Competency Standards for Caribbean Vocational Qualifications (CVQ)

CCBSBENTSB1212 CVQ Level 2 in Small Business Entrepreneurship

Unit Number	Unit Title	Requirement
UA22902	Retail products and services	Mandatory
UA23002	Undertake small business planning	Mandatory
UA23102	Source and manage small business finances	Mandatory
UA23202	Use business technology	Mandatory
UA23302	Operate a sustainable business	Mandatory
U53802	Participate in workplace communication	Mandatory
UA23402	Practise health, safety and hygiene in business	Mandatory
U31401	Work in a culturally diverse environment	Mandatory

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

Legend to Unit Code

Example:

BSB ENT SB 121 2

Industry ———————

Sector ———————

Sub-sector ———————

National Qualification Level

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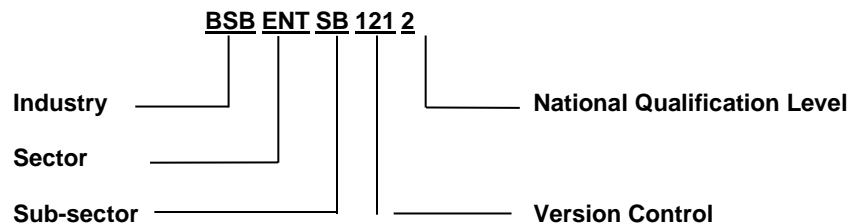
Key: **BSB – Business Services (Business); ENT - Entrepreneurship; SB-Small Business**

ACKNOWLEDGEMENTS

The Technical and Vocational Education and Training (TVET) Council thanks the following for their contribution in developing these occupational standards.

Industry Skills Council, Australia

Small Business Entrepreneurship Working Group

Ms. Karen Bryan	-	Graydon Sealy Secondary School, Business Teacher
Mr. Laurence Carter	-	Business Consultant, Laurence Carter Consultant
Mr. Sherwin Rollins	-	UWI Open Campus, Business Tutor
Ms. Andrea Taylor	-	Small Business Association, Operations Manager
Ms. Marlyn Rawlins	-	Technical Officer, TVET Council

Country of Origin
Barbados

Qualification Overview

Who is the qualification for?

This qualification is aimed at individuals who are now being introduced to business and enterprise. It has been developed to inspire persons to pursue a career in business and enterprise and should appeal to those who wish to set up their own business.

This qualification provides the candidate with the employability skills needed to work with others either on small tasks or projects, communicate and present effectively, and work independently.

Where could it be used?

The qualification is for candidates who are looking to start their own business. They may be working in business or enterprise. The candidate for this qualification should have a certain level of autonomy and be capable of making judgements and decisions within their scope of authority. Individuals must be able to analyse, interpret and summarise information and data and have the skills and competencies to calculate possible outcomes and solve situations encountered.

Jobs within the occupational area

- Business manager
- Business owner
- Director of a small business

Occupational Standards can also be used to:

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

The benefits of acquiring the CVQ to candidates

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

The benefits of the CVQ to employers

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

The benefits of the CVQ to the Caribbean region:

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

UA22902   **Retail products and services**

Unit Descriptor:

> This unit deals with the knowledge, skills and attitudes required to sell services and products proactively in a range of industry contexts. The unit applies where selling is a key focus of the job role.

ELEMENT	PERFORMANCE CRITERIA

Candidates must be able to:

1. Identify customer needs	1.1 Determine specific customer needs and preferences, including cultural needs and expectations.
	1.2 Establish customer requirements that, if met, would breach ethical and legal commitments.
	1.3 Communicate with customers in a manner that establishes rapport, promotes goodwill and trust and compliant with organisational policy.
2. Suggest products to meet customer needs	2.1 Source information to meet specific customer needs using appropriate research methods.
	2.2 Tailor product or service options to the specific needs of the customer in accordance with organisational policies.
	2.3 Promote products and services to customers by offering suggestions in accordance with current organisational promotional focus and preferred product arrangements.
	2.4 Inform customers of products and services options that may satisfy their requirements.
	2.5 Provide customers with options within the appropriate or agreed timeframe and in accordance with organisational procedures.
3. Provide product information and advice	3.1 Identify specific product or service information and advice customer according to need.

