Technical and Vocational Education and Training (TVET) Council

Occupational Standards of Competence

E-Commerce
Level 2

ACKNOWLEDGEMENTS

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Qualification Overview

NVQB

In

E-Commerce

Level 2

NVQB in E-Commerce - Level 2

Qualification Overview

This qualification is designed to provide training, assessment and recognized certification for persons in the small business e-commerce sectors. Candidates must possess basic literacy, numeracy and computer literacy skills and be able to send basic emails, send, receive and open attachments and plan and prepare for implementation of e-commerce. The qualification will provide the necessary skills and knowledge to implement e-commerce security and web design to aid e-commerce, manage e-commerce systems and optimize operations, adopt mobile e-commerce applications, monitor and evaluate social media use for e-commerce where necessary within the business sector in accordance with any relevant industry standards. Candidates will also complete units in managing self and developing and sustaining productive working relationships.

Who is the qualification for?

This qualification is aimed at persons who have a basic knowledge of e-commerce and are autonomous and responsible enough to conduct e-commerce within the business environment. The base skills are such that progression can be made to higher levels within the various commerce sectors including but not limited to information technology (IT), marketing and finance sectors. Competencies are for persons who are likely to be in roles where for example their duties include:

- Coordinating/managing e-commerce functions
- Implementing/using/managing websites and e-commerce sites
- Using technology as an integral part of e-commerce
- Adopting mobile commerce applications
- Securing e-commerce networks
- Effectively marketing e-commerce using media, static and especially social media
- Optimizing e-commerce operations

Jobs within the occupational area

Relevant occupations include:

- Information Technology officers
- Marketing officers
- E-commerce coordinators
- Computer technology/systems administrators
- Website and e-commerce site designers and developers
- Application developers
- Entrepreneurs
- Sales representatives
- Accounts clerk/officer

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

A06902 APPROVED NATIONAL VOCATIONAL QUALIFICATION STRUCTURE

E-COMMERCE - LEVEL -

To achieve the full qualification, candidates must complete all eight (8) mandatory units.

MANDATORY UNITS (ALL MUST BE COMPLETED)   **CODE**

1. Plan and prepare for implementation of e-commerce   **UA00802**

    1.1   Plan for e-commerce
    1.2   Prepare for e-commerce

2. Implement web design to aid e-commerce   **UA00902**

    2.1   Set up e-commerce website
    2.2   Select visual assets and tools for e-commerce website
    2.3   Set up merchant account
    2.4   Update product information on e-commerce website

3. Implement e-commerce security   **UA01002**

    3.1   Identify internal auditing processes
    3.2   Manage security procedures

4. Integrate e-commerce system with banking system   **UA01102**

    4.1   Choose merchant account provider
    4.2   Set up merchant account
    4.3   Configure website with merchant account gateway

5. Manage e-commerce system   **UA01202**

    5.1   Manage e-commerce system
    5.2   Maintain components of e-commerce system
    5.3   Verify interconnection of e-commerce system
    5.4   Establish protocols and access procedures for customers

6. Optimize e-commerce operations   **UA01302**

    6.1   Review e-commerce module
    6.2   Optimize mobile applications
    6.3   Enhance product pages
    6.4   Optimize purchasing process
    6.5   Monitor e-commerce model

7. Manage Yourself **U56402**

    7.1   Develop knowledge and skills
    7.2   Develop knowledge of work role
    7.3   Manage your time
    7.4   Review your performance

8. Develop and sustain productive working relationships **U56702**

    8.1   Develop productive working relationships
    8.2   Sustain productive working relationships

<u>ELECTIVE UNITS</u>

9. Monitor and evaluate social media use in e-commerce **UA01402**

    9.1   Use static media
    9.2   Use non-static media
    9.3   Use social media
    9.4   Maximize social media
    9.5   Monitor and evaluate use of media for e-commerce website

10. Adopt mobile e-commerce applications **UA01502**

    10.1   Confirm the impact of mobile applications and approaches
    10.2   Analyze the relevance of mobile e-commerce applications
    10.3   Monitor and review mobile e-commerce applications and technology
    10.4   Adopt mobile e-commerce solutions

UA00802   **Plan and prepare for implementation of e-commerce**

Unit Descriptor:	This unit deals with the knowledge, skills and attitudes required to plan, prepare and implement e-commerce. It covers the basics of e-commerce such as the technologies used and the different categories of available e-commerce sites.

