOCATIONAL QUALIFICATION STRUCTURE

AGRICULTURAL ENTREPRENEURSHIP LEVEL 2

To achieve a full award, candidates must complete all fourteen (14) mandatory units.

Mandatory Units (All must be completed)	<u>CODES</u>
1. Create a business development plan	U92402
1.1 Create a business plan	
1.2 Monitor and evaluate the business plan	
2. Maintain safe and effective working practices	U92502
2.1 Maintain the safety of self and others in the workplace	
2.2 Maintain effective working relationships with others	
2.3 Maintain and develop personal performance	
3. Deliver reliable customer service	U73603
3.1 Give consistent service to customers	
3.2 Check customer service delivery	
4. Prepare and cultivate sites for planting	U92602
4.1 Prepare sites for cultivation and planting	
4.2 Cultivate sites	
5. Monitor and maintain the healthy growth of crops	U92702
5.1 Maintain healthy crop growth	
5.2 Control unwanted vegetation	
6. Monitor and maintain the provision of water to plants	U92802
6.1 Assess water needs and apply water	
6.2 Monitor water application	
7. Manage soil fertility and plant nutrition	U92902
7.1 Assess soil conditions	
7.2 Plan soil management and crop nutrition	
7.3 Apply plant nutrients	
7.4 Monitor crop response	

Mandatory Units (All must be completed)	CODES
8. Identify the presence of pests and diseases and manage infestations	U93002
8.1 Identify pests, diseases and disorders	
8.2 Apply treatments or management techniques	
9. Plan and manage harvest and post-harvest operations	U93102
9.1 Manage harvest operations	
9.2 Plan and manage post-harvest operations	
10. Develop and implement plans to reduce and manage waste	U93202
10.1 Develop waste utilization plans	
10.2 Implement waste utilization plans	
11. Plan, manage and monitor the operation and performance of the enterprise	U93302
11.1 Plan and manage the operation	
11.2 Monitor the enterprise	
12. Plan to improve sales and marketing	U93402
12.1 Gather information	
12.2 Plan marketing	
12.3 Plan sales	
13. Evaluate the effectiveness of sales and marketing	U93502
13.1 Monitor sales and marketing performance	
13.2 Evaluate sales and marketing performance	
14. Manage business finances	U93602
14.1 Manage business finances	

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**

To be competent you must achieve the following:

- | | |
|---|--|
| 1. Create a business plan | 1.1 Determine the overall key business objectives. |
| | 1.2 Identify the strengths and weaknesses in the business activities. |
| | 1.3 Determine short, medium and long term business objectives. |
| | 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 Monitor 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:

No range

UNDERPINNING KNOWLEDGE AND SKILLS

You need to 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 analyze 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(work records, reports)
- 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**

To be competent you must achieve the following:

- | | | | |
|----|---|-----|--|
| 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 organizational procedures. |
| | | 1.3 | Use approved methods and handling equipment when moving and lifting items. |
| | | 1.4 | Use appropriate equipment and materials safely and correctly according to organizational 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 safely and correctly in a designated area, in accordance with organizational procedures, and environmental and industry regulations. |
| | | 1.8 | Perform work in a manner which minimizes environmental damage and contributes to the improvement of environmental work practices. |

- 1.9 Report accidents, incidents or problems to appropriate persons promptly and take immediate action to reduce further danger.
- 1.10 Carry out work in an organized and efficient manner in accordance with specified procedures.
- 2. Maintain working relationships with others
 - 2.1 Maintain appropriate and effective working relationships with **others**.
 - 2.2 Carry out activities requiring cooperation with **others** in accordance with required procedures.
 - 2.3 Handle disagreements effectively and in accordance with organizational procedures.
 - 2.4 Communicate clearly 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 organizational 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 **personal performance and development** with the appropriate person at suitable times.