		3.2	Provide customers with adequate, current and accurate product or service information and advice.
		3.3	Promote product or service features and benefits to customers and provide additional information in response to questions and objections.
		3.4	Select and employ appropriate techniques to close the sale with customers in accordance with organisational policy.
4.	Follow up sales opportunities	4.1	Maintain contact with customers, where appropriate.
		4.2	Provide post-sale services in accordance with organisational procedures.
		4.3	Maintain sales database for future promotional needs.

RANGE STATEMENT

All range statements must be assessed:

1. **Specific customer needs and preferences** may include but not limited to:

   - preferences of different cultures/nationalities
   - family status
   - age
   - gender orientation/identification
   - available budget
   - time available
   - special interests
   - group size
   - disabilities

2. **Ethical and legal commitments** may include but not limited to:

   - Legislation (laws, regulations)
   - Products which breach environmental laws

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

   - Verbal promotion
   - Electronic (online, social media, website)
   - Market segment
   - Print media

UNDERPINNING KNOWLEDGE AND SKILLS

Candidates should know and understand:

1. What are the principles and relevant techniques of selling.

2. What are the fundamental communication principles (specifically active listening and questioning).

3. What are the legal liabilities and implications of legislation/regulations on selling products appropriate to the industry.

4. What are the special laws relating to the sale of regulated/prohibited products or services.

5. What are the characteristics of the products and services available in the enterprise or industry sector.

6. What is the content and format of the product or service being offered.

7. What considerations should be made in selling, such as negotiated costs, contractual arrangements or preferred supplier/agent arrangements that may be in place.

8. How to communicate with the customer and correctly interpret the customer's requirements.

9. How to apply sales techniques in response to a range of different customer situations, products and services.

10. How to question customers to ascertain their requirements and how to source and evaluate appropriate products to meet their needs.

11. How to use selling techniques to provide clear information to customers about the various aspects of the products or services chosen for them.

12. How to prioritise the sequence of customer enquiries and how to action these to ensure the request is confirmed within the required deadline.

13. How to source new product or service information from suppliers and how to share new information with others in the sales team.

14. How to cost various products or services and check that costs fall within the budget of the customer.

15. How to source alternative options to offer customers when the first offer is unsuitable.

16. How to use computerised information and communication systems to seek product or service information and costs.

EVIDENCE GUIDE

For assessment purposes:

(1) Critical Aspects of Evidence

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

(2) Method of Assessment

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

Evidence may be collected in a variety of ways including:

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

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

(3) Context of Assessment

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

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

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

UA23002   **Undertake small business planning**

Unit Descriptor:

> This unit describes the knowledge, skills and attitudes required to research and develop an integrated business plan for achieving business goals and objectives.
>
> It applies to individuals who independently operate a small business, or as part of a larger organisation. Individuals in this role must be able to interpret business information and numerical data competently.

ELEMENT	PERFORMANCE CRITERIA

Candidates must be able to:

1.	Identify elements of the business plan	1.1	Establish the purpose of the business in accordance with the stakeholder expectation.
		1.2	Review essential components of the business plan with relevant personnel.
		1.3	Use various stimuli to generate concepts/ideas for new business and communicate with relevant persons and encourage their feedback.
		1.4	Document business goals and objectives as a basis for measuring business performance.
2.	Develop a business plan	2.1	Evaluate the feasibility of the concept/idea and create an action plan to move from concept/idea to product or serviceaccording to best practices.
		2.2	Research market needs, size and potential in accordance with the scope of the business.
		2.3	Research resources, legal and compliance requirements, specifically in relation to safety and health issues, in accordance with business goals and objectives.
		2.4	Identify sources and costs from the financial plan to provide required liquidity and profitability for the business.

	2.5 Evaluate and choose methods, from marketing strategies to promote the business.
	2.6 Identify methods of production from operations plan to conform with business goals and objectives.
	2.7 Assess staffing requirements produce or deliver products and services.
	2.8 Identify, assess and prioritise internal and external risks.
	2.9 Identify specialist services and sources of advice, where required and cost in accordance with available resources
3. Develop strategies for minimising risks	3.1 Confirm the support of relevant personnel for goals and objectives according to the business plan.
	3.2 Collaborate with relevant others to develop risk management strategies according to business goals and objectives, and relevant legal requirements.
	3.3 Develop a contingency plan to address possible areas of non-conformance with the plan.