ELEMENT	**PERFORMANCE CRITERIA**

To be competent you must achieve the following:

1. Plan for e-commerce	1.1	Examine the needs of the e-commerce site.
	1.2	Determine the **information technology requirements** for the e-commerce site
	1.3	Obtain information from relevant competitors of the e-commerce site.
	1.4	Obtain information on the structure of the e-commerce site, services, products, e-payment methods, delivery and style.
	1.5	Demonstrate an awareness of how the e-commerce site and transactions are protected.
	1.6	Determine the risk factors involved in setting up the e-commerce site.
	1.7	Identify relevant Internet security service providers.
	1.8	Compare the security features of products offered by Internet security service providers.
	1.9	Compare the security features of products offered by the web hosting providers.
	1.10	Select the Internet security service provider product which offers the best security infrastructure policy for the-commerce site.

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		1.11	Select web hosting provider products which offer the security features of the preferred choice for the e-commerce site.
		1.12	Establish security solutions for the e-commerce site in accordance with relevant legislation and guidelines.
2.	Prepare for e-commerce	2.1	Identify the **category of the e-commerce site** being created.
		2.2	Confirm that all **components** of the e-commerce site have been considered.
		2.3	Review with relevant personnel and make changes or adjustments as necessary.
		2.4	Formulate the terms, conditions and privacy statement according to organizational procedures and legal requirements.

RANGE STATEMENT

All range statements must be assessed:

1. **Information technology requirements:**

   - Computer
   - Internet e.g. type of line, upload and download speeds
   - Technologies e.g. software, hardware
   - Security

2. **Category of e-commerce sites:**

   - Digital goods and services
   - Physical goods and services
   - Virtual services
   - Mobile commerce

3. **Components:**

   - Web server
   - Shopping cart
   - Email
   - Images

UNDERPINNING KNOWLEDGE AND SKILLS

You need to know and understand:

1. What is e-commerce.

2. What are the information technology requirements for setting up an e-commerce site.

3. What are the categories of e-commerce sites.

4. What are the components of a well-designed e-commerce site.

5. How e-commerce transactions are protected.

6. What are the payments systems available for use with an e-commerce site.

7. How to monitor and evaluate an e-commerce site.

8. What are the relevant legislation and guidelines governing e-commerce.

9. What are terms and conditions and privacy statements

10. What are security threats, vulnerabilities and attacks.

EVIDENCE GUIDE

For assessment purposes:

(1) Critical Aspects of Evidence

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

(2) Methods of Assessment

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

Evidence of competence may be obtained through a variety of methods 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.

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

UA00902   Implement web design to aid e-commerce

Unit Descriptor:	This unit deals with the knowledge, skills and attitudes required to set up and host e-commerce websites. It covers aspects such as registering the website and designing the e-commerce site with appropriate visual features, shopping cart and e-mail functionality.

ELEMENT	PERFORMANCE CRITERIA

To be competent you must achieve the following:

1. Set up an e-commerce website	1.1 Research **e-commerce website builders and other developmental tools** and select the most appropriate.
	1.2 Conduct an **SWOT** of the various e-commerce platforms and document findings.
	1.3 Choose an appropriate domain name based on brand and type of business.
	1.4 Follow prompts in **website builder or developmental tool** to create e-commerce website.
	1.5 Customize layout of e-commerce website to suit individual needs, brand and type of business.
	1.6 Link e-commerce website to domain name in accordance with **website builder** instructions.
2. Select visual assets and tools for e-commerce website	2.1 Identify **visual assets** and tools needed for e-commerce module.
	2.2 Select **visual assets** for e-commerce module and the required tools to make necessary changes.
	2.3 Select and set up tools for tracking and managing inventory and deliveries.
	2.4 Identify an appropriate account name and set up email account for e-commerce website.

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3.	Set up merchant account	3.1	Identify an appropriate shopping cart solution and software for the brand and type of business.
		3.2	Set up merchant account and research and identify appropriate **payment processors** and payment gateway.
		3.3	Set up subscription/membership functionality.
		3.4	Identify an appropriate **marketing strategy** according to brand and type of business.
		3.5	Identify and add on **appropriate icons** for enquiries and service.
4.	Update product information on e-commerce site	4.1	Use appropriate tools to set up catalog of products and services.
		4.2	Update product information using appropriate tools as necessary.
		4.3	Review updated product information for **accuracy**.