RANGE STATEMENT

All range statement items must be assessed:

1. Personal protective equipment:

- ear protection
- gloves
- footwear
- overalls/coveralls
- helmets/hats
- eye protection

2. Equipment:

- Manual
- Electronic

3. Waste:

- Solid
- Liquids
- Hazardous/toxic

4. Others:

- Colleagues
- Supervisors
- Customers

5. Personal performance and development:

- Productivity
- Quality of work

UNDERPINNING KNOWLEDGE AND SKILLS

You need to know and understand:

1. How to carry out work activities avoiding risk to self and others.
2. What are the basic requirements of the health and safety, other legislation and regulations that apply to the workplace.
3. What are the organizational 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.
8. Why it is important to use safe lifting techniques.
9. What are the correct and safe ways to use equipment and materials required for the work.
10. What are safe methods and areas for the storage of equipment and materials.
11. What are the organizational and legislative requirements for disposing of waste safely.
12. What health and safety records may need to be kept and how to do so.
13. How the conditions under which you work can affect the efficiency and effectiveness of yourself and those around you.
14. What methods should be used to promote good environmental practice and to minimize environmental damage while working.
15. What procedures should be used for different types of emergencies in the industry.
16. Why is important to develop and maintain effective working relationships and how to do so.
17. What procedures should be used in dealing with workplace disagreements.
18. Why it is important to communicate effectively and what are the available methods to do so.
19. How to maintain security in the work area.

EVIDENCE GUIDE

For assessment purposes:

(1) Critical Aspects of Evidence

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

(2) Methods of Assessment

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

Evidence may be collected in a variety of ways including:

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

(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 organization'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**

To be competent you must achieve the following:

- | | | |
|----|--------------------------------------|---|
| 1. | Give consistent service to customers | 1.1 Make realistic commitments to customers regarding service delivery . |
| | | 1.3 Keep commitments to customers according to organizational standards. |
| | | 1.4 Promptly inform customers when commitments cannot be kept and give reasons. |
| | | 1.5 Recognize changes in customer needs or expectations and promptly adapt the service to meet these new requirements. |
| | | 1.6 Refer customers to appropriate persons or organizations if unable to deal with their needs and expectations and keep them informed of what is happening. |
| 2. | Check customer service delivery | 2.1 Comprehensively check service delivery to make sure it meets customer needs and expectations. |
| | | 2.2 Identify opportunities to deliver better service or improve service delivery. |
| | | 2.3 Regularly share relevant information with customers in order to maintain the organization's standards of service delivery. |

RANGE STATEMENT

All range statements must be assessed:

1. Customers:

- Internal
- External

2. Service delivery:

- Procurement
- Logistics
- Transport
- Operations

UNDERPINNING KNOWLEDGE AND SKILLS

You need to 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 organizational services or products.
4. What are the organizational procedures and systems for delivering customer service.
5. How to recognize 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 organizational standards for service delivery.
13. What is conflict resolution and how to employ it.
14. What are the methods and systems for measuring an organization's effectiveness in delivering customer service.
15. Why it is important to keep customers up to date on changes.
16. What are the organizational procedures and systems for checking service delivery.
17. What are the organizational 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 organization.
22. What are the products or services of your organization 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 organizational 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.

U92602

Prepare and cultivate sites for planting

Unit Descriptor:

This unit describes the knowledge, skills and attitudes required to prepare a site for planting crops which includes grass, vegetables and fruit. Candidates are required to demonstrate that they have the skills necessary to prepare sites, including removal of organic and inorganic wastes, and to create appropriate ground conditions for planting.

ELEMENT**PERFORMANCE CRITERIA**

To be competent you must achieve the following:

- | | | | |
|----|--|-----|--|
| 1. | Prepare sites for cultivation and planting | 1.1 | Obtain the necessary tools, materials and personal protective equipment for the job. |
| | | 1.2 | Use equipment and materials safely, efficiently and correctly according to organizational and manufacturer's requirements. |
| | | 1.3 | Maintain equipment according to manufacturer's instructions. |
| | | 1.4 | Prepare a land use plan. |
| | | 1.5 | Prepare the site in accordance with the needs of the crop to be planted and the land use plan. |
| | | 1.6 | Perform work in a manner which minimizes environmental damage. |
| | | 1.7 | Dispose of waste safely and correctly according to organizational and legislative requirements. |
| | | 1.8 | Maintain the health and safety of self and others at all times according to organizational procedures. |
| 2. | Cultivate sites | 2.1 | Select and use appropriate techniques to cultivate the site according to crop requirements and other relevant factors . |

- 2.2 Work to minimize **waste** and environmental damage at all times.
- 2.3 Dispose of **waste** safely and correctly according to organizational and legislative requirements.
- 2.4 Maintain the safety and health of self and others throughout according to organizational procedures.
- 2.5 Record all relevant information clearly and accurately according to or organizational procedures.