RANGE STATEMENT

All range statements must be assessed:

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

    - Ownership
    - Finances (forecasts, sources of funding)
    - Resources (human, physical)
    - Services (market focus)

2. **Goals and objective** may include but not limited to:

    - Customer needs
    - Social responsibility
    - Lifestyle issues

3. **Health and safety issues** may include but not limited to:

    - Specific hazards
    - Management of operations (including resources)
    - Procedures

4. **Financial plan** may include but not limited to:

    - Sources of finance
    - Funding requirements
    - Financial continuum

5. **Marketing strategies** may include but not limited to:

    - Electronic
    - Paper

6. **Staffing requirements** may include but not limited to:

    - Internal staff
    - Contractors

7. **Specialist services** may include but not limited to:

    - Financial
    - Human resources
    - Production
    - Marketing

8. **Relevant personnel** may include but not limited to:

    - Financial consultants
    - Investors

UNDERPINNING KNOWLEDGE AND SKILLS

Candidates should know and understand:

1. How to interpret and apply the relevant legislation from all levels of government that affect business operation especially with regards to occupational health and safety and environmental issues, equal opportunities, industrial relations and anti-discrimination.

2. What are and how to apply methods of evaluation to business plans.

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

4. How to use the planning processes in business development.

5. How to prepare a business plan.

6. What are the principles of risk management relevant to business planning.

7. What are the reasons for and benefits of, business planning.

8. What are the relevant industry codes of practice for your business area.

9. What are goals, objectives and mission statements and how to set and create them.

10. What are and how to use the different types of business planning - feasibility studies, strategic, operational, financial and marketing planning.

11. How and why should you develop a contingency plan for the business.

EVIDENCE GUIDE

For assessment purposes:

(1) Critical Aspects of Evidence

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

(2) Method of Assessment

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

Evidence may be collected in a variety of ways including:

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

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

(3) Context of Assessment

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

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

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

UA23102   **Source and manage small business finances**

Unit Descriptor:

> This unit describes the knowledge, skills and attitudes required to implement and review financial management strategies on a regular basis, including using digital technologies.
>
> It applies to individuals who independently operate a small business or as a part of a larger organisation. Individuals in this role must be able interpret financial reports and other numerical data to develop financial management strategies.

ELEMENT	PERFORMANCE CRITERIA

Candidates must be able to:

1.   Obtain finance

    1.1   Identify possible income or financial sources according to financial needs.

    1.2   Obtain information and specialist services as required to profitably operate a business according to legal requirements.

    1.3   Estimate the cost to carry out required activities to run the business according to goals, objectives and the market.

    1.4   Use advice from experts to assist in checking that estimates are realistic.

2.   Set up and monitor financial targets

    2.1   Research different ways to measure the success of the business using goals and objectives.

    2.2   Set up systems to monitor the financial performance of the business according to objectives.

    2.3   Put contingency measures in place in case of changes in the performance of the business.

    2.4   Adhere to the financial requirements of local authority.

    2.5   Check income and spending against estimates and targets.

	2.6	Prepare a clear financial plan and use it to access and help improve the financial performance of the business according to business objectives.
	2.7	Use available digital technologies to regularly monitor and report on financial targets to determine if goals are met.
3. Manage cash flow	3.1	Work out costs involved in the business according to objectives and sales plan.
	3.2	Set cash flow targets that are in line with the financial objectives for the business.
	3.3	Identify income from and monitor how it is used in the business according to strategies and activities proposed to develop the business.
	3.4	Produce cash flow reports at set times that are suitable for the business according to industry requirements.
	3.5	Prepare budgets and quotations as required by clients and financial regulations.
4. Perform banking	4.1	Research banking options and financial products available to the business according to business needs.
	4.2	Provide financial institutions with relevant documents and required information to open an account.
	4.3	Complete all required forms to maintain compliance with legal and regulatory bodies.
	4.4	Review and monitor financial institutions' report on finances.
5. Maintain financial records	5.1	Identify the financial records to be kept and determine how these will be kept according to financial regulations.

5.2   Choose an appropriate system of accounting to meet legislative and regulatory requirements.

5.3   Maintain all financial transactions and records according to regulations.

RANGE STATEMENT

All range statements must be assessed:

1. **Specialist services** may include but not limited to:

   - Insurance
   - Financial institutions
   - Labour/Human resources

2. **Local authorities** may include but not limited to:

   - Financial institutions
   - Government regulatory bodies

3. **Required information** may include but not limited to:

   - Finances
   - Procedures

UNDERPINNING KNOWLEDGE AND SKILLS

Candidates should know and understand:

1. How to identify financial information requirements and obtain specialist services to operate a business.

2. How to produce financial budgets and projections, including cash flow estimates.

3. How and when to distribute financial budgets, projections and cash flow estimates and to whom should they be distributed.