RANGE STATEMENT

All range statements must be assessed:

1. **E-commerce website builders and other developmental tools:**

    - Online tools e.g. 'Go-daddy', 'Big Commerce'
    - Offline software

2. **Visual assets:**

    - Text format
    - Style format
    - Images
    - Videos
    - Icons e.g. Facebook, Instagram, Pinterest, Favicon

3. **Marketing strategy:**

    - Advertisements
    - Promotions

4. **SWOT analysis:**

    - Strengths
    - Weaknesses
    - Opportunities
    - Threats

5. **Payment processors:**

    - PayPal
    - SecurePay
    - Authorize.Net
    - 2CheckOut
    - Chronopay
    - Paynova

6. **Appropriate icons:**

    - Contact/customer services
    - Search engine
    - Favicon
    - Shopping cart
    - Payment methods (i.e. credit card logos)

7. **Accuracy:**

    - Product description

-
- Price
- Availability

UNDERPINNING KNOWLEDGE AND SKILLS

You need to know and understand:

1. What is a website.

2. What is an e-commerce module.

3. What is an e-commerce platform.

4. What are the assets and tools used to enhance e-commerce modules.

5. What are visual assets.

6. How to select and add/upload assets and tools to e-commerce modules.

7. What is the content and context of the e-commerce module being built.

8. What is an email account and how to set up and use it appropriately for an e-commerce website.

9. What is a shopping cart and what are the various types available.

10. How to identify and select the most appropriate payment processor.

11. How to add shopping cart functionality including subscriptions/membership.

12. What is a merchant account.

13. What is an online catalogue and how it should be updated.

14. How to attract and keep visitors to an e-commerce site.

15. How to customize an e-commerce site to make it experiential and real.

16. How to market the e-commerce site, customize it for various users and make it user friendly.

17. What is web hosting.

18. What is inventory and how to manage it.

19. What are the necessary tools to update product information and customize the e-commerce module.

20. What is a chat room and how to use it.

21. What are the components of a well-designed e-commerce website.

22. What is a search engine and how to link your e-commerce module to search engines.

23. What is search engine optimization.

24. What is customer service and how to provide customer service support.

EVIDENCE GUIDE

For assessment purposes:

(1) Critical Aspects of Evidence

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

(2) Methods of Assessment

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

Evidence of competence may be obtained through a variety of methods 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.

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UA01002   **Implement e-commerce security**

Unit Descriptor:

This unit deals with the knowledge, skills and attitudes required to implement security technologies to e-commerce network infrastructures. The unit covers the various hardware and software security solutions that are used in securing e-commerce network infrastructures as well as the change control management process involved in managing security procedures.

ELEMENT	PERFORMANCE CRITERIA

To be competent you must achieve the following:

1. Identify internal auditing processes	1.1	Establish internal auditing processes.
	1.2	Perform **audit** of internal processes.
	1.3	Review processes including updates, access controls, user rights, application rights and any other processes.
	1.4	Review user passwords, permissions, access controls for all users of e-commerce site according to organizational policies.
	1.5	Review monitoring processes and tools to ensure compliance.
	1.6	Generate electronic **audit** report.
	1.7	Make any necessary changes to auditing processes.
	1.8	Monitor changes made by personnel to the e-commerce website.
2. Manage security procedures	2.1	Implement **security solutions** for e-commerce website according to **organizational policies**.
	2.2	Check e-commerce system for alerts via email or text according to **organizational policies.**

2.3   Review e-commerce system security log information according to **organizational policies.**

2.4   Review industry threat alerts according to **organizational policies**.

2.5   Review and change firewall settings appropriately according to **change control management procedures** and **organizational policies**.

2.6   Review available payment options and amend according to customer requirements and **organizational policies**.

2.7   Review products and services offered on e-commerce website and add and remove products and services appropriately according to **organizational policies**.

2.8   Generate all appropriate change control forms based on **organizational policies**.

2.9   Obtain approval from relevant personnel for all **change management procedures** completed according to **organizational policies.**

RANGE STATEMENT

All range statements must be assessed:

1. **Audit:**

   - Personnel
   - Users
   - Updates

2. **Security solutions:**

   - Hardware solutions e.g. firewalls, intrusion detection systems (IDS), virtual private network (VPN), routers and switches
   - Software solutions, e.g. web server applications and operating systems

3. **Change control management procedures:**

   - Payment options
   - User management
   - Products/services additions and removals

4. **Organizational policies:**

   - Security solutions implementation
   - Generation of change control forms
   - Approval of change control processes/procedures

UNDERPINNING KNOWLEDGE AND SKILLS

You need to know and understand:

1. What is an e-commerce network infrastructure.

2. How to secure an e-commerce network infrastructure.

3. What are the security solutions used in securing e-commerce network infrastructures.

4. What is the protocol covering implementing security solutions.

5. What are hardware and software solutions.

6. What are the relevant organizational procedures and policies governing e-commerce.

7. What are the relevant legislation and guidelines governing e-commerce.

8. What is an Internet and web hosting security provider.

9. How to secure contracts with Internet and web hosting security providers.

10. How to perform internal auditing of the e-commerce website.

11. How to manage security procedures for the e-commerce website.

12. How to review security log information.

13. How to review industry threat alerts.

14. How to review firewall settings.

15. What is change control management and the organizational policies associated with change control.

16. How to generate change control forms for all security processes and procedures that have been changed.

17. How to obtain approval of change control processes.

18. What are security threats, vulnerabilities and attacks.

19. How digital certificates work.

EVIDENCE GUIDE

For assessment purposes:

(1) Critical Aspects of Evidence

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UA01102   **Integrate e-commerce system with banking system**

Unit Descriptor:

> This unit deals with the knowledge, skills and attitudes required to merge the e-commerce website with the relevant banking providers to facilitate payments. It highlights the considerations to be made when setting up merchant accounts and choosing merchant account/banking providers.

