



Technical and Vocational Education and Training (TVET) Council



Occupational Standards of Competence

Photography – Photo Imaging Level 2

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Qualification Overview
NVQB
in
Photography – Photo Imaging
Level 2

NVQB Qualification – Photography – Photo Imaging Level 2

Qualification Overview

The NVQB in Photography – Photo Imaging is designed to provide training, assessment and recognised certification for persons who are taking and editing digital photographs daily. Employers can use this qualification to support employees in planning their careers and it can be used in the development of businesses to maintain suitable employment. Candidates must be able to operate photographic and lighting equipment, plan a photo shoot, process digital photographic images and develop a portfolio of work. They must also have good communication skills, the ability to build networks, deliver reliable and effective customer service and establish an entrepreneurial strategy.

Who is this qualification for?

This qualification is aimed at persons who may be starting their own business or who are currently employed but have no formal certification in the area. These persons must possess some prior basic knowledge of photography and Information Communications Technology (ICT), have some level of autonomy, be responsible enough to perform tasks independently and work as part of a team. The competencies are for persons who are likely to be in roles where, for example, their main duties include:

- Acquiring photographic images
- Processing digital photographic images
- Executing photo shoots
- Developing portfolio of finished photographic work

Where can it be used?

Qualification can be used in the media, on location, in a studio, fashion/travel/advertising industry.

Jobs within the occupational area

Relevant occupations include:

- Photographers (freelance, wedding, event, fashion, etc.)
- Photojournalists
- Photo-editors
- Visual/digital artistes

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

A012402 - APPROVED NATIONAL VOCATIONAL QUALIFICATION STRUCTURE
PHOTOGRAPHY – PHOTO IMAGING LEVEL 2

To achieve the full qualification, candidates must complete **all** ELEVEN (11) mandatory units.

<u>MANDATORY UNITS (ALL MUST BE COMPLETED)</u>	<u>CODE</u>
1. Operate and maintain photographic and lighting equipment	UA58902
1.1 Identify photographic and lighting equipment	
1.2 Use photographic and lighting equipment	
2. Manage photographic images	UA59002
2.1 Confirm photographic images	
2.2 Create photographic images	
2.3 Apply digital technologies and techniques to photographic images	
3. Comply with ethical, regulatory and professional standards	UA59102
3.1 Establish ethical, regulatory and professional standards	
3.2 Follow ethical, regulatory and professional standards	
4. Process photographic images	UA59202
4.1 Identify photographic images for processing	
4.2 Edit photographic images	
4.3 Complete post-editing activities	
5. Plan and organise a photo shoot	UA59302
5.1 Prepare for a photo shoot	
5.2 Execute a photo shoot	
5.3 Complete post-shoot activities	
6. Develop a portfolio of photographic images	UA59402
6.1 Design and plan photographic work	
6.2 Generate optimised digital images of work	
6.3 Organise photographic work in a portfolio	

MANDATORY UNITS (ALL MUST BE COMPLETED)

CODE

- | | |
|--|---------------|
| 7. Maintain safe and effective working practices | U92502 |
| 7.1 Protect the safety of self and others in the workplace | |
| 7.2 Maintain working relationships with others | |
| 7.3 Maintain and develop personal performance | |
| 8. Communicate to develop and maintain networks and relationships | U78103 |
| 8.1 Share ideas and information | |
| 8.2 Develop trust and confidence | |
| 8.3 Develop and maintain networks and relationships | |
| 8.4 Manage difficulties into positive outcomes | |
| 9. Deliver reliable customer service | U12902 |
| 9.1 Prepare to deal with your customers | |
| 9.2 Give consistent service to customers | |
| 9.3 Check customer service delivery | |
| 10. Craft personal entrepreneurial strategy | U92702 |
| 10.1 Demonstrate knowledge of the nature of entrepreneurship | |
| 10.2 Identify and assess entrepreneurial characteristics | |
| 10.3 Develop a self-assessment profile | |
| 10.4 Develop an entrepreneurial strategy | |
| 11. Contribute to the protection of the environment | U68402 |
| 11.1 Work in an environmentally conscious way | |
| 11.2 Contribute to continuous improvements in protecting the environment | |

UA58902**Operate and maintain photographic and lighting equipment**

Unit Descriptor:

This unit deals with the knowledge skills and attitudes required to operate photographic equipment and lighting equipment safely and effectively when acquiring photographic images for particular areas of photography.

It covers experimenting with photographic equipment, accessories, techniques and lighting effects to produce a range of photographic images.

ELEMENT**PERFORMANCE CRITERIA**

Candidates must be able to:

- | | |
|---|---|
| 1. Identify photographic and lighting equipment | <ul style="list-style-type: none"> 1.1 Research the functions, settings and controls for photographic and lighting equipment used in various areas of photography. 1.2 Decide on and select photographic and lighting equipment for particular areas of photography. 1.3 Experiment with the functions, settings and controls of photographic and lighting equipment for optimal results. 1.4 Select an area of photography and discuss with relevant personnel the project requirements and resources for acquiring photographic images. |
| 2. Use photographic and lighting equipment | <ul style="list-style-type: none"> 2.1 Select, set up and test the functionality of photographic and lighting equipment according to manufacturer's instructions and organisational requirements. 2.2 Document and remove faulty photographic and lighting equipment in accordance with organisational policies and procedures. 2.3 Operate photographic and lighting equipment to acquire photographic images according to manufacturer's instructions. |

RANGE STATEMENT

All range statements must be assessed:

1. Settings and controls may include but are not limited to:

- Aperture
- ISO
- Shutter speed
- White balance

2. Photographic and lighting equipment may include but are not limited to:

- Digital camera/reprographic systems
- Cell phones
- Drones
- Lenses
- Tripods
- Filters
- Electronic flash/strobes
- Monolights/Light Emitting Diodes (LEDs)
- Umbrellas
- Soft boxes
- Reflectors
- Light stands

3. Areas of photography may include but are not limited to:

- Still
- Motion
- Studio
- Portrait
- Nature
- Architecture

4. Relevant personnel may include but are not limited to:

- Internal
- External

UNDERPINNING KNOWLEDGE AND SKILLS

Candidates must know and understand:

1. What are some of the common photographic and lighting equipment and accessories used in photography.
2. What are the common operations and functions, settings, controls of photographic equipment and accessories and how to use them.
3. What are the common operations and functions of lighting equipment and accessories and how to use them.
4. What are the different areas of photography such as still, motion, studio, portrait, nature and architecture and how to adjust photographic and lighting equipment to capture such.
5. How to use settings, functions, controls of photographic equipment and accessories, such as cameras, shutters, filters, lenses.
6. How and when to use different lighting equipment, such as soft boxes, umbrellas, flashes, incandescent lights.
7. How to use range of image acquisition techniques.
8. How lighting affects image acquisition and the quality of the image.

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.

UA59002**Manage photographic images**

Unit Descriptor:

This unit deals with the knowledge skills and attitudes required to manage and respond to challenges associated with creating various types of photographic images. It covers the current digital/photo imaging techniques and technologies associated with creating quality photographic images and is linked with unit 4 *Comply with legal, ethical and professional standards*.

ELEMENT**PERFORMANCE CRITERIA**

Candidates must be able to:

- | | |
|--------------------------------|---|
| 1. Confirm photographic images | 1.1 Research and explore digital specifications, technologies, techniques and equipment used in acquiring photographic images. |
| | 1.2 Identify equipment, digital tools and techniques used for acquiring photographic images. |
| | 1.3 Select the most suitable equipment for acquiring photographic images according to business or client requirements. |
| | 1.4 Identify required resources and challenges which may be encountered in acquiring photographic images. |
| | 1.5 Resolve challenges which may be encountered whilst acquiring photographic images in accordance with organisational policies and procedures. |
| | 1.6 Experiment with tools and techniques to acquire photographic images to the required specifications of business or client. |
| 2. Create photographic images | 2.1 Set up equipment for acquiring photographic images in accordance with manufacturer's instructions and safety and health standards. |
| | 2.2 Test the functionality of equipment and accessories used to acquire photographic images and report faulty equipment in accordance with organisational policies. |

- 2.3 Operate equipment and accessories to acquire photographic images in accordance with manufacturer's instructions and safety and health standards.
 - 2.4 Consult with relevant personnel, where necessary, to confirm that final photographic images meet business or client requirements and digital specifications.
- 3. Apply digital imaging technologies and techniques to photographic images
 - 3.1 Download photographic images and select appropriate technologies and techniques to output them in accordance with specifications.
 - 3.2 Prepare and produce output files of photographic images and confirm that images meet client requirements and digital specifications.
 - 3.3 Confirm that privacy, intellectual and legal requirements have been met for photographic images outputted.
 - 3.4 Save and store output files for later use according to specified storage requirements.

RANGE STATEMENT

All range statements must be assessed:

1. **Digital specifications** may include but are not limited to:
 - Resolution
 - Pixel dimensions
 - Dynamic range
 - File size
 - File formats
2. **Equipment** may include but is not limited to:
 - Camera
 - Scanner
 - Printer
 - Drone
3. **Photographic images** may include but are not limited to:
 - Digital
 - Analogue
4. **Resources** may include but are not limited to:
 - Physical
 - Financial
 - Human
5. **Store** may include but is not limited to:
 - Digitally
 - Manually

UNDERPINNING KNOWLEDGE AND SKILLS

Candidates must know and understand:

1. What type of equipment is used to acquire and output photographic images and how to set up and use such equipment, e.g., cameras, drones, scanners and printers.
2. What are some of the common challenges which may be encountered when acquiring and outputting photographic images from different sources and how to resolve such.
3. What tools, techniques, technologies are used for acquiring and outputting photographic images.
4. How to set up and use equipment for managing photographic images.
5. What are the basic digital specifications of images which should be met when acquiring and outputting images and how to experiment with such to achieve optimal photographic image quality.
6. What are the digital specifications for analogue and digital photographic images.
7. How to download, save and store output files and photographic images.
8. What privacy and regulatory requirements should be met for all images acquired and outputted.
9. How to set up for and print photographic images.

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.

UA59102

Comply with ethical, regulatory and professional standards

Unit Descriptor:

This unit deals with the knowledge skills and attitudes required to comply with copyright, ethical, regulatory and professional standards when using photographic images for business purposes.

This unit is linked to the unit on managing photographic images and is applicable to all persons managing photographic images especially in online environments.