4. How to communicate financial plans and procedures.

5. What are and how to use digital technologies to monitor, record and report financial performance.

6. Which specialist services should you have consultation and engage their services and how to do so.

7. How to read and interpret financial documentation.

8. How to report and evaluate finances against performance indicators.

9. How to problem solve the changes in business plan or strategies in order to maintain financial viability.

10. How to use research skills to identify policies, practices and services that contribute to profitable financial growth.

11. How to apply technological skills to use relevant computer applications.

12. How to interpret numerical information to calculate relevant financial information.

13. What are the implications of legal and regulatory responsibilities related to your own work.

14. How to select appropriate form, channel and modes of communication for a specific purpose relevant to your own role in finances.

15. How to develop plans to manage complex and non-routine tasks with an awareness of how they may contribute to the long-term operational and strategic goals.

16. How to make critical and non-critical decisions in complex situations, taking a range of constraints into account.

17. How to use formal and informal processes to monitor implementation of ideas and reflect on outcomes.

EVIDENCE GUIDE

For assessment purposes:

(1) Critical Aspects of Evidence

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(2) Method of Assessment

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

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- 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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UA23202   **Use business technology**

Unit Descriptor:

> This unit describes the knowledge, skills and attitudes required to select and use computer software and organise electronic information and data.
>
> It applies to individuals who have a limited range of practical skills, with a fundamental knowledge of equipment use and the organisation of data in a defined context.

ELEMENT	PERFORMANCE CRITERIA

Candidates must be able to:

1. Select and use technology	1.1	Identify appropriate technology to achieve the requirements of the task.
	1.2	Adjust workspace to suit user's ergonomic requirements.
	1.3	Use technology according to organisational requirements and in a way that promotes a safe work environment.
	1.4	Follow data protection regulations according to local, regional and international legislation and guidelines.
2. Process and organise data	2.1	Identify, open, generate and amend files and records according to task and organisational requirements.
	2.2	Operate input devices according to organisational requirements.
	2.3	Store data and exit applications without damage to or loss of data.
	2.4	Use manuals, training booklets and online help or helpdesks to overcome basic difficulties with applications.
3. Maintain technology	3.1	Identify and replace used technology consumables in accordance with manufacturer's instructions and organisational requirements.

3.2   Arrange routine maintenance to ensure equipment is maintained in accordance with manufacturers' instructions and organisational requirements.

3.3   Catalogue equipment faults and take action in accordance with manufacturers' instructions or report faults to designated persons.

3.4   Dispose of associated waste according to environmental regulations and legislation and organsational procedures.

RANGE STATEMENT

All range statements must be assessed:

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

   - External hardware
   - Personal computers
   - Payment terminals (including mobile devices)

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

   - Furniture
   - Equipment

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

   - Cartridges (ink, toner)
   - Storage
   - Printers
   - Paper

4. **Routine maintenance** may include but not limited to:

   - Regular checking of equipment and periodic servicing
   - Replacement of consumables
   - In-house cleaning and regulating

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

   - Hardware (printers/mice/PCs and components)
   - Packaging (paper/plastic waste)
   - Inks/toners

UNDERPINNING KNOWLEDGE AND SKILLS

Candidates should know and understand:

1. How to interpret and apply the relevant legislation from all levels of government that affect business operations especially with regards to occupational safety and health and environmental issues, equal opportunities, industrial relations and anti-discrimination.

2. How to develop and interpret policies, plans and procedures, especially with regards to file-naming and storage convention.

3. What are the correct log-on and shut-down procedures for computer equipment.

4. What are organisational information technology procedures including back-up and virus protection procedures.

5. What is basic technical terminology in relation to reading help-files and manuals.

6. What are the various methods of detecting faults and solving problems with business technology.

7. How to use literacy skills to identify work requirements and understand and process basic, relevant workplace information and follow written instructions.

8. How to use communication skills to request advice, receive feedback and work with a team.

9. How to use problem solving skills to solve routine problems.

10. How to use keyboard skills to produce basic workplace documents.

11. How to use technology to relate to persons from a range of social, cultural and ethnic backgrounds and physical and mental abilities.