ELEMENT	PERFORMANCE CRITERIA

To be competent you must achieve the following:

1. Choose merchant account provider	1.1 Research **information** on merchant account providers based on requirements for e-commerce website.
	1.2 Select appropriate merchant account provider based on requirements.
2. Set up merchant account	2.1 Determine and select acceptable online **payment options** according to specifications for website.
	2.2 Enter into an agreement according to merchant account provider requirements.
3. Configure website with merchant account gateway	3.1 Configure merchant account gateway access information according to security and technical requirements.
	3.2 Conduct test transaction with merchant account gateway according to technical requirements and activate account.

RANGE STATEMENT

All range statements must be assessed:

1. Information:

- Financial institution merchant account fees
- Merchant account gateway software
- Payment options

2. Payment options:

- Credit/Visa debit cards e.g. Visa, Mastercard etc.
- Paypal
- E-check
- Cash on delivery

UNDERPINNING KNOWLEDGE AND SKILLS

You need to know and understand:

1. What is e-commerce.
2. What are the information technology requirements for setting up an e-commerce site.
3. What are the categories of e-commerce sites.
4. What are the components of an e-commerce site.
5. How e-commerce transactions are protected.
6. What are the payment systems available for use with an e-commerce site.
7. How to monitor and evaluate an e-commerce site.
8. What are the relevant legislation and guidelines governing e-commerce.
9. What are the terms and conditions and privacy statements.
10. What are the security threats.
11. What is the payment gateway.
12. What is an e-commerce merchant account and how to select the most appropriate.

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UA01202   **Manage e-commerce system**

Unit Descriptor:

This unit deals with the knowledge, skills and attitudes required to effectively manage the e-commerce system. It involves ensuring all components of the e-commerce system are maintained, and interconnected such that business outcomes are achieved. It involves some system, policy and protocol development to ensure e-commerce system meets operational and security requirements.

ELEMENT	PERFORMANCE CRITERIA

To be competent you must achieve the following:

1. Manage e-commerce system	1.1 Confirm that the functionality of applications is within specified parameters.
	1.2 Monitor e-commerce systems to confirm compliance to business and **customer requirements.**
	1.3 Monitor the resource utilization of e-commerce systems to ensure user demands are met.
	1.4 Undertake modifications or customization of e-commerce systems to meet changing internal or external customer demands.
2. Maintain components of e-commerce system	2.1 Confirm the hardware and interface components of computerized communications network delivery system's requirements.
	2.2 Maintain e-commerce systems to ensure customer and business requirements are met.
3. Verify interconnections of e-commerce system	3.1 Identify business and operational outcomes sought from systems interconnection.
	3.2 Confirm options for the interconnection of e-commerce systems and users.

3.3   Confirm commerce systems interact and connect to achieve business and **process outcomes.**

4.   Establish protocols and access procedures for customers

4.1   Establish protocols and access procedures for customers, including security, payment and third party access to information or technology.

4.2   Maintain the security and confidentiality of e-commerce systems according to privacy and organizational policies.

4.3   Maintain the security of hardware according to organizational policies.

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RANGE STATEMENT

All range statements must be assessed:

1. **Customer requirements:**

   - Product information
   - Quotations
   - Price notification
   - Product and service availability
   - Logistics
   - Warranties
   - Payment options
   - Post-purchase support and service

2. **Process outcomes:**

   - Product range, line or category performance requirements
   - Objectives such as price, profit, brand share and market share
   - Response times
   - Scalability
   - Traffic

UNDERPINNING KNOWLEDGE AND SKILLS

You need to know and understand:

1. How to determine resource requirements and limitations.

2. How to review procedures to constantly improve effectiveness.

3. How to review web pages and Internet presence for marketing purposes.

4. How to establish protocols and access procedures.

5. How to use appropriate technology to achieve systems and business outcomes.

6. What are system purpose and processing requirements.

7. What are the relevant sources of information on product and supply arrangement for customers.

8. What are business policies and procedures in regard to job role and responsibility, trading and e-trading quality measures and principles, systems maintenance, budget and financial reporting, work, health and safety.