ELEMENT

PERFORMANCE CRITERIA

Candidates must be able to:

- | | |
|--|--|
| <p>1. Establish ethical, regulatory and professional standards</p> | <p>1.1 Conduct research to confirm what information is considered copyright and how this information should be handled and used within areas of photography.</p> <p>1.2 Identify and interpret local and international copyright, ethical, regulatory and professional standards which are applicable to the areas of photography.</p> <p>1.3 Confirm with relevant personnel the consequences of non-compliance with ethical, regulatory and professional standards.</p> <p>1.4 Determine and apply ethical, regulatory and professional standards specific to own photographic job functions in accordance with organisational procedures.</p> |
| <p>2. Follow ethical, regulatory and professional standards</p> | <p>2.1 Confirm with relevant personnel that photographic images to be used meet the copyright, ethical, regulatory and professional standards of the industry.</p> <p>2.2 Seek specialist advice, where necessary, to ensure that photographic images to be used are compliant with ethical, regulatory and professional standards of the industry.</p> |

- 2.3 Identify and rectify any breaches of copyright, ethical, regulatory and professional standards according to organisational procedures.

- 2.4 Maintain the confidentiality of sensitive photographic images and documents in accordance with organisational policies and procedures.

RANGE STATEMENT

All range statements must be assessed:

1. **Copyright** may include but is not limited to:
 - Your own
 - Someone else's
2. **Relevant personnel** may include but are not limited to:
 - Internal
 - External
3. **Consequences** may include but are not limited to:
 - Penalties
 - Reputational damage
4. **Document** may include but is not limited to:
 - Physical
 - Electronic

UNDERPINNING KNOWLEDGE AND SKILLS

Candidates must know and understand:

1. What is copyright information, what it does and does not protect and how to recognise, handle and use it within business operations.
2. What are the organisational policies and procedures relevant to ethical, regulatory and professional standards to be adhered to when managing photographic images.
3. What are the local and international laws and ethical and professional standards to be complied with when managing photographic images.
4. Who are relevant personnel and the sources of specialist advice that can be sought when determining compliance of photographic images with ethical, regulatory and professional standards and how to access and liaise with them.
5. How to comply with ethical, regulatory and professional standards when using social media and online platforms.
6. What are the consequences of non-compliance with ethical, regulatory and professional standards.
7. How to manage photographic images safely and securely in the digital environment and why it is important to do so.
8. Why it is important to manage photographic images in compliance with ethical, regulatory and professional standards and how to do so.
9. How to identify and rectify breaches to ethical, regulatory and professional standards within the digital environment.
10. Why it is important to maintain confidentiality and document sensitive photographic images and how to do so.

EVIDENCE GUIDE

For assessment purposes:

(1) Critical Aspects of Evidence

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

(2) Method of Assessment

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

Evidence may be collected in a variety of ways including:

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

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

(3) Context of Assessment

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

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

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

UA59202**Process photographic images**

Unit Descriptor:

This unit deals with the knowledge skills and attitudes required to create, edit, manipulate, enhance and store digital photographic images to meet required specifications of client and organisation.

It requires the ability to use up-to-date hardware and software and other technologies for processing and producing high quality, creative and innovative digital photographic images.

ELEMENT**PERFORMANCE CRITERIA**

Candidates must be able to:

- | | |
|--|---|
| 1. Identify photographic images for processing | 1.1 Research digital photographic imaging technologies and techniques used in photography industry. |
| | 1.2 Confirm the tools, photographic equipment and accessories and materials to meet processing requirements in accordance with desired outcomes/client requirements. |
| | 1.3 Acquire photographic images using suitable equipment and accessories to meet client requirements. |
| | 1.5 Evaluate acquired photographic images and confirm the photographic images to be used and relevant processing requirements with relevant personnel. |
| 2. Edit photographic images | 2.1 Download chosen photographic images in accordance with digital specifications and client requirements. |
| | 2.2 Select technologies and techniques for enhancing and manipulating photographic images, consistent with client requirements and the purpose/outcome of work, to produce optimal quality photographic images. |

- 2.3 Set up and test the functionality of equipment and materials required for acquiring and processing photographic images according to manufacturer's instructions and standard operating procedures.
 - 2.4 Apply technologies and techniques for enhancing and manipulating photographic images consistent with client requirements and the purpose/outcome of work, using suitable digital software tools to produce optimal quality photographic images.
 - 2.5 Review photographic images and confirm that images match/meet processing requirements and prepare for output according to required timelines.
 - 2.6 Save digital images in an appropriate format in accordance with organisational operating procedures and the purpose/outcome of work.
 - 2.7 Produce and display digital images in an appropriate format according to specifications, privacy, confidentiality and legal requirements.
3. Complete post-editing activities
- 3.1 Print and evaluate images in accordance with client specifications and organisational policies and procedures.
 - 3.2 Store and maintain finished photographic images in accordance with organisational policies and procedures.
 - 3.3 Assess digital images and prints in the work environment and confirm, where necessary, the files/prints to be archived or disposed of with relevant personnel.
 - 3.4 Dispose of digital images and prints in accordance with industry, organisational and safety and health standards.
 - 3.6 Care for equipment according to manufacturer's instructions.

- 3.7 Report damaged equipment to relevant personnel according to organisational procedures.
- 3.8 Store equipment and accessories according to manufacturer's instructions and organisational procedures.