12. How to dispose of waste associated with business technology (e.g. toner/ink, packaging waste, hardware, PCs).

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UA23302   **Operate a sustainable business**

Unit Descriptor:

> This unit describes the knowledge, skills and attitudes required to identify and implement products, services and practices that are economically, socially and environmentally sustainable over time, when operating a business.
>
> The ability to monitor operations, implement plans efficiently, and deliver sustainable services, products and practices that meet customer needs is essential.

ELEMENT	PERFORMANCE CRITERIA

Candidates must be able to:

1.	Seek sustainable business opportunities	1.1	Research and analyse trends in consumer expectations and the business environment regarding sustainability.
		1.2	Assess the suitability of sustainable products and services offered within the market against own goals and objectives.
		1.3	Identify and review competitors' sustainable offerings and market position according to financial guidelines.
		1.4	Consult existing and new customers to explore sustainable business opportunities keeping within own business plan.
2.	Communicate performance requirements	2.1	Identify and implement performance indicators to manage the delivery of products or services.
		2.2	Document and communicate sustainable business outcomes to relevant personnel based on progress against performance indicators.
3.	Monitor sustainable product and service provision	3.1	Respond to quality control benchmarking activities to validate sustainable products, services and practices, in line with operational procedures and authorisation.

		3.2	Monitor and report on compliance with relevant legislative standards and codes, according to requirements.
		3.3	Promote successful sustainable business strategies and practices and recognise compliance, where possible.
4.	Promote sustainable products, services and practices	4.1	Communicate policies and procedures to establish understanding and commitment to policies and procedures, according to guidelines.
		4.2	Use coaching and mentoring services to build skills and knowledge with regards to sustainable products, services and practices.
		4.3	Catalogue equipment faults and take action in accordance with manufacturers' instructions or report faults to designated persons.
5.	Monitor and manage customer satisfaction	5.1	Use mechanisms to monitor client satisfaction according to business procedures.
		5.2	Provide effective and timely feedback to stakeholders regarding the efficiency and effectiveness of own service provision according to organisational procedures.
		5.3	Plan and implement strategies to communicate and market for the benefit of sustainable strategies.

RANGE STATEMENT

All range statements must be assessed:

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

   - Economic (e.g. cost effectiveness, local purchases)
   - Social (good corporate citizenry, good communication, fair trade products, using local products)
   - Environmental (efficient use of resources, eliminating toxic and non-biodegradables, maximising energy use, reduce, reuse, recycle.

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

   - Benchmarks (cost measured against performance/sales)
   - Monitoring levels of recycling and reduction of waste and response to marketing

3. **Mechanisms to monitor client satisfaction** may include but not limited to:

   - Surveys
   - Face to face communication
   - Tracking data

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

   - Service personnel (contractors, suppliers)
   - Staff
   - Customers

5. **Strategies to communicate** may include but not limited to:

   - Advertising
   - Brand management
   - Sponsorships

UNDERPINNING KNOWLEDGE AND SKILLS

Candidates should know and understand:

1. How to evaluate and select sustainable business opportunities.

2. How to develop communication strategies.

3. How to assess the effectiveness of service provision.

4. How to communicate clearly and concisely.

5. What are benchmarks and how to compare them.

6. How to consult with work groups.

7. How to read and interpret documentation including resource use and environmental and energy efficiency.

8. How to report against performance indicators.

9. How to resolve customer service issues.

10. How to use research skills to identify policies, practices and services that contribute to sustainability.

11. How to apply technological skills to use computer applications.

12. What are concepts and models that address sustainability.

13. What are the concepts and models of strategic and tactical business planning.

14. What are performance characteristics and the benefits of sustainable practices and how to use them.

15. What strategies are used for continuous improvement and effective outcomes.

EVIDENCE GUIDE

For assessment purposes:

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

U53802   **Participate in workplace communication**

Unit Descriptor:

> This unit describes the knowledge, skills and attitudes required to gather, interpret and convey information in response to workplace requirements.