RANGE STATEMENT

All range statement items must be assessed

1. Maintain equipment:

- Preparing
- Checking and adjusting
- Cleaning

2. Waste:

- Organic waste
- Inorganic waste

3. Soil conditions:

- Depth
- Area covered
- Tilth

4. Factors:

- Previous use of site
- Existing structures and systems
- Soil condition
- Weather conditions

UNDERPINNING KNOWLEDGE AND SKILLS

You need to know and understand:

1. What methods are appropriate for maintaining equipment and materials in a fit state for use.
2. What are the organizational and legislative requirements for cultivating sites and using equipment.
3. Which equipment and materials are necessary for site clearance.
4. What are the correct methods for using equipment and materials.
5. What are the reasons for preparing the site and the methods of preparation.
6. How waste and environmental damage can be minimized.
7. Which equipment, materials and personal protective equipment are necessary for site cultivation.
8. What are the correct methods for cultivating the site.
9. What soil conditions are required for effective planting to take place.
10. What are the effects of previous use of the site, soil conditions, existing structures and systems, and weather conditions on the methods used.
11. What are the site's requirements for drainage.
11. What are the health and safety requirements in relation to current legislation governing site clearance and cultivation.
12. How to prepare and implement a land use plan.
13. What information needs to be recorded and how it should be recorded.

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 collected in a variety of ways including:

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

U92702

Monitor and maintain the healthy growth of crops

Unit Descriptor:

This unit describes the knowledge, skills and attitudes required to maintain healthy crop growth. Crops may be grass, arable crops, vegetables or fruit. Candidates should be able to determine whether the crop is growing in the desired way, identify threats to healthy growth, apply nutrients and control unwanted vegetation.

ELEMENT**PERFORMANCE CRITERIA**

To be competent you must achieve the following:

- | | |
|---------------------------------|--|
| 1. Maintain healthy crop growth | 1.1 Maintain equipment in a safe and effective condition according to manufacturer's requirements. |
| | 1.2 Monitor crops to identify problems and inform appropriate persons. |
| | 1.3 Apply nutrients to maintain healthy growth. |
| | 1.4 Carry out work in a way that minimizes environmental damage. |
| | 1.5 Minimize damage to crops from pests using appropriate control measures according to industry requirements. |
| | 1.6 Record all information clearly and accurately according to organizational requirements. |
| 2. Control unwanted vegetation | 2.1 Obtain the necessary tools, materials and personal protective equipment for the job. |
| | 2.2 Maintain equipment in a safe and effective condition according to organizational and manufacturer's requirements. |

- 2.4 Correctly identify and remove **unwanted vegetation** using appropriate materials and equipment and according to organizational requirements.
- 2.5 **Treat** crops to enhance health, growth and appearance according to industry standards.
- 2.6 Dispose of **waste** safely and correctly according to organizational and legislative requirements.
- 2.7 Maintain the safety and health of yourself and others throughout.
- 2.8 Record all relevant information clearly and accurately.

RANGE STATEMENT

All range statement items must be assessed

1. Maintain equipment:

- Preparing for use
- Checking and adjusting
- Cleaning
- Routine servicing
- Storing

2. Monitor crops:

- Desired healthy growth
- Pests i.e. Birds, monkeys
- Diseases
- Other disorders

3. Nutrients:

- Organic
- inorganic

4. Unwanted vegetation:

- Competing
- Hazardous
- Excessively growing

5. Treat:

- Fertilize
- Crop
- Prune

6. Waste:

- Organic
- Inorganic

UNDERPINNING KNOWLEDGE AND SKILLS

You need to know and understand:

1. What are the organizational and manufacturer's requirements for maintaining equipment safely.
2. How to monitor crops to identify problems and who these should be reported to.
3. What the purpose is for applying nutrients and what methods can be used.
4. How and when to use organic and inorganic nutrients.
5. How to work in a manner that minimized environmental damage.
6. What types of damage can occur to crops from pests.
7. What control methods can be used to minimize damage to crops from pests and what are the industry requirements for their use.
8. What are the necessary tools and personal protective equipment required for the job.
9. What are the different types of unwanted vegetation and what are the methods for removing them.
10. What are the organizational requirements for removing unwanted vegetation.
11. What is the potential impact of removing unwanted vegetation and how this could be minimized.
12. What methods are appropriate for maintaining equipment and materials in a fit state for use.
13. What equipment and materials are necessary for maintaining healthy crop growth.
14. What are the manufacturer's requirements for using equipment and materials.
15. What types of problems may affect crops and what corrective action needs to be taken once these have been identified.
16. What are the industry requirements for using treatments to enhance the health, growth and appearance of crops.
17. What are the organizational and legislative requirements for the disposal of waste.
18. What information needs to be recorded and the organizational requirements for doing 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 collected in a variety of ways including:

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

U92802

Monitor and maintain the provision of water to plants

Unit Descriptor:

This unit describes the knowledge, skills and attitudes required to maintain and monitor the provision of water to plants outdoors or in protected conditions. Candidates will require knowledge of the principles of plant growth and development, as well as plant health. Work should be performed in a way that considers the impact on the natural environment and enhances its conservation.

ELEMENT**PERFORMANCE CRITERIA**

To be competent you must achieve the following:

- | | |
|------------------------------|--|
| 1. Assess water requirements | 1.1 Assess the risks associated with the site in providing water for plants. |
| | 1.2 Calculate the water requirements of plants at various stages of growth. |
| | 1.3 Calculate the appropriate application rate to achieve the desired result. |
| | 1.4 Inspect plants continuously and assess the need for water. |
| | 1.5 Apply water in accordance with the planned schedule using the appropriate method. |
| 2. Monitor water application | 2.1 Monitor the growth and development of plants in accordance with specifications. |
| | 2.2 Seek technical advice regarding the lack of growth and development where necessary. |
| | 2.3 Identify the need for adjustments to watering systems. |
| | 2.4 Monitor and evaluate the effectiveness of the application of water. |
| | 2.5 Ensure watering systems are maintained in an effective condition and arrange repairs as needed. |

- 2.6 Apply appropriate water conservation measures.
- 2.7 Ensure suitable levels of hygiene and biosecurity are maintained.
- 2.8 Ensure work is carried out in a manner which minimizes environmental damage.
- 2.9 Carry out work in accordance with relevant environmental and health and safety legislation, risk assessment requirements, codes of practice and industry policies.
- 2.10 Complete appropriate records as required according to organizational requirements.

RANGE STATEMENT

All range statement items must be assessed:

1. Risks:

- Water availability
- Water quality
- Topography
- Soil properties

2. Watering systems:

- Sprinkler
- Drip

UNDERPINNING KNOWLEDGE AND SKILLS

You need to know and understand

1. How to assess risks associated with the site in providing water for the plants.
2. How to calculate water requirements at plants at various stages of growth.
3. What are the various stages of plant development and how these can be monitored.
4. How to calculate the correct rate of application for the desired result.
5. Why it is important to inspect plants continuously and assess the need for water.
6. What is the planned schedule and appropriate method for applying water.
7. Why it is important to seek technical advice when plants are not developing or growing.
8. How to identify the need for adjustment to watering systems and what types of adjustments can be made.
9. How to monitor and evaluate the effectiveness of the application of water.
10. How to maintain watering systems and ensure that necessary repairs are carried out.
11. How to apply appropriate water conservation measures.
12. What are suitable levels of hygiene and biosecurity and why it is important to maintain them.
13. What are the health and safety, environmental, codes of practice and industry requirements for application of water to plants.
14. What records need to be kept and the organizational procedures for doing 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(work records, reports)
- 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.

U92902

Manage soil fertility and plant nutrition

Unit Descriptor:

This unit describes the knowledge, skills and attitudes required to appropriately manage soil and incident crops. Candidates should be able estimate the nutrient requirements of a particular crop, appraise a range of available nutrient sources, construct nutrient and fertilizer plans, apply the nutrients as needed and monitor the effects of the nutrients applied on the crops.