RANGE STATEMENT

All range statements must be assessed:

- 1. Techniques** may include but are not limited to:
 - Lighting
 - Colour
 - Contrast
 - Design
 - Blending
- 2. Photographic equipment and accessories** may include but are not limited to:
 - Digital camera/reprographic systems
 - Smart phones
 - Drones
 - Scanners
 - Printers
 - Software, e.g., Photoshop
 - Lighting
 - File size
 - Dynamic range
- 3. Digital specifications** may include but are not limited to:
 - Pixels
 - Resolution
 - File format
- 4. Photographic images** may include but are not limited to:
 - Digital
 - Prints
- 5. Appropriate format** may include but is not limited to:
 - Photo album
 - Digital photo frames
 - Portfolio
 - Collage or photobook
- 6. Relevant personnel** may include but are not limited to:
 - Internal
 - External
- 7. Store** may include but is not limited to:
 - Manually
 - Electronically (i.e., computer, cloud service application, photo storage site, external hard drive)
 - Physically (designated storage area)
- 8. Dispose of** may include but is not limited to:
 - Digitally
 - Manually

UNDERPINNING KNOWLEDGE AND SKILLS

Candidates must know and understand:

1. What is digital photography.
2. What are the current photographic imaging technologies and techniques used in the industry.
3. How photographic techniques, such as lighting, colour, contrast, design affect the overall output of photographic images.
4. What are digital specifications, such as file size, file format, dynamic range and how these are considered and used when creating photographic images.
5. Which software, software tools, equipment and accessories are used in digital photography.
6. How to use, operate and store photographic equipment and accessories, such as digital cameras, reprographic systems, drones, smart phones, computers, printers, scanners for acquiring and processing photographic images.
7. How to use current industry technologies and techniques for editing, enhancing, manipulating, storing, printing photographic images.
8. How to save, store, archive, maintain photographic images and prints safely and sustainably.
9. How to produce, display digital photographs and what must be considered when doing so.
10. How to dispose of digital and printed photographs.
11. What are the characteristics of digital photographs, such as size, pixels, etc.
12. What are the copyright and legal requirements for processing digital photographs and how to comply with such.
13. Why it is important to comply with copyright, legal requirements when processing photographic images.
14. What are the manufacturer's instructions and safety and health requirements for using photographic equipment and accessories.
15. Why it is important to follow manufacturer instructions and safety and health requirements when using photographic equipment and accessories.

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.

UA59302**Plan and organise a photo shoot**

Unit Descriptor:

This unit deals with the knowledge skills and attitudes required to plan and organise a photo shoot using professional photographic and lighting equipment and a range of image capture techniques.

It applies to persons who produce photographs for print or electronic media and for a range of events, such as portraits, weddings or special events.

ELEMENT**PERFORMANCE CRITERIA**

Candidates must be able to:

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|------------------------------|--|
| 1. Prepare for a photo shoot | <ul style="list-style-type: none"> 1.1 Set goals and objectives for the photo shoot in accordance with client requirements. 1.2 Identify and prepare required equipment and accessories for the photo shoot in accordance with client requirements. 1.3 Collaborate with relevant personnel to confirm that client specifications are in accordance with organisational policies and procedures. 1.4 Identify the budget and resources required for executing the photo shoot. 1.5 Develop an action plan for executing the photo shoot in accordance with industry best practices. 1.6 Schedule the photo shoot in accordance with organisational requirements. |
| 2. Execute a photo shoot | <ul style="list-style-type: none"> 2.1 Select equipment and accessories appropriate to the type of photo shoot being conducted. 2.2 Set up for the photo shoot according to organisational and health and safety policies and procedures and client requirements. |

- 2.3 Assemble and test equipment and accessories for functionality in accordance with manufacturer's instructions, photo shoot and health and safety requirements.
 - 2.4 Adjust and calibrate camera settings to meet lighting arrangements and ensure that they are consistent with client and health and safety requirements.
 - 2.5 Conduct photo shoot activities to acquire photographic images within agreed timelines according to the action plan and organisational protocols and code of conduct.
 - 2.6 Provide updates to clients throughout the photo shoot as necessary in accordance with organisational procedures.
 - 2.7 Identify and rectify problems or issues which may arise during the photo shoot within the limits of own authority in accordance with organisational policies and procedures.
 - 2.8 Review images to ensure that those required by the client have been acquired and downloaded to an appropriate device within designated timelines.
3. Complete post-shoot activities
- 3.1 Dismantle the work area after use and return to its original condition in accordance with organisational procedures.
 - 3.2 Clean and care for equipment and accessories according to manufacturer's instructions.
 - 3.3 Report damaged equipment and accessories to relevant personnel in accordance with organisational procedures.
 - 3.4 Transport, where necessary and store equipment and accessories in accordance with organisational procedures.

RANGE STATEMENT

All range statements must be assessed:

- 1. Goals and objectives** may include but are not limited to:
 - Concept of photo shoot
 - Client specifications
 - Location e.g., indoors, outdoors or studio
 - Lighting
 - Composition
 - Delivery of photographic images
- 2. Equipment and accessories** may include but are not limited to:
 - Photographic equipment
 - Lighting equipment
- 3. Relevant personnel** may include but are not limited to:
 - Internal
 - External
- 4. Resources** may include but are not limited to:
 - Physical
 - Human
 - Financial
- 5. Action plan** may include but is not limited to:
 - Photo shoot goals aligned to business and client requirements
 - Schedule/timeline for photo shoot
 - Delivery of photographic images
- 6. Set up** may include but is not limited to:
 - Decoration
 - Design
 - Photographic equipment/camera
 - Lighting
 - Use of props/backdrops
 - Models

UNDERPINNING KNOWLEDGE AND SKILLS

Candidates must know and understand:

1. What are the different types of photo shoots and how to plan for such.
2. What resources, photographic and lighting equipment and accessories are required for a photo shoot.
3. How to select, set up and adjust photographic and lighting equipment and accessories for the photo shoot.
4. How to develop an action plan for executing a photo shoot according to client requirements.
5. What photographic techniques and design elements are to be considered for the photo shoot.
6. What are the legal, ethical, industry, professional requirements specific to conducting photo shoot activities and how to comply with them.
7. What are the health and safety concerns and protocols/codes of conduct for conducting a photo shoot, inclusive of the environment, equipment and accessories used.
8. How and when to update clients during a photo shoot.
9. What issues or problems may arise during a photo shoot, how to rectify them and why it is important to do so.
10. How to pack up and restore the environment after a photo shoot.
11. What are the procedures for cleaning and maintaining photographic and lighting equipment and accessories and how to do so.
12. How to store and transport photographic and lighting equipment and accessories.