9. What are technological and e-commerce systems and software knowledge and skills.

10. What are the capabilities and limitations of the Internet and e-commerce solutions.

11. What are the manufacturer specifications for the use and maintenance of equipment and systems.

12. What are system and software languages and interoperability.

13. What are customer and user needs.

14. What are the relevant legislative requirements affecting privacy, confidentiality, security and electronic transactions.

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UA01302   **Optimize e-commerce operations**

Unit Descriptor:	This unit deals with the knowledge, skills and attitudes required to maintain the relevance, efficiency and effectiveness of the e-commerce site. This unit covers mobile optimization, product page and purchase optimization catered to improving the overall functioning of the e-commerce site.

ELEMENT	**PERFORMANCE CRITERIA**

To be competent you must achieve the following:

1.	Review e-commerce module	1.1	Review Internet and web hosting service provider services according to specifications.
		1.2	Review the search engines which use the e-commerce site.
		1.3	Assess computer/system capacity and overall functioning of the e-commerce site according to technical specifications.
		1.4	Make recommendations for overall improvements to the e-commerce site based on results of the review.
2.	Optimize mobile applications	2.1	Conduct e-commerce through the use of **mobile devices.**
		2.2	Review the existing site **design**, structure and page speed to determine the capacity to facilitate mobile e-commerce.
		2.3	Make requisite improvements to site design, structure and page speed to facilitate mobile e-commerce.
3.	Enhance product pages	3.1	Review product pages on e-commerce site and use a clean **design** that focuses on products.
		3.2	Display products and services through the use of images on the homepage.

		3.3	Display relevant contact information, prices, shipping terms and return policy clearly according to organizational procedures.
		3.4	Create an "About Us Page" and a "Contact Us Page" providing information on the business in accordance with **design** specifications.
		3.5	Display promotions on the homepage and add interactive elements to the site according to design specifications.
4.	Optimize purchasing process	4.1	Identify and implement ways to eliminate excessive steps in the check-out process.
		4.2	Identify and fix error messages within the scope of your role according to technical specifications.
		4.3	Use a progress bar to keep customers informed of status of check-out.
5.	Monitor e-commerce model	5.1	Monitor e-commerce model according to organizational procedures.
		5.2	Use recommendations to make improvements to the e-commerce site.

RANGE STATEMENT

All range statements must be assessed:

1. **Mobile devices:**

    -   Smart phones
    -   Tablets
    -   Laptops

2. **Design:**

    -   Text
    -   Images

UNDERPINNING KNOWLEDGE AND SKILLS

You need to know and understand:

1. What is involved in e-commerce optimization.

2. How to optimize website for e-commerce.

3. How to optimize product pages.

4. How to optimize purchasing process.

5. How to design a clean homepage which focuses on products and services.

6. How to design an e-commerce site which has images and text relevant to products and services being offered.

7. How to create an 'About Us Page'.

8. How to create a 'Contact Us Page'.

9. How to display promotions on the homepage of the e-commerce site.

10. How to display relevant information about the business e.g. telephone number, return policy and shipping conditions.

11. How to improve page speed.

12. How to optimize site design for mobile devices.

EVIDENCE GUIDE

For assessment purposes:

(1) Critical Aspects of Evidence

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

(2) Methods of Assessment

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

Evidence of competence may be obtained through a variety of methods 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.

U56402   **Manage yourself**

Unit Descriptor:

> This unit describes the knowledge, skills and attitudes required for candidates to take responsibility for managing themselves to meet the current and future requirements of their work, support their personal and career development and meet objectives.

ELEMENT	PERFORMANCE CRITERIA
	To be competent you must achieve the following:
1. Develop knowledge and skills	1.1 Develop core knowledge in own area of expertise and demonstrate requirements of work role.
	1.2 Monitor and evaluate trends and developments in own area of expertise and the impact on your role.
	1.3 Evaluate current and future requirements of own work role at intervals.
	1.4 Identify **personal learning styles** which work best and take these into account when identifying developmental activities.
	1.5 Identify and address gaps in knowledge, skills and attitudes and current and future requirements of own work role.
	1.6 Discuss and agree upon development plans which address gaps in knowledge, skills and attitudes and seek support for personal and career goals.
2. Develop knowledge of work role	2.1 Establish the purpose of the work role and how it contributes to achieving the organization's vision and mission.
	2.2 Develop **objectives** which are compatible with own work role and the vision, mission and values of the organization.