ELEMENT**PERFORMANCE CRITERIA**

To be competent you must achieve the following:

- | | |
|--|---|
| 1. Assess soil conditions | 1.1 Determine whether the site is suitable for the desired purpose. |
| | 1.2 Assess the site's soil properties , growing conditions and yield potential. |
| | 1.3 Predict the likely supply of macro and micronutrients from the soil to the growing crop. |
| | 1.4 Use soil analysis as a basis for nutrient applications. |
| 2. Plan soil management and crop nutrition | 2.1 Identify situations which may lead to soil nutrient loss and recommend appropriate actions to prevent or remedy such loss. |
| | 2.2 Prepare a soil management plan to include crop and soil nutrition requirements, erosion and run-off risks and appropriate drainage systems. |
| | 2.3 Determine and accurately measure the amount of fertilizer/manure to be applied using a variety of nutrient sources . |
| | 2.4 Record all relevant information clearly and accurately according to organizational procedures. |

- 3. Apply plant nutrients
 - 3.1 Identify and prepare the necessary equipment for nutrient application.
 - 3.2 Obtain the necessary tools, materials and personal protective equipment for the job.
 - 3.3 Apply nutrients in accordance with the soil management plan.
 - 3.4 Manage nutrient applications to achieve minimal nutrient loss.
- 4. Monitor crop response
 - 4.1 Observe the crop for response to applied nutrients.
 - 4.2 Amend the nutrient application regime as necessary to boost crop response.
 - 4.3 Observe the crop for any **nutritional or physiological disorders** and treat appropriately.
 - 4.4 Maintain the safety and health of self and others.
 - 4.5 Record all relevant information clearly and accurately according to organizational procedures.

RANGE STATEMENT

All range statement items must be assessed:

1. Soil properties:

:

- Type
- Texture
- Structure
- pH
- Water holding capacity

2. Nutrient sources:

- Organic
- Inorganic

3. Nutritional/physiological disorders:

- Nutrient deficiencies
- Pest/disease attack
- Phytotoxic reactions

UNDERPINNING KNOWLEDGE AND SKILLS

You need to know and understand:

1. What methods are used to determine soil type, texture and structure.
2. How to make an assessment of soil drainage conditions and rooting depth.
3. What is the role of organic matter in the supply and retention of nutrients.
4. How to convert between metric and imperial units, and for liquids between weight/weight and weight/volume figures.
5. How to diagnose nutrient disorders and indicate typical deficiency symptoms for major and micro nutrients.
6. How to assess soil pH and show an understanding of the role of soil pH on nutrient availability and crop growth.
7. How to prepare fertilizer plans for crops.
8. What are the storage requirements for different forms of fertilizer.
9. What is the available range of fertilizer products and formulations
10. What are the agronomic and cost implications of different forms of fertilizer.
11. What are the consequences and effects of plant nutrition options on soil, water and the environment.
12. How to diagnose physiological disorders and how to distinguish these from nutrient disorders.

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(work records, reports)
- 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.

Identify the presence of pests and diseases and manage infestations

Unit Descriptor:

This unit describes the knowledge, skills and attitudes required to identify pests, diseases and associated disorders and to monitor their incidence and spread. Candidates will be required to devise, implement and monitor appropriate treatment programmes while maintaining environmental management to prevent re-infestation. Systematic records of pest incidences, control measures implemented and their effectiveness will also be required.

ELEMENT

PERFORMANCE CRITERIA

To be competent you must achieve the following:

- | | |
|---|--|
| 1. Identify pests, diseases and disorders | 1.1 Monitor plants and identify the presence of pests, diseases and disorders . |
| | 1.2 Establish the extent of the pests, diseases, or disorders and identify factors which contribute to the problem. |
| | 1.3 Report the presence and extent of pests, diseases or disorders to appropriate persons . |
| | 1.4 Carry out work in a manner that minimizes damage to the surrounding environment. |
| | 1.5 Identify the presence of any biological controls in use and any beneficial insects. |
| | 1.6 Carry out work in accordance with relevant environmental and health and safety legislation, risk assessments, codes of practice and industry requirements. |
| | 1.7 Complete records as necessary according to organizational requirements. |

2. Apply treatments or management techniques
 - 2.1 Identify **constraints** to the use of elimination measures.
 - 2.2 Assess the risks associated with continuing infestation.
 - 2.3 Select **treatments** or management techniques which are most effective for the site, the type and level of infestation, and which minimize risk to self, others and the environment.
 - 2.4 Select appropriate tools, materials and equipment to apply treatment.
 - 2.5 Carry out treatments or management techniques in accordance with manufacturers' instructions and industry codes of practice.
 - 2.6 Ensure that appropriate health and safety measures are taken to protect self, others and non-target species.
 - 2.7 Carry out work in accordance with relevant environmental and health and safety legislation, risk assessment requirements, codes of practice and industry policies.
 - 2.8 Dispose of waste in accordance with industry codes of practice.
 - 2.9 Carry out follow-up measures and gauge the success of the treatments.
 - 2.10 Complete and maintain records of the treatments carried out.