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.

UA59402**Develop a portfolio of photographic images**

Unit Descriptor:

This unit deals with the knowledge, skills and attitudes required to develop a portfolio of completed photographic images. It involves designing, acquiring, customising and displaying images in a portfolio for a designated target market.

ELEMENT**PERFORMANCE CRITERIA**

Candidates must be able to:

- | | | | |
|----|---|-----|--|
| 1. | Design and plan photographic work | 1.1 | Conceptualise and document guidelines for the portfolio to be developed. |
| | | 1.2 | Plan the development of the portfolio based on guidelines and requirements and confirm the required resources for development. |
| | | 1.3 | Acquire the necessary resources to prepare for the specialisation of the portfolio in the chosen target market or audience. |
| | | 1.4 | Resolve issues which may occur in the planning and development of the portfolio in accordance with organisational policies and procedures. |
| 2. | Generate optimised digital images of work | 2.1 | Acquire photographic images for the portfolio according to digital specifications, portfolio guidelines and required outcomes. |
| | | 2.2 | Apply post-processing photographic techniques when editing and saving images according to portfolio guidelines and required outcomes. |
| | | 2.3 | Seek specialist advice where necessary to critique images to be used. |
| | | 2.4 | Review test images and prints of photographic images and adjust where necessary to meet required outcomes. |

3. Organise photographic work in a portfolio
- 3.1 Select photographic images for the portfolio according to portfolio guidelines and required outcomes.
 - 3.2 Arrange photographic images in the portfolio in the required sequence using photo organisation software and tools.
 - 3.3 Follow copyright, privacy, confidentiality procedures for photographic images in accordance with organisational policies and procedures.
 - 3.4 Store and maintain the portfolio of photographic images according to organisational policies and procedures.

RANGE STATEMENT

All range statements must be assessed:

1. **Guidelines and requirements** may include but are not limited to:
 - Vision
 - Design and style
 - Market/audience
 - Content
 - Arrangement/presentation
 - Content
2. **Resources** may include but are not limited to:
 - Physical e.g., equipment and materials
 - Financial
3. **Portfolio** may include but is not limited to:
 - Website-based
 - Printed
 - Digital
4. **Digital specifications** may include but are not limited to:
 - Resolution
 - Pixels
 - File size
 - File format
 - Dynamic range
 - Bit depth
5. **Market or audience** may include but is not limited to:
 - Wedding
 - Maternity
 - Other events
6. **Maintain** may include but is not limited to:
 - Manual
 - Electronic

UNDERPINNING KNOWLEDGE AND SKILLS

Candidates must know and understand:

1. What are the different types of photographic portfolios.
2. How to develop guidelines and requirements for a photographic portfolio.
3. How to create an action plan for developing a photographic portfolio.
4. What are the basic concepts of a photographic portfolio to be considered.
5. What are the requirements for acquiring, editing, saving, storing images in photographic portfolios.
6. How to acquire images for photographic portfolios.
7. How to review digital images and prints.
8. How to select, edit, save and print images for photographic portfolios.
9. How to arrange images in different types of photographic portfolios.
10. What are the different types of printers used for printing quality photographs.
11. How to store and maintain a portfolio of photographic images.

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.

U92502

Maintain safe and effective working practices

Unit Descriptor:

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

ELEMENT**PERFORMANCE CRITERIA**

Candidates must be able to:

- | | |
|---|---|
| <ol style="list-style-type: none"> 1. Protect the safety of self and others in the workplace | <ol style="list-style-type: none"> 1.1 Work according to training and instructions received to avoid risk to self and others. 1.2 Wear appropriate personal protective equipment according to organisational procedures. 1.3 Use approved methods and handling equipment when moving and lifting items. 1.4 Use appropriate equipment and materials according to organisational requirements and manufacturer's instructions. 1.5 Return equipment and materials to designated storage when not in use. 1.6 Keep the immediate work area tidy and free from hazards in accordance with organisational health and safety requirements. 1.7 Dispose of waste and in a designated area, in accordance with organisational procedures and environmental and industry regulations. 1.8 Perform work in a manner which minimises environmental damage and contributes to the improvement of environmental work practices. |
|---|---|

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

RANGE STATEMENT

All range statement items must be assessed:

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

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

2. Equipment may include but is not limited to:

- Manual
- Electronic

3. Waste may include but is not limited to:

- Solid
- Liquids
- Hazardous/toxic

4. Others may include but are not limited to:

- Colleagues
- Supervisors
- Customers

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

- Productivity
- Quality of work

UNDERPINNING KNOWLEDGE AND SKILLS

Candidates must know and understand:

1. How to carry out work activities avoiding risk to self and others.
2. What are the basic requirements of health, safety and other legislation and regulations that apply to the workplace.
3. What are the organisational requirements for the use of personal protective equipment.
4. How to select and use the correct personal protective equipment.
5. What is the relevant, up-to-date information on health, safety and security and how it applies in the workplace.
6. Why it is important to be alert to health, safety and security hazards.
7. What are the common health, safety and security hazards that affect persons working in this role and how these should be identified.
8. Why it is important to warn others about hazards and how to do so until the hazard is dealt with.
9. Why it is important to use safe lifting techniques.
10. What are the correct and safe ways to use equipment and materials required for the work.
11. What are safe methods and areas for the storage of equipment and materials.
12. What are the organisational and legislative requirements for disposing of waste.
13. What health and safety records may need to be kept and how to do so.
14. How the conditions under which you work can affect the efficiency and effectiveness of yourself and those around you.
15. What methods should be used to promote good environmental practices and to minimise environmental damage while working.
16. What procedures should be used for different types of emergencies in the industry.
17. Why it is important to develop and maintain effective working relationships and how to do so.
18. What procedures should be used in dealing with workplace disagreements.
19. Why it is important to communicate effectively and what are the available methods to do so.
20. How to maintain security in the work area.