		2.3	Evaluate and resolve **conflicts** with the organization's vision, mission and values.
3.	Manage your time	3.1	Manage work hours effectively to achieve prioritized **objectives**.
		3.2	Delegate responsibilities appropriately where possible.
		3.3	Use technology appropriate to assist in achieving **objectives**.
		3.4	Identify and eliminate activities that do not support the achievement of **objectives**.
		3.5	Identify new opportunities and urgent situations accurately and make appropriate responses.
		3.6	Manage personal emotions effectively in accordance with organizational procedures.
		3.7	Manage relationships with others in ways that assist in achieving **objectives.**
4.	Review your performance	4.1	Review development plans in light of own performance and update developmental activities in a timely manner.
		4.2	Obtain specific and valid **feedback** on performance from relevant persons.
		4.3	Adjust performance based on **feedback**.

RANGE STATEMENT

All range statements must be assessed:

1. **Learning styles:**

   - Visual
   - Auditory
   - Kinaesthetic

2. **Objectives:**

   - Work and personal
   - Organizational policies and requirements

3. **Conflicts:**

   - Differences in personalities
   - Conflict in assigned tasks
   - Value perceptions
   - Behaviour (passive v aggressive)

4. **Feedback:**

   - Oral
   - Written

UNDERPINNING KNOWLEDGE AND SKILLS

You need to know and understand:

1. What are the work role and core knowledge requirements in own area of expertise and how to develop these further.

2. What are the principles that underpin professional development.

3. How to evaluate current requirements of a work role and how these may evolve in the future.

4. How to monitor changes, trends and developments.

5. How to evaluate the impact of different factors on own work role.

6. What is the range of different learning styles and how to identify which styles work best for you.

7. How to identify development needs to address any identified gaps between the requirements of own work role and current knowledge, skills and attitudes.

8. What an effective development plan should contain and the length of time that it should cover.

9. What are your own career and personal goals and why it is important to take account of them when planning your professional development.

10. What are the types of developmental activities that can be undertaken to address identified gaps in knowledge, skills and attitudes.

11. What are the requirements of your own work role including the limits of your responsibilities.

12. How to analyze your own work role and how it relates to other roles in the organization.

13. How to gather and validate information.

14. Why it is important to recognize and respect the value perceptions of others.

15. How to evaluate the impact of different factors on your own role.

16. Why managing resources (particularly knowledge, skills and time) is important.

17. How to set work objectives which are SMART (Specific, Measureable, Achievable, Realistic and Time-bound)

18. How to delegate responsibilities.

19. How to measure progress against work objectives.

20. How to manage personal emotions effectively.

21. How to update development plans in light of your own performance, developmental activities undertaken and any wider changes.

22. How to evaluate the extent to which development activities have contributed to your own performance.

23. How to update work objectives based on performance feedback or changes in organizational priorities.

24. How to identify, reflect on and use appropriate sources of feedback on your own performance.

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 work 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

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.

| U56702 | **Develop and sustain productive working relationships** |

Unit Descriptor:

> This unit describes the knowledge, skills and attitudes required to develop and sustain productive and positive working relationships with colleagues within your own organization.

ELEMENT	PERFORMANCE CRITERIA

To be competent you must achieve the following:

1. Develop productive working relationships

1.1 Establish productive and positive relationships with colleagues within the organization.

1.2 Recognize and respect roles, responsibilities, interests and concerns of colleagues.

1.3 Develop trust and mutual respect particularly where you have no authority/shared authority over those with whom you are working.

1.4 Deal with difficult situations and challenges in a sensitive manner.

2. Sustain productive working relationships

2.1 Provide individuals with sufficient information to enable them to perform effectively.

2.2 Consult with individuals in relation to key decisions and activities and take their views into account.

2.3 Fulfill agreements made and inform all colleagues.

2.4 Advise individuals promptly of any challenges encountered.

2.5 Identify and resolve **conflicts of interest**, values and disagreements in ways that minimize damage to performance and to the individuals involved.

2.6   Monitor and review working relationships to identify areas for improvement.

2.7   Seek and provide **feedback** to improve the performance of those involved.

RANGE STATEMENT

All range statements must be assessed:

1. **Conflicts of interest:**

    - Undermining of persons' self-interest and values
    - Undermining of professional interests and values
    - Undermining of organizational interests and values

2. **Feedback:**

    - Oral
    - Written

UNDERPINNING KNOWLEDGE AND SKILLS

You need to know and understand:

1.   What are the benefits of developing productive and positive working relationships.

2.   What are the principles of effective communication and how to develop productive relationships.

3.   Why it is important to create trust and mutual respect.

4.   Why it is important to understand how to deal with difficult situations and issues.

5   How to identify and meet the needs of other persons.

6.   What information is appropriate to provide to colleagues and the factors that need to be taken into consideration.

7.   How to consult with colleagues in relation to key decisions and activities.

8.   Why it is important to take account of, and be seen to take account of the views of colleagues.

9.   Why communication with colleagues on fulfilment of agreements or any problems affecting or preventing fulfilment is important.