ELEMENT   PERFORMANCE CRITERIA

Candidates must be able to:

1.	Gather and convey workplace information	1.1	Access specific and relevant information from appropriate sources.
		1.2	Use effective questioning, active listening and speaking skills to gather and convey information.
		1.3	Use appropriate medium to transfer information and ideas.
		1.4	Identify and follow lines of communication with management and colleagues.
		1.5	Use defined workplace procedures for the location and storage of information.
		1.6	Record simple written information for reference according to workplace communication.
2.	Participate in workplace meetings and discussions	2.1	Attend team meetings according to organisational expectations.
		2.2	Express personal opinions and listen to those of others without interruption.
		2.3	Maintain meeting inputs consistent with the purpose and established protocols.
		2.4	Conduct workplace interactions in a courteous manner according to organisational policy.

	2.5 Ask questions about simple, routine workplace procedures and matters concerning working conditions of employment and provide responses.
	2.6 Interpret and implement meeting outcomes according to objectives.
3. Maintain work-related documents	3.1 Complete a range of forms relating to the work environment according to organisational requiements.
	3.2 Record workplace data on standard workplace forms and documents.
	3.3 Use basic mathematical processes for routine calculations.
	3.4 Identify and rectify errors in recording information on forms/documents.
	3.5 Complete reporting requirements to supervisors according to organisational guidelines.

RANGE STATEMENT

All range statements must be assessed:

1. **Appropriate sources** may include but not limited to:

   - Team members
   - Suppliers
   - Trade personnel
   - Public sector
   - Industry

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

   - Electronic may include but not limited to:
   - Print
   - Verbal

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

   - Manual filing system
   - Electronic filing system

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

   - Organisational policies and procedures
   - Legislation

5. **Workplace interactions** may include but not limited to:

   - Verbal
   - Non-verbal

UNDERPINNING KNOWLEDGE AND SKILLS

Candidates should know and understand:

1. What is effective communication.

2. What are the different modes of communication and how these should be used.

3. What are the organisational policies and procedures relating to the communication of information.

4. What are the communication procedures and systems for the organisation.

5. What technology is relevant to the industry.

6. How to interpret and provide information in response to workplace requirements or customer requests.

7. How to complete work-related documents.

8. How to communicate with management and clients to provide information and feedback.

9. How to use basic literacy and numeracy skills to carry out routine workplace functions.

10. What are the technical terms relating to the organisation.

11. Where to find product information in the workplace.

12. How to participate in workplace meetings and discussions.

13. How to use basic ICT resources (fax, telephone, computer).

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 using a combination of both. Where assessment occurs off the job, that is, the candidate is not in productive work, 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.

UA23402   **Practice health, safety and hygiene in business**

Unit Descriptor:

> This unit describes the knowledge, skills and attitudes required to incorporate the health, safety and hygiene requirements to function effectively and efficiently. It details the outcomes required to comply with regulatory and organisational requirements for health, safety and hygiene including dealing with emergency situations and maintaining safe personal presentation standards.

ELEMENT	PERFORMANCE CRITERIA

Candidates must be able to:

1.	Follow health, safety and security practices	1.1	Follow health, safety and security procedures in line with legislation, regulations and organisational procedures.
		1.2	Identify and report obstacles to health, safety and security procedures.
		1.3	Report suspicious behavior or unusual occurrences in accordance with standard operating procedures
2.	Deal with emergency situations	2.1	Identify emergency and potential emergency situations according to standard operating procedures.
		2.2	Take appropriate action to deal with recognised emergency situations within the scope of responsibility.
		2.3	Seek assistance from colleagues to resolve or respond to emergency situations.
		2.4	Report details of emergency situations according to industry requirements.
3.	Follow hygiene procedures	3.1	Implement workplace hygiene procedures in manner appropriate to the organisation.
		3.2	Undertake handling and storage of items with care according to industry requirements.

RANGE STATEMENT

All range statements must be assessed:

1. **Health, safety and security procedures** may include but not limited to:

    - Use of personal protective clothing and equipment
    - Safe work techniques
    - Safe handling of chemicals and dangerous materials
    - Ergonomically sound work stations
    - Emergency, fire and accident
    - Hazard identification and control
    - Security of documents, cash, equipment, people
    - Key control systems
    - Use of personal protective clothing and equipment

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

    - Loss of keys
    - Strange or suspicious persons
    - Broken or malfunctioning equipment
    - Loss of property, goods or materials
    - Damaged property
    - Lack of suitable signage
    - Lack of training on health and safety issues
    - Unsafe work practices

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

    - Personal/Client injuries
    - Fire
    - Electricity
    - Natural disasters
    - Criminal acts

4. **Hygiene procedures** may include but not limited to:

    - Avoidance of cross-contamination
    - Handling and disposal of waste material
    - Cleaning and sanitising procedures
    - Personal hygiene

UNDERPINNING KNOWLEDGE AND SKILLS

Candidates should know and understand:

1. What are the hygiene and control procedures in your area of business.

2. How to interpret and apply the relevant legislation governing health, safety, security and hygiene in your area of business.