EVIDENCE GUIDE

For assessment purposes:

(1) Critical Aspects of Evidence

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

(2) Methods of Assessment

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

Evidence may be collected in a variety of ways including:

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

(3) Context of Assessment

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

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

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

U78103**Communicate to develop and maintain networks and relationships**

Unit Descriptor:

This unit deals with the knowledge, skills and attitudes required to collect, analyse and communicate information and to use that information to develop and maintain effective working relationships and networks. The unit emphasises communication and representation.

ELEMENT**PERFORMANCE CRITERIA***Candidates must be able to:*

- | | |
|---------------------------------|---|
| 1. Share ideas and information | <ul style="list-style-type: none"> 1.1 Collect relevant information from appropriate sources, analyse and share with colleagues to improve performance. 1.2 Relay ideas and information in a manner appropriate to the recipient's specific needs. 1.3 Exchange information and resources with colleagues to ensure that all parties can work in an effective manner. 1.4 Implement consultation processes to encourage colleagues to contribute to issues related to their work and relay feedback to the team with regards to outcomes. 1.5 Implement processes to ensure that issues raised are referred to relevant personnel as required. |
| 2. Develop trust and confidence | <ul style="list-style-type: none"> 2.1 Identify, agree on and respect the roles and responsibilities of colleagues. 2.2 Obtain and maintain the trust and confidence of colleagues through competent performance. 2.3 Fulfil and communicate agreements made with colleagues. 2.4 Advise colleagues of difficulties and where agreements cannot be fulfilled in a prompt manner. |

- | | | | |
|----|---|-----|---|
| 3. | Develop and maintain networks and relationships | 3.1 | Establish working relationships with persons relevant to the work being carried out. |
| | | 3.2 | Use networks to identify and build relationships. |
| 4. | Manage difficulties into positive outcomes | 4.1 | Identify and analyse difficulties, conflicts of interest and disagreements and take action to resolve the situation in ways that minimise damage to the work being carried out. |
| | | 4.2 | Provide feedback to colleagues on their performance and solicit feedback from colleagues on own performance to identify areas for improvement. |
| | | 4.3 | Guide and support colleagues to resolve work difficulties. |
| | | 4.4 | Review and improve workplace outcomes in consultation with relevant personnel in accordance with organisational requirements. |

RANGE STATEMENT

All range statements must be assessed:

1. Communicate may include but is not limited to:

- Written
- Verbal
- Non-verbal

2. Information may include but is not limited to:

- Data appropriate to work roles and organisational policies that is shared and retrieved in writing or verbally, electronically or manually, such as:
 - archived, filed and historical background data
 - individual and team performance data
 - marketing and customer-related data
 - planning and organisational documents including the outcomes of continuous improvement and quality assurance
 - policies and procedures

3. Consultation processes may include but are not limited to:

- Feedback to the work team and relevant personnel in relation to outcomes of the consultation process
- Opportunities for all employees to contribute to ideas and information about organisational issues

4. Processes may include but are not limited to:

- Conducting informal meetings
- Coordinating surveys or questionnaires
- Distributing newsletters or reports
- Exchanging informal dialogue with relevant personnel

5. Relevant personnel may include but are not limited to:

- Managers
- Occupational health and safety committee and other people with specialist responsibilities
- Other employees
- Supervisors

6. Networks may include but are not limited to:

- Established structures or unstructured arrangements and may include business or professional associations
- Informal or formal and with individuals or groups
- Internal and/or external

7. **Workplace outcomes** may include but are not limited to:

- Occupational health and safety processes and procedures
- Performance of the work team

UNDERPINNING KNOWLEDGE AND SKILLS

Candidates must know and understand:

1. How to use coaching and mentoring skills to provide support to colleagues.
2. What information should be collected and how to analyse and share this information.
3. What are the methods of communication with regard to the recipient.
4. What consultation methods can be used within the team.
5. How to network to identify and build relationships.
6. How to identify and analyse conflicts of interest and disagreements.
7. How to provide constructive feedback.
8. What methods can be used to provide guidance and support to colleagues.
9. What literacy skills are required to research, analyse, interpret and report information.
10. What relationship, management and communication skills are required to:
 - deal with individuals openly and fairly
 - forge effective relationships with internal and/or external persons and to develop and maintain these networks
 - gain the trust and confidence of colleagues
 - respond to unexpected demands from a range of people
 - utilise supportive and consultative processes effectively
 - demonstrate respect for colleagues and their work
11. What is the relevant legislation and industry practice that affect business operations, especially in regard to occupational health and safety (OHS), environmental issues, industrial relations and anti-discrimination.
12. What theories are associated with managing work relationships to achieve planned outcomes:
 - developing trust and confidence
 - maintaining fair and consistent behaviour in work relationships
 - understanding the cultural and social environment
 - identifying and assessing interpersonal styles
 - establishing, building and maintaining networks
 - identifying and resolving problems
 - resolving conflict
 - managing poor work performance
 - monitoring, analysing and introducing ways to improve work relationships

EVIDENCE GUIDE

For assessment purposes:

(1) Critical Aspects of Evidence

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

(2) Methods of Assessment

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

Evidence may be collected in a variety of ways including:

- Observation
- 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, products and manufacturing specifications, codes, standards, manuals and reference materials.