RANGE STATEMENT

All range statement items must be assessed:

1. Pests:

- Insects
- Rodents
- Birds
- Monkeys
- farm animals

2. Diseases:

- Fungal
- Bacterial
- Viral

3. Disorders:

- Nutritional deficiencies
- Phytotoxic reactions

4. Factors:

- Water sources
- Field hygiene
- Adjacent sites
- Building and drainage systems

5. Appropriate persons:

- Supervisor
- Manager
- Environmental Health Officer

6. Constraints:

- Environmental impact
- Health and safety concerns
- Weather conditions
- Topography
- Public access
- Legislation
- Public opinion
- Resources

7. Treatments:

- Pesticides and biocides
- Netting
- Cage traps/snares
- Deterrents
- Flying and crawling insect traps

UNDERPINNING KNOWLEDGE AND SKILLS

You need to know and understand:

1. What are your responsibilities under current environmental and health and safety legislation, codes of practice, organizational policies and industry requirements.
2. What are the workplace policies and procedures relating to the identification and reporting of pests, diseases and disorders.
3. What are your responsibilities under environmental and conservation legislation.
4. Why and when the crop or plant needs to be monitored and the reasons for doing so.
5. How to handle pesticides, tools and equipment.
6. What are the common pests, diseases and disorders, and what factors influence their occurrence and extent.
7. What are the relevant biological control and beneficial insects as they apply to crops or plants in your area of responsibility.
8. To whom the presence and extent of pests, diseases, disorders and biological control/beneficial insects, should be reported.
9. What are safe methods of handling, cleaning and disposal of biological and chemical waste.
10. How to use technology to identify pests and diseases.
11. What are the advantages and disadvantages of the various management techniques and their cost implications.

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(work records, reports)
- 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.

U93102

Plan and manage harvest and post-harvest operations

Unit Descriptor:

This unit describes the knowledge, skills and attitudes required to plan and manage harvest and post-harvest operations for crops including grass, vegetables, herbs, flowers, fruit and arable crops. Post-harvest activities could include selection, cleaning, drying, pre-storage treatments, grading, quality control, packaging and labeling. The type of activities will depend on the crop destination and market/customer requirements.

ELEMENT**PERFORMANCE CRITERIA**

To be competent you must achieve the following:

- | | | | |
|----|---|-----|---|
| 1. | Plan and manage harvest operations | 1.1 | Ensure sufficient resources are available for harvesting operations. |
| | | 1.2 | Identify destination and market/customer requirements for the crop. |
| | | 1.3 | Plan and schedule the harvest activity according to market/customer requirements. |
| | | 1.4 | Manage the harvesting of crops to ensure it meets market/customer requirements. |
| | | 1.5 | Monitor the harvesting process and adapt plans accordingly. |
| | | 1.6 | Maintain the health and safety of self and others at all times. |
| 2. | Plan and manage post-harvest operations | 2.1 | Manage the transportation of crops from the field. |
| | | 2.2 | Manage post-harvest activities to meet storage or market/customer needs. |
| | | 2.3 | Manage all activities to ensure they meet the requirements for quality assurance |

- 2.4 Establish measures to maintain suitable levels of hygiene and biosecurity.
- 2.5 Establish measures for the recycling or disposal of waste in accordance with legal, organizational or industry requirements.
- 2.6 Ensure working methods promote health and safety and are consistent with relevant legislation and codes of practice.
- 2.7 Ensure appropriate records are maintained and stored as required.
- 2.8 Evaluate the effectiveness of post-harvest management systems

RANGE STATEMENT

All range statement items must be assessed

1. Post-harvest activities

- Selection
- Drying
- Cleaning
- Grading
- Quality control
- Packing
- Labelling

UNDERPINNING KNOWLEDGE AND SKILLS

You need to know and understand:

1. What resources are required/available for harvesting operations.
2. How to identify destination and market/customer requirements.
3. How the destination and market/customer requirements impact on harvesting and post-harvest activities.
4. How to plan and schedule the harvest activities according to market/customer requirements.
5. How to manage the harvesting activities and ensure that they meet customer requirements.
6. How to monitor the harvesting process and adapt plans accordingly.
7. Why health and safety is important in the harvesting process.
8. How to ensure the health and safety of self and others during the harvesting process.
9. How to manage the transportation of crops from the field.
10. How to manage post-harvest activities to meet storage/market/customer requirements.
11. What are the quality assurance requirements to be met in the harvesting process.
12. Why it is important to establish measures to maintain suitable levels for hygiene and biosecurity and how to do so.
13. What are the organizational, legal and industry requirements for the disposal of waste and how to develop procedures for recycling and disposal.
14. Why it is important to ensure that working methods promote health and safety and that these are consistent with relevant legislation and codes of practice.
15. Why it is important to maintain and store appropriate records and how to do so.
16. What are the organizational requirements for maintaining and storing records.
17. How to evaluate the effectiveness of post-harvest management systems.

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(work records, reports)
- 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.

U93202

Develop and implement plans to reduce and manage waste

Unit Descriptor:

This unit describes the knowledge, skills and attitudes required to develop and implement plans to effectively reduce and manage waste. Candidates are required to demonstrate efficient waste management by reducing, reusing recycling or by converting waste to energy and dealing appropriately with the remains of waste.

ELEMENT**PERFORMANCE CRITERIA**

To be competent you must achieve the following:

- | | |
|--------------------------------------|---|
| 1. Develop waste utilization plans | 1.1 Identify different types of waste for disposal. |
| | 1.2 Develop plans for utilization or disposal of waste in accordance with relevant legislation and codes of practice. |
| | 1.3 Identify and investigate opportunities for dealing with waste . |
| | 1.4 Identify and investigate opportunities to recover energy and produce fuel from waste. |
| | 1.5 Identify and investigate opportunities for dealing with waste . |
| 2. Implement waste utilization plans | 2.1 Implement strategies to reduce, reuse and recycle waste. |
| | 2.2 Implement appropriate ways of dealing with waste that needs to be disposed of. |
| | 2.3 Implement plans for the storage and disposal of waste. |

- 2.4 Ensure that working methods for the management of waste are established and clearly communicated.
- 2.5 Monitor the storage and disposal of inorganic waste in accordance with plans, and take appropriate action if problems occur.
- 2.6 Complete all necessary records relating to the storage, transportation or disposal of waste.
- 2.7 Ensure that environmental and health and safety policies and risk assessment requirements are put into practice.

RANGE STATEMENT

All range statement items must be assessed:

1. Waste:

- Organic i.e. plant material, animal manure
- Inorganic i.e. metal, glass, plastics

UNDERPINNING KNOWLEDGE AND SKILLS

You need to know and understand:

1. How to identify different types of waste including organic and inorganic.
2. How to develop plans for the utilization of waste and what are the relevant legislation and codes of practice in relation to this.
3. What opportunities exist for dealing with waste.
4. How to identify and investigate opportunities to recover energy and produce fuel from waste.
5. What are the ways in which waste can be used to recover energy or produce biofuels.
6. What are the various technologies for producing energy from waste.
7. How to implement strategies to reduce, re-use and recycle waste.
8. Why it is important to communicate methods for the management of waste to others.
9. What are the sources of information and guidance on how to reduce, reuse, recycle. and recover waste.
10. What are the ways in which waste can be recycled
11. What are the correct methods of disposal for different types of waste and any requirements for pre-treatment
12. How to store different types of waste.

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(work records, reports)
- 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.

Plan, manage and monitor the operation and performance of an enterprise

Unit Descriptor:

This unit describes the knowledge, skills and attitudes required to plan, manage and monitor 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**

To be competent you must achieve the following:

- | | |
|----------------------------------|--|
| 1. Plan and manage the operation | 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 Plan and manage the enterprise production system to minimize the environmental impact comply with industry standards and codes of practice. |
| | 1.5 Plan and implement 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 Plan and manage the use of resources working within existing legislative requirements. |

- 2. Monitor the enterprise
 - 2.1 Ensure the plan produces products that meet and respond to changing customer/market requirements.
 - 2.2 Monitor 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 changes.
 - 2.6 Ensure appropriate records are maintained.
 - 2.7 Ensure working methods promote health and safety and are consistent with relevant legislation and codes of practice.