10.   How to identify conflicts of interest and values with colleagues and the techniques that can be used to manage or remove them.

11.   How to identify disagreements with colleagues and the techniques for resolving them.

12.   What type of damage conflicts of interest and disagreements with colleagues can cause to individuals and organizations.

13.   How to monitor and review working relationships.

14.   How to obtain and make use of feedback from colleagues to improve own performance.

15.   How to provide colleagues with feedback designed to improve their performance.

16.   What are the mechanisms for consulting with colleagues on key decisions and activities.

17.   What are your organization's planning and decision-making processes.

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 work 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

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

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UA01402   **Monitor and evaluate social media use in e-commerce**

Unit Descriptor:

> This unit deals with the knowledge, skills and attitudes required to use various types of media on the e-commerce website and monitor and evaluate these. It covers advertising and promoting the e-commerce website using various social media models.

ELEMENT	PERFORMANCE CRITERIA

To be competent you must achieve the following:

1.	Use static media	1.1	Determine the static material to be used on the e-commerce site.
		1.2	Assess the impact of **static media** on the website.
		1.3	Determine the frequency for updating **static media**.
2.	Use non-static media	2.1	Identify the **non-static media** to use on the e-commerce site.
		2.2	Add video and sound to the site and determine its benefits.
		2.3	Add flash animation and animated GIF to the site and determine its benefits.
3.	Use social media	3.1	Determine what **social media sites** are relevant to the e-commerce site.
		3.2	Determine how best to use the Facebook page to market the business.
		3.3	Create an advertisement on your Facebook page.
		3.4	Create a company page on Facebook and get persons to like the page.
		3.5	Use Facebook to communicate with customers and deal with any customer issues or complaints.

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4.	Maximize social media	4.1	Use Twitter to advertise your products and services and attract more customers.
		4.2	Use Pinterest to show off services and products.
		4.3	Use LinkedIn to show off your products and services.
		4.4	Use emojis on the **social media sites** to humanize the business.
5.	Monitor and evaluate use of media for e-commerce site	5.1	Determine the role **media** has played in interactions with customers.
		5.2	Identify changes to be made to enhance gains from using **media.**
		5.3	Make recommendations and implement changes.

RANGE STATEMENT

All range statements must be assessed:

1. **Static media:**

    - JPEG images
    - Animated GIF

2. **Non-static media:**

    - Sound
    - Video
    - Flash animation
    - Animated GIF

3. **Social media sites:**

    - Facebook
    - Pinterest
    - Instagram

4. **Media:**

    - Static
    - Non-static
    - Social

UNDERPINNING KNOWLEDGE AND SKILLS

You need to know and understand:

1. How to set up and add a business site on Pinterest.

2. How to convert your profile into a business profile

3. How to create pictures of your products.

4. How to use rich pins so viewers of the site can link their locations via maps or obtain more information on products sold.

5. How to set up boards.

6. How to set up pins.

7. How to link boards and pins to the Pinterest site.

8. How to create a Facebook page.

9. How to create pictures of products.

10. How to change content on Facebook.

11. How to upload video advertisements on Facebook.

12. How to create and upload a Facebook advertisement.

13. How to open and upload images to Twitter.

14. What is marketing.

15. What are the different ways you can use to market the e-commerce site.

16. What is media and the ways that it is used to market e-commerce.

EVIDENCE GUIDE

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- Observation
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- Witness testimony
- Professional discussion

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(3) Context of Assessment

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UA01502   **Adopt mobile e-commerce applications**

Unit Descriptor:

> This unit deals with the knowledge, skills and attitudes required to adopt mobile e-commerce applications and technologies to improve business strength and competitiveness.

ELEMENT	PERFORMANCE CRITERIA

To be competent you must achieve the following:

1.	Confirm the impact of mobile e-commerce applications and approaches	1.1	Determine the new capabilities provided by **mobile e-commerce technology** and **mobile e-commerce applications**.
		1.2	Assess the impact of **mobile e-commerce applications** on sales and service processes.
		1.3	Determine the impact of mobile **e-commerce solutions** on current sales and service strategies.
		1.4	Assess the potential of **mobile e-commerce applications** to improve current sales and service.
2.	Analyze the relevance of mobile e-commerce applications	2.1	Complete **modelling** of **mobile e-commerce applications** and associated processes.
		2.2	Confirm the impact of mobile e-commerce on markets and online customers.
		2.3	Review the existing infrastructure and customer access.
		2.4	Determine the advantages of **mobile e-commerce solutions** for suppliers and existing business relationships.
		2.5	Establish the performance requirements for current retail operations.
3.	Monitor and review mobile e-commerce applications and technology	3.1	Select mobile e-commerce applications and associated processes.