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

U12902**Deliver reliable customer service**

Unit Descriptor:

This unit is all about how you deliver consistent reliable service to customers as part of your job. As well as being good with people, you need to work with your organisation's service systems to meet and wherever possible, exceed customer expectations. In your job there will be many examples of how you combine your approach and behaviour with your organisation's systems to ensure that you:

- are prepared for each transaction
- deal with different types of customers under different circumstances
- check that what you have done has been effective.

When you have completed this unit you will have shown that you can deliver excellent customer service over and over again.

ELEMENT**PERFORMANCE CRITERIA**

Candidates must be able to:

- | | |
|---|---|
| 1. Prepare to deal with customers | 1.1 Keep knowledge of products or services offered by the organisation up to date using information from colleagues and organisational literature.

1.2 Confirm that equipment used is in good and safe working order.

1.3 Confirm that the work area is tidy and the space is used in an efficient manner.

1.4 Plan and arrange everything that is required to deal with customers before the shift or period of work commences. |
| 2. Give consistent service to customers | 2.1 Make realistic commitments to customers regarding products or services during service delivery.

2.2 Make extra effort to keep commitments to customers. |

- 2.3 Inform customers when commitments cannot be kept due to unforeseen developments.
 - 2.4 Identify when customers' needs or expectations have changed and adjust the service to meet their new requirements.
 - 2.5 Pass customers on to the relevant person or organisation if unable to deal with their needs and expectations and keep customers advised about what is happening.
- 3. Check customer service delivery
 - 3.1 Confirm that the service given meets customers' needs and expectations.
 - 3.2 Identify where better service could have been provided to customers and how it could have been improved.
 - 3.3 Share relevant information with others to maintain the organisation's standards for service delivery.

RANGE STATEMENT

All range statements must be assessed:

1. Prepare and arrange may include but is not limited to:

- Tools and equipment
- Consumables (wrapping papers, bags, etc.)
- Documentation

3. Service may include but is not limited to:

- During busy periods
- During quiet periods
- At times when people, systems or services have let you down
- When working with colleagues

2. Customers may include but are not limited to:

- With clearly stated needs
- Who are not clear about their needs and expectations
- Who are unhappy with the level of service being provided

4. Identify may include but is not limited to:

- By inviting feedback from colleagues and managers on your performance
- By asking customers for feedback directly
- By examining written customer feedback

UNDERPINNING KNOWLEDGE AND SKILLS

Candidates must know and understand:

1. What are the customer's rights.
2. What are the specific aspects of:
 - a. health and safety
 - b. data protection
 - c. equal opportunity
 - d. disability discrimination, legislation and regulations that affect the way the products and services can be delivered to customers.
3. What are the industry, organisational and professional codes of practice and ethical standards that affect the way the products or services can be delivered to customers.
4. What are the contractual agreements, if any, that customers have with the organisation.
5. What are the products or services of the organisation relevant to the customer service role.
6. What are the guidelines laid down by the organisation that limit what can be done within the job.
7. What are the limits of your own authority and when to seek agreement with or permission from others.
8. What are the organisational targets relevant to the job role and the implications for the organisation if those targets are not met.
9. What are the organisational procedures and systems for delivering customer service.
10. What are the methods used or might be used by the organisation to measure its effectiveness in delivering customer service.
11. What are the systems in place for checking service delivery.
12. How to communicate in a clear, polite confident way and why this is important.
13. How to deal with persons with diverse backgrounds and abilities (e.g., age, cultural, social and religious backgrounds).

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.

You must prove that you:

- a) consistently follow the steps of preparing, delivering and checking customer service
- b) have worked with different customers who have different needs and expectations

As well as providing routine delivery of customer service, you need to include evidence which relates to:

- a) busy periods
- b) quiet periods
- c) times when people, systems or resources have let you down
- d) working with colleagues

(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 is not allowed.

U92702**Craft personal entrepreneurial strategy**

Unit Descriptor:

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

ELEMENT**PERFORMANCE CRITERIA**

Candidates must be able to:

- | | |
|--|--|
| 1. Demonstrate knowledge of the nature of entrepreneurship | 1.1 Define concepts associated with entrepreneurship. |
| | 1.2 Identify and explain factors which influence entrepreneurship locally and regionally. |
| | 1.3 Explain the importance of entrepreneurship to economic development and employment. |
| | 1.4 Present the findings of research conducted on entrepreneurial ventures and successes in the Caribbean region in the appropriate format. |
| | 1.5 State the difference between wage employment and entrepreneurial ventures. |
| 2. Identify and assess entrepreneurial characteristics | 2.1 Carry out relevant research and identify the required entrepreneurial characteristics. |
| | 2.2 Assess and rank identified entrepreneurial characteristics. |
| | 2.3 Demonstrate an understanding of the process and discipline that enable an individual to evaluate and shape choices and to initiate effective action. |