RANGE STATEMENT

All range statement items must be assessed:

1. Production system:

- Conventional
- Organic
- Hydroponic
- Aquaponics
- technology development

2. Resources:

- Equipment
- Nutrients
- Waste
- people

UNDERPINNING KNOWLEDGE AND SKILLS

You need to 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 minimize 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(work records, reports)
- 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 food products. 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**

To be competent you must achieve the following:

- | | |
|-----------------------|--|
| 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.
 - 2.5 Produce a marketing plan.
 - 2.6 Communicate the marketing plan to **relevant persons.**
3. Plan sales
- 3.1 Ensure 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.
 - 3.6 Communicate the sales plan to **relevant persons.**

RANGE STATEMENT

All range statement items must be assessed:

1. Market:

- Local
- Regional
- International

2. Research:

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

3. Relevant persons:

- Team members
- Technical specialists

4. Sales tools and techniques:

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

UNDERPINNING KNOWLEDGE AND SKILLS

You need to 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 analyze 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. What are marketing and sales plans and how to produce comprehensive plans.
15. Why it is important to communicate the marketing and sales plans to relevant persons.
16. Why it is important that sales targets match the strategy, policy and objectives of the business.
17. What are the available sales tools and techniques for the business.
18. How to examine the likely effect on the business of achieving or not achieving sales targets.
19. 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(work records, reports)
- 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**

To be competent you must achieve the following:

- | | |
|---|---|
| 1. Monitor sales and marketing performance | <ul style="list-style-type: none"> 1.1 Determine 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 | <ul style="list-style-type: none"> 2.1 Acknowledge the successful completion of marketing and sales activities and the achievement of targets by individuals and teams. 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:

- Sales
- Marketing
- Team performance

UNDERPINNING KNOWLEDGE AND SKILLS

You need to 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:

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

To be competent you must achieve the following:

- | | |
|-----------------------------|---|
| 1. Manage business finances | <ul style="list-style-type: none"> 1.1 Set financial targets that match the aims of the business. 1.2 Develop contingency plans. 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 will be provided. 1.6 Determine what financial forecasts are required to help plan the business. 1.7 Determine what information is required to prepare a forecast. 1.8 Set targets for making investments. |
|-----------------------------|---|

RANGE STATEMENT

All range statement items must be assessed:

1. Sources of advice:

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

2. Forecasts:

- Profit and loss
- Cash flow
- Sales

UNDERPINNING KNOWLEDGE AND SKILLS

You need to 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(work records, reports)
- 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.

Assessment Methods

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

Assessors

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

Approved Centre

Organisation/centre approved by the TVET Council to offer full National Vocational Qualifications (NVQs).

Case Studies

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

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

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

Competence

In the context of vocational qualifications, competence means the ability to carry out prescribed activities to nationally predetermined 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 action, behaviour or outcome which a person should be able to demonstrate.

**Level
2**

Glossary of Terms

Explanation of NVQ Levels

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

Level 1 – Entry Level

Recognizes 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

Recognizes 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 the guidance of others may be required.

Level 3 – Technician and Supervisory Occupations

Recognizes 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

Recognizes 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

Recognizes 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 contributions to the promotion and practice of their occupation.

External Verifier

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

Internal Verifier

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

NVQ

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

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

NVQ Coordinator

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

Observation

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

Performance Criteria

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

Level

2

Glossary of Terms

Product of Work

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

Questioning

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

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

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

Range Statements

The range puts the element of competence into context. A range statement describes the range of situations to which an element and its performance criteria should be applied.

Range statements are prescriptive, therefore, each category must be assessed.

Role Plays

Role plays are simulations where the candidate is asked to act out a situation in the way he/she considers 'real' people would behave. By using role-play situations to assess a candidate, Assessors are able to collect evidence and make a judgement 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 his/her work, or where the candidate needs to develop competence, before being judged competent, for example, in a disciplinary situation.

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

Supplementary Evidence

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

Underpinning Knowledge

Underpinning knowledge indicates what knowledge is **essential** for a candidate to possess in order to successfully achieve an element and prove total competence.

Units

A unit of competence describes one or more than one activity which forms a significant part of a candidate's work. Units are accredited separately but, in combination, can make up a vocational qualification. There are two (2) categories of units:

Mandatory Units: These 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 the Assessor to collect evidence to support any decision made 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 or observation.

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