		3.2	Try **mobile e-commerce applications** and associated processes.
		3.3	Document results of the mobile e-commerce trials.
		3.4	Evaluate the effectiveness of **mobile e-commerce applications** and processes against performance objectives.
		3.5	Use evaluation results to make recommendations on adoption of **mobile e-commerce solutions.**
4.	Adopt mobile e-commerce solutions	4.1	Implement mobile e-commerce improvements according to policies and procedures.
		4.2	Integrate **mobile e-commerce applications** and processes into existing business systems.

RANGE STATEMENT

All range statements must be assessed:

1. **Mobile e-commerce technology:**

   - Wireless application protocol (WAP)
   - General Packet Radio Service (GPRS)
   - Code division multiple access (CDMA)
   - 2nd, 3rd, 4th, generation digital mobile (GSM)
   - 3G or universal mobile telephone service (UMTS)
   - Short message service (SMS)
   - Personal digital assistant (PDA)
   - Personal area network (PAN)
   - Radio frequency identification (RFID)
   - Global positioning system (GPS)

2. **Mobile e-commerce applications:**

   - Instant messaging
   - Fixed service automation
   - Wireless banking
   - Access to portals
   - Information services (e.g. client traffic, sales figures and client history)
   - Logistics management
   - Mobile stock trading
   - Sales force automation
   - Wireless ticketing
   - Wireless finance and retailing services
   - Corporate system access
   - Wireless travel management
   - Security applications

3. **Mobile e-commerce solutions:**

   - Implementation of greenfield sites
   - Integration of new solutions with existing IT infrastructures and business processes
   - Integration with basic e-commerce solutions that include different business models depending on the final requirement
   - Integration across operations at different levels of e-business development involving a mix of the above

4. **Modelling:**

- Policies and procedures
- Legislation and statutory requirements
- Types of products and services
- Business policy and procedures in regard to selling products or services
- Size, type and location of business

UNDERPINNING KNOWLEDGE AND SKILLS

You need to know and understand:

1. How to improve sales or service systems utilizing mobile e-commerce applications and approaches.

2. How to research and evaluate mobile e-commerce options and the impact on current business.

3. How to determine the market and financial viability of mobile e-commerce applications and approaches.

4. How to identify and assess risks in the adoption of mobile e-commerce solutions.

5. How to plan for the trial and adoption of mobile e-commerce applications.

6. How to deal with vendors to secure the most appropriate application and technology.

7. How to make decisions regarding the viability of mobile e-commerce applications and approaches.

8. How to secure approval for the review and introduction of mobile e-commerce applications and approaches.

9. How to conduct data analysis, product research and evaluation and generate reports.

10. What are mobile e-commerce applications.

11. What are mobile e-commerce trends and forecasts.

12. What is the impact of mobile e-commerce applications and approaches on existing markets.

13. What are the market information systems and how to research them.

14. What are the mobile e-commerce applications and technology cycles.

15. What are price adjustments strategies.

16. What are the relevant business policies and procedures.

17. What are the risk factors within specific applications.

18. What are planning, integration, development and maintenance functions.

19. How to determine customer behaviours, needs, expectations and satisfaction levels.

20. What are the major changes affecting wireless workplaces.

21. What the Occupational Safety and Health aspects of the job.

22. What are the basic operational requirements including those affecting privacy, products and services.

23. What are the relevant legislation and statutory requirements.

EVIDENCE GUIDE

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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 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

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

Case Studies

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

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

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

Competence

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

Element

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

Explanation of NVQ Levels

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

Level 1 – Entry Level Staff

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 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 contribution to the promotion and practice of their occupation.

External Verifier

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

Internal Verifier

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

Level 2   Glossary of Terms

NVQ

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

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

NVQ Coordinator

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

Observation

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

Performance criteria

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

Product of Work

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

Questioning

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

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

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

Level 2 Glossary of Terms

Range statements

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

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

Role-plays

Role-plays are simulations where the candidate is asked to act out a situation in the way he/she considers "real" people would behave. By using role-play situations to assess a candidate assessors 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 competent, 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, assessors will be able to elicit evidence which will help 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 person to possess in order to successfully achieve an element and prove total competence.

Level	**Glossary of Terms**
2	

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 to be completed.

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

Additional units - are units which the candidate can undertake but are not a requirement to achieve a qualification

Work-based projects

Work-based projects are a useful way for assessors 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 and observation.

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