- 2.4 Determine factors that will help an entrepreneur to manage the risk and uncertainties of the future, while maintaining a future orientated frame of mind.
- 3. Develop a self-assessment profile
 - 3.1 Use self-assessment tools/methods to identify personal entrepreneurial potential.
 - 3.2 Demonstrate the ability to apply problem-solving techniques and principles to solve business-related problems.
 - 3.3 Obtain appropriate feedback from others for the purpose of becoming aware of blind spots and for reinforcing or changing existing perceptions of strengths or weaknesses.
- 4. Develop an entrepreneurial strategy
 - 4.1 Create a profile of the past that includes accomplishments and preferences in terms of likes and work styles, coupled with a look into the future and an identification of what one would like to do.
 - 4.2 Identify areas for development to determine commitment, determination and perseverance, orientation towards goals, taking initiative and accepting personal responsibility and recognising management competencies.
 - 4.3 Develop written guidelines to obtain feedback that is solicited, honest, straightforward and helpful but not all positive or negative to facilitate reviews.
 - 4.4 Develop a framework and process of setting goals which demand time, self-discipline, commitment, dedication and practice.
 - 4.5 Establish goals that are specific and concrete, measurable, relate to time, realistic and attainable.

- 4.6 Establish priorities including identifying conflict and trade-offs and how these may be resolved.
- 4.7 Identify potential problems, obstacles and risks in meeting goals.
- 4.8 Identify specific action steps that are to be performed to accomplish goals.
- 4.9 Indicate the method by which results will be measured.
- 4.10 Establish milestones for reviewing progress and tie these to specific dates on a calendar.
- 4.11 Identify sources of help to obtain resources.
- 4.12 Demonstrate evidence of the ability to review process and periodically revise goals.

RANGE STATEMENT

All range statements must be assessed:

1. Concepts may include but are not limited to:

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

2. Factors may include but are not limited to:

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

UNDERPINNING KNOWLEDGE AND SKILLS

Candidates must know and understand:

1. What is a personal entrepreneurial profile system.
2. How to explain the following effective management systems:
 - marketing
 - operations/productions
 - finance
 - administration
 - law
3. How to measure feedback.
4. What are the methods for developing a personal business plan.
5. What is the difference between entrepreneurial and management culture.
6. How to determine barriers to entrepreneurship.
7. How to minimise exposure to risk.
8. How to exploit any available resource.
9. How to tailor a reward system to meet a particular situation.
10. How to effectively plan and execute activities.
11. How to use computer technology to undertake assessments.

EVIDENCE GUIDE

For assessment purposes:

(1) Critical Aspects of Evidence

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

(2) Methods of Assessment

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

Evidence may be collected in a variety of ways including:

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

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

(3) Context of Assessment

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

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

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

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

Unit Descriptor:

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

ELEMENT**PERFORMANCE CRITERIA***Candidates must be able to:*

- | | |
|--|---|
| 1. Work in an environmentally conscious way | <ul style="list-style-type: none"> 1.1 Perform duties in accordance with relevant policies and legislation. 1.2 Execute duties in a manner which minimises environmental damage. 1.3 Operate and handle equipment and materials in a manner that minimises environmental damage. |
| 2. Contribute to continuous improvements in protecting the environment | <ul style="list-style-type: none"> 2.1 Identify instances of likely or actual environmental damage and take appropriate action. 2.2 Identify improvements to procedures and practices in terms of good environmental practice and report to relevant persons. 2.3 Dispose of hazardous and non-hazardous waste according to approved legislative procedures and practices. 2.4 Participate in sustainable development particularly in the conservation of energy, water, use of resources and equipment to minimise environmental damage. |

RANGE STATEMENT

All range statements must be assessed:

1. Relevant policies and legislation:

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

2. Manner which minimises environmental damage:

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

3. Equipment and materials

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

4. Hazardous waste:

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

5. Non-hazardous waste:

- Food
- Plant matter
- Paper

UNDERPINNING KNOWLEDGE AND SKILLS

You need to know and understand:

1. What are the relevant policies and legislation governing environmental protection.
2. How to recognise any likely or actual environmental damage.
3. What are the appropriate actions to take in the discovery of likely or actual environmental damage.
4. What are the ways in which tools and materials should be used in order to minimise environmental damage.
5. What are the different types of pollution.
6. What are the consequences of pollution.
7. How to recognise wastage of energy, water, equipment and materials.
8. What are the methods of working that will minimise pollution and wastage of resources.
9. What are the types of damage which may occur, the impact these can have on the environment and corrective actions to be taken.
10. What are the methods of waste disposal which will minimise the risk to the environment.
11. What are the organisational requirements to prevent wastage.

EVIDENCE GUIDE

For assessment purposes:

(1) Critical Aspects of Evidence

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

(2) Methods of Assessment

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

Evidence may be collected in a variety of ways including:

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

(3) Context of Assessment

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

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

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

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 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 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

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

Level 2 - Skilled Occupations

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

Level 3 - Technician and Supervisory Occupations

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

Level 4 - Technical Specialist and Middle Management Occupations

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

Level 5 - Chartered, Professional and Senior Management Occupations

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

External Verifier

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

Internal Verifier

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

NVQ

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

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

NVQ Coordinator

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

Observation

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

Performance criteria

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

Product of Work

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

Questioning

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

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

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

Range statements

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

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

Role-plays

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

Simulations

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

By designing the simulated situation, briefing the candidate and observing his/her performance, the Assessor will be able to elicit evidence which will help 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 activities which form a significant part of an individual's work. Units are accredited separately but in combination can make up a vocational qualification. There are three categories of units:

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

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

Work-based projects

Work-based projects are a useful way for the candidate 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 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).