3. How to identify hazards and obstacles to health, safety and security in a business and how to report them.

4. How to identify and report suspicious behaviour and unusual occurrences.

5. How to deal with emergency situations.

6. How to seek assistance to resolve, respond and report emergency situations.

7. What factors contribute to workplace hygiene problems.

8. How to avoid cross contamination and infection.

9. When and how to apply hygiene principles.

10. How to communicate effectively on health, safety, security and hygiene matters.

11. What are the relevant workplace health, safety, emergency and security procedures.

12. How to correctly dispose of garbage and other waste generated by own business.

EVIDENCE GUIDE

For assessment purposes:

(1) Critical Aspects of Evidence

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

(2) Method of Assessment

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

Evidence may be collected in a variety of ways including:

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

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

(3) Context of Assessment

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

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

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

U31401   **Work in a culturally diverse environment**

Unit Descriptor:

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

ELEMENT	**PERFORMANCE CRITERIA**

Candidates must be able to:

1. Communicate with individuals from diverse backgrounds

    1.1 Treat individuals and groups from different backgrounds, cultures and languages with respect and sensitivity.

    1.2 Communicate and cooperate effectively with individuals from different backgrounds in workplace activities.

    1.3 Establish communication using gestures, simple words and other appropriate methods where language barriers exist.

    1.4 Respond to workplace situations in a manner that considers different traditions and communications methods.

    1.5 Identify team members who speak other languages and utilise them to bridge language and cultural barriers.

2. Deal with cross cultural misunderstandings

    2.1 Identify issues which may cause conflict or misunderstandings in the workplace.

    2.2 Address difficulties with the appropriate persons and seek assistance from team leaders or others where required.

    2.3 Consider possible cultural differences where difficulties or misunderstandings occur.

    2.4 Make efforts to resolve misunderstandings, taking cultural differences into account.

2.5   Refer issues and problems to the appropriate team leader/supervisor for follow up**.**

RANGE STATEMENT

All range statements must be assessed:

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

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

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

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

UNDERPINNING KNOWLEDGE AND SKILLS

Candidates must know and understand:

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

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

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

4. What are the relevant cultural protocols.

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

6. What are the anti-discrimination legislation.

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

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

9. What are the basic conflict resolution techniques.

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

11. What are the organisational policies and procedures.

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

13. How to identify cultural differences.

14. How to resolve conflict.

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

16. How to display sensitivity.

17. How to work with others.

EVIDENCE GUIDE

For assessment purposes:

(1) Critical Aspects of Evidence

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

The ability to complete the following aspects must be observed:

- identify and respond to the cultural context of a given workplace
- apply knowledge of different cultures and cultural characteristics appropriately in communication with individuals from a range of backgrounds
- deal with individuals from other cultures with sensitivity and respect
- use effective and culturally appropriate methods to overcome language barriers
- identify and address issues that may lead to misunderstandings
- take into account cultural differences when addressing conflicts and misunderstandings
- collaboratively establish a friendly working environment
- escalate and follow up on complex issues.

(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.

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

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

Case Studies

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

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

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

Competence

In the context of vocational qualifications, competence means the ability to carry out prescribed activities to nationally 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 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 levels of competence, from entry level staff at Level 1 through to senior management at Level 5.

Level 1 – Entry Level

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

Level 2 – Skilled Occupations

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

Level 3 – Technician and Supervisory Occupations

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

Level 4 – Technical Specialist and Middle Management Occupations

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

Level 5 – Chartered, Professional and Senior Management Occupations

Recognises the ability to exercise personal professional responsibility for the design, development or improvement of a product, process, system or service. Recognizes technical and management competencies at the highest level and includes those who have occupied positions of the highest responsibility and made outstanding 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. He/she needs 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

This is the centre contact within each approved centre offering NVQs 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 on each individual element.

As an assessment method, questioning ensures that an 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, the assessor is 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.

Simulations

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

By designing the simulated situation, briefing the candidate and observing his/her performance, the assessor will be able to elicit evidence which will help 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 person 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 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: 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 he/she makes